FORMATION OF SOCIAL COMPETENCE OF PRIMARY SCHOOL CHILDREN BY MEANS OF EDUCATIONAL SUBJECTS

Bakhtiyor Rakhimov¹, Husniddin Umarov¹, Zohida Rasulova¹, Shuhrat Mamarahimov¹, Shoira Abdurasulova¹

¹Gulistan State University, Syrdarya region, Gulistan City 4, Uzbekistan
Email: 1967.baxtiyor@mail.ru

Received: 13.01.2020 Revised: 19.02.2020 Accepted: 24.03.2020

Abstract
One of important problems of modern education is education of a creative person. Sphere of the higher education lastly directed to from scientific world outlook of young people. In this article are shined creative and practical aspects of formation of research skills at pupils and students.

Key words: training, competence, research competence, future teacher.

INTRODUCTION
The need to ensure sustainable and progressive development of Russian society actualizes the requirements for the system of domestic education. Creation of a new school, which is the most important task of revealing the abilities of each student, educating him as a person, ready for life in the modern world.

The priority direction of the modern stage of modernization of Uzbek education is to improve its quality, bringing it in line with international standards.

The Bologna process is currently the starting point for the integration of Uzbek and European education, which determines the need to develop a new competency paradigm, as well as the fundamental principles of education in the 21st century.

MATERIALS AND METHODS
Primary school, as the first compulsory stage of general education, is called upon to make a significant contribution to the process of forming the foundations of the social competence of a primary school student, since it is during this age period that a whole series of transformations is necessary to establish the personality of a primary school student.

So, D.I. Feldstein observes a clear inadequacy of the level of formation of social competence of 25% of primary school children, their helplessness in relations with their peers, and the inability to resolve the simplest conflicts. At the same time, a dangerous trend can be traced when more than 30% of independent solutions proposed by children are clearly aggressive.

The process of formation and development of social competence in primary school age is characterized by the intensive development of social relations, the change in social roles and functions with the subsequent expansion of the social and moral interaction of children with the surrounding society, the dynamism of social representations, and a special attitude to the world.

An effective condition for the formation of social competence of a primary school student is the educational potential of the content of educational subjects, which is the basis for the formation of social competence.

In this regard, there is an objective need for analysis and theoretical understanding of the phenomenon of social competence and its components, age-related features of the social competence of a younger student, the educational potential of educational materials for younger students, allowing to justify and construct the author’s technology.
1) social competence is considered as a socially significant integrative quality of the personality of a primary school student; 

3) theoretical and methodological potential of primary school subjects for the formation of social competence; 

3) the organizational and pedagogical conditions for the formation of social competence of younger students are theoretically justified and implemented: 
- the creation of an appropriate educational space aimed at the formation of social competence of primary schoolchildren; 
- implementation of the integration of the content of academic subjects (intra-subject, intersubject and trans-subject communications); 
- development and implementation of technology for the formation of social competence of primary schoolchildren, which includes stages and types of meaningful connections as components; 
- the use of innovative forms of work with children in the context of multi-subject education in a mass comprehensive school. 

Tasks 
In accordance with the goal and the hypothesis put forward, the following research tasks were formulated: 

1. Based on the analysis of the problem of the formation of social competence as an aspect of social education, to reveal the content and structure of social competence of younger students. 

2. To develop a criteria apparatus, which allows to determine the levels of formation of social competence of primary school students. 

3. To identify the socio-pedagogical potential of educational subjects in the aspect of the formation of social competence of younger students. 

4. Theoretically substantiate and experimentally verify the organizational and pedagogical conditions for the formation of social competence of primary schoolchildren by means of educational subjects. 

The methodological basis of the study is the fundamental principles and principles of philosophy, psychology and pedagogy, social and pedagogical science. 

As the methodological guidelines of the study are used: 
- a systematic approach that assumes the integrity of the study; 
- an interdisciplinary approach that considers the problem from the standpoint of different disciplines; 
- a competency-based approach that ensures the use of the content of educational subjects for solving social problems; 
- an activity approach that provides for the achievement of the goal of research in the conditions of educational and cognitive activity of younger students. 

