

Pedagogical Conditions of Developing Social Competence in Future Sociologists

*Yulbarsova Khurshida Abdullajonovna*¹

Annotation: The article analyzes the pedagogical conditions for the development of social competence in future sociologists. The creation of legal bases for the organization and improvement of educational processes in higher education institutions in our country was studied based on the analysis of regulatory documents. It is also explained that the development of social competence in future specialists is an urgent issue of today, and the analysis of social processes of society is explained using theoretical and methodological approaches. The development of the social competence of the future sociologist as a mature specialist will help growing young people find their place in the labor market, receive quality education, and the most important element of humanity in the formation of interpersonal socio-cultural dialogue is the subject between the teacher and students. It is concluded that object communication is an important factor.

Keywords: competence, social competence, practical activity, modern information technologies, social relations, humanitarianism, socialization, basic competencies.

INTRODUCTION

Modern requirements for the educational process give us the opportunity to accept the formation of professional social competence as a pedagogical process. It is aimed at providing high-quality professional competences with the development of significant-motivational sphere and interpersonal and intercultural social competences in students. Pedagogical conditions for the development of social competence of future sociologists in the implementation of a person-oriented educational approach are manifested in the following: modeling the context of social life in the educational space of a higher educational institution; use of motivational incentives (self-affirmation in the group, self-esteem correction, realization of creative, organizational and other abilities, demand for the results of activities in the environment of the immediate environment of students), encouraging students encourage; mastering the methods of socially oriented actions and actions; the developed personality of professors and teachers and their humanitarian attitude towards the student personality; professional self-development of teachers; such as the culture of a socio-personally oriented educational institution.

MAIN PART

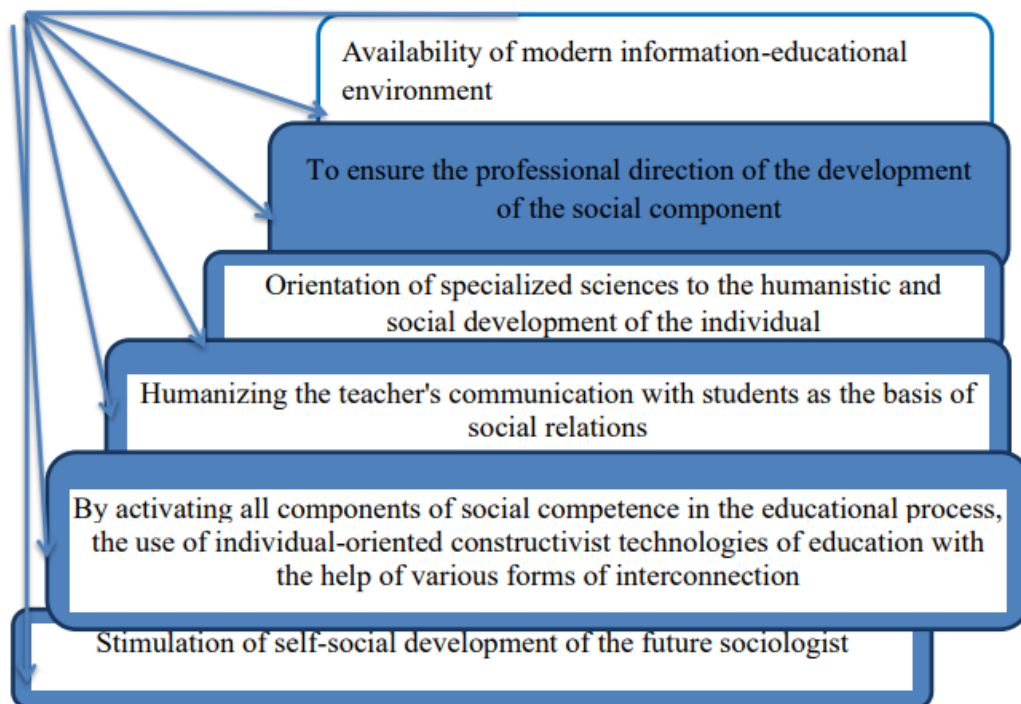
When evaluating the process of social competence development in a future sociologist, it is necessary to pay attention to a number of pedagogical conditions that help to achieve high efficiency in education. (Chart 1). In teaching future sociologists, the humanization of the teacher's relationship and communication with students is considered as the basis of social interaction.

¹ Associate Professor of Sociology Department, Fergana State University, Uzbekistan, Fergana city



1-chart

Integrated pedagogical conditions forming social competences of future sociologists



Let's analyze the integration conditions one by one. One of the main factors of social education of students is the educational space or environment, which acts as a system that organizes the pedagogical system. V.A. Levin "educational space - when there are opportunities for its full development, a system of special, unique effects and conditions of personality formation develops in socio-cultural and subject conditions", [4, 365 p.] believes that. The environment should not be the same. That is, it will be necessary to constantly reform the social environment.

In general, the unique feature of the educational process in a higher educational institution is that it helps to provide students with information for their independent study, and this can be seen in the processes of individual information exchange with others. Mutual information exchange can be carried out on the basis of the following four criteria (Table 1).

1-table.

Criteria for mutual information exchange in the educational environment of the Higher Education Institution

Criterion Unique feature	Criterion Unique feature
1. Regulatory	Containing a number of laws and legislative documents, they reflect the rights and obligations of all participants in the educational process, and the conditions of their activity are strictly determined
2. Prospective referrer	Doctrines and programs of educational development that are planned to be implemented in the future
3. Communicative and informative	It is oriented towards the establishment of information exchange, includes specially selected information about the real world of life and the place of a person in it, as well as a unique means of information exchange between educational participants. serves as
4. Actively stimulating	It is aimed at motivating students to acquire knowledge and satisfy other spiritual needs while fulfilling their duties