The theoretical basis 
- theoretical and methodological provisions on the essence of socialization of a person; 
- socio-pedagogical concept of the active interaction of man and the environment; 
- concepts of social and pedagogical work, theoretical foundations of social education; 
- provisions on the nature and formation of social competence; 
- provisions on the competency-based approach in education; 
- theory of activity approach; 
- The concept of personality-oriented education in modern elementary school; 
- modern approaches to the formation of educational developmental environments; 

Methods 
In the dissertation, a set of methods was used: theoretical, including analysis of psychological, pedagogical, pedagogical and methodological literature on the problem of research, legislative documents and projects, federal primary education programs, classification, comparison, generalization, systematization; empirical, including analysis of the products of pedagogical activity, observation, questionnaires, conversation, expert assessment, generalization of practical experience, pedagogical experiment (ascertaining and formative); qualitative and quantitative analysis of the results based on the methods of mathematical statistics. 

The scientific novelty 
1. The content of the concept of "social competence" has been clarified in relation to primary school age as the most favorable period for childhood for education and social education. 

2. The structural components of the social competence of primary school students (cognitive, motivational, behavioral), assessment criteria (awareness of objects of social reality; interest in socially significant activities; willingness to socially significant activities), levels (high, medium, low) and indicators the formation of social competence of younger students. 

3. The necessity is substantiated and the possibility of the formation of social competence of elementary schoolchildren by means of educational subjects with social and pedagogical potential, understood as a real opportunity and an actual source, allowing the formation of social concepts in children, subject and over subject competencies that form the basis of social competence, is proved. 

4. The organizational and pedagogical conditions that contribute to the effective formation of the social competence of primary schoolchildren by means of educational subjects are defined: 
- the creation of an appropriate educational space aimed at the formation of social competence of primary schoolchildren; 
- implementation of the integration of the content of academic subjects (intra-subject, intersubject and trans-subject communications); 
- development and implementation of technology for the formation of social competence of primary schoolchildren, which includes stages and types of meaningful connections as components; 
- the use of innovative forms of work with children in the context of multi-subject education in a mass comprehensive school. 

The theoretical significance 
The theoretical significance of the study is determined by its contribution to the development of the scientific foundations of social education, in particular, to the theory of the formation of social competence of younger students. The existing theoretical ideas about the means of social education have been expanded and concretized, as the content of educational subjects and the forms of teaching them have been used in our study. 

Experiment 
The study was carried out in 3 stages, at Gulistan State University. At the first stage (preparatory search), a theoretical study was carried out on the state of the problem of the formation of social competence of younger schoolchildren; philosophical, psychological and pedagogical literature was studied, as well as dissertation research on this problem. Contradictions were determined, the problem, object and subject of the study were formulated; research goals and objectives. A working hypothesis was put forward. Schoolchildren during the learning process. 

At the second stage, the experimental experiment, a formative experiment was conducted. The socio-pedagogical technology of the formation of social competence of younger students in the learning process was tested. The processing of the results of experimental work was carried out. 

At the third stage - generalizing - the processing, analysis and systematization of the obtained theoretical and experimental research results, the formulation of conclusions; presentation of research results; work on the dissertation text. 

RESULTS 
The results of the study clarify and supplement scientific ideas about the content of the concept of "social competence of a primary school student", enrich the criteria apparatus of the study (components, criteria, indicators, levels). The research materials can serve as the basis for creating new options for the
formation of social competence of primary school students in various socio-pedagogical and organizational conditions.

Theoretical provisions and conclusions of the thesis open up the possibility of new approaches to the study of the phenomenon of social competence of younger students in the aspect of its formation in elementary school students.

The practical significance of the study lies in the fact that its results and conclusions can be used in the educational process of the school, helping to expand the arsenal of means of forming social competence of primary school children.

The research materials can be the basis for methodological developments and recommendations on the formation of social competence of primary school children by means of educational subjects. The results obtained and justified in the thesis are important for the preparation of special courses in pedagogical educational institutions, they allow you to complement the relevant sections of the course theory and methods of social education. The research materials can be used in the system of advanced training of specialists in the field of socio-pedagogical activity, as well as primary school teachers.

CONCLUSION

1. The social competence of a younger student is an integrative characteristic of a child’s personality, reflecting the system of knowledge, abilities and skills acquired by him in the process of mastering school subjects and necessary for him to model his behavior, the ability to adequately perceive the surrounding reality, build a system of relations and communication with surrounding people, taking into account the social situation.

2. The structure of social competence of a primary school student is an education that includes three components (cognitive, motivational, behavioral), characterized by criteria formed “(awareness of objects of social reality; interest in socially significant activities; readiness for socially significant activities), levels manifestations (high, medium, low) and relevant indicators.

3. The socio-pedagogical potential of subjects in the formation of social competence of primary schoolchildren is an internal reserve, the possibilities of subjects studied by children that are cognitive (awareness of the objects of social reality), Motivational (having an interest in socially significant activities) and behavioral (readiness for socially significant activities, independent and confident behavior in new situations).

4. The content of school subjects, laid down in textbooks, allows, using meaningful connections (intrsubject, intersubject and transdisciplinary), to widely and effectively apply innovative forms of work aimed at developing the social competence of younger students.

5. Organizational and pedagogical conditions that contribute to the effective formation of social competence of primary schoolchildren by means of educational subjects are:

   - the creation of an appropriate educational space aimed at the formation of social competence of primary schoolchildren;
   - implementation of the integration of the content of academic subjects (intrsubject, intersubject and trans-subject communications);
   - development and implementation of technology for the formation of social competence of primary schoolchildren, which includes stages (conceptual dialogue, reproductive competence, creative projective), types of meaningful connections (intrsubject, inter-subject, trans-subject), as components
   - the use of innovative forms of work with children in the context of multidisciplinary instruction in a mass comprehensive school (Socratic dialogues and polylogues, integrated social courses, educational cooperation, social projects, socially oriented over-subject programs).

REFERENCES:

1. Bally K.D. Methods of Social Research. N. Y., London, 1982

2. Borisova, O. F. Formirovanie social'noy kompetentnosti detej doshkol'nogo vozrasta: avtoreferat dis... kand. ped. nauk. 13.00.07: O.F. Borisova. Chełżbinsk, - 2009. – 24 p.

3. Hutmacher Walo. Key competencies for Europe. Report of the Symposium Berne, Switzerland 27-30 March, 1996. Council for Cultural Co-operation (EDCC). Secondary Education for Europe Strasburg, 1997.

4. Hutorskaya, A. V. Kluchevye kompetencii i obrazovatel'nye standarty. Deklarat na otdeleni filosofi obrazovanija i teorii pedagogiki RAO 23 aprelja 2002. Jelektromnyj resurs. A.B. Hutorskaya. Gon. «Jejdos». http://www.eides.ru/news/.

5. Koljagin, J u.M. Aleksein o.O.L. Integracija shkol'nyh obuchenija. Ju.M. Koljagin. Nachal'naia shkola. 1990. - No. 9.- pp. 4-9

6. Kundrat'ev, E.A. Social'noe obosnovanie programmy «Filosofija dija deteje». E.A. Kundrat'ev. Myshlenie. 1996. - No. 2. - pp. 26-32.

7. Shah P, Bhalodia D, Shelat P. "Nanoemulsion: A Pharmaceutical Review." Systematic Reviews in Pharmacy 1.1 (2010), 24-32. Print doi:10.4103/0975-8453.59509

8. Muhina, B.C. Vozrastnaja psihologija. B.C. Muhina. M.: Prosveshenie, 2006. - 316 p.

9. Rustamova N.R. (2019). Using of vitagenic technology in the education system. Proceeding of The ICECRS, 3. https://doi.org/10.21070/icecrs.v3i0.356.

10. Rustamova N.R. Developing of media competence of students of higher education institutions. Modern education systems in the USA, the EU and the Post-Soviet countries. Conference, USA, 2020. Avialble to: https://www.sworld.education/index.php/ru/sec/jiuos-6/32076-us01-008.

11. Alreja, G., Lotfi, A.Eustachian valve endocarditis: Rare case reports and review of literature(2011) Journal of Cardiovascular Disease Research, 2 (5), pp. 181-185. DOI: 10.4103/0975-3583.85266

12. Tjukavin, M.V. Formirovanie social'noy kompetentnosti uchashhijas tehnologichskogo profila v sovremennoj shkole: avtoreferat dis... kand. ped. Nauk. 13.00.01: M.V. Tjukavin.- Chita 2009. - 24 p.

13. While R.W. Motivation reconsidered: The concept of competence. Psychological review, 1959, №66.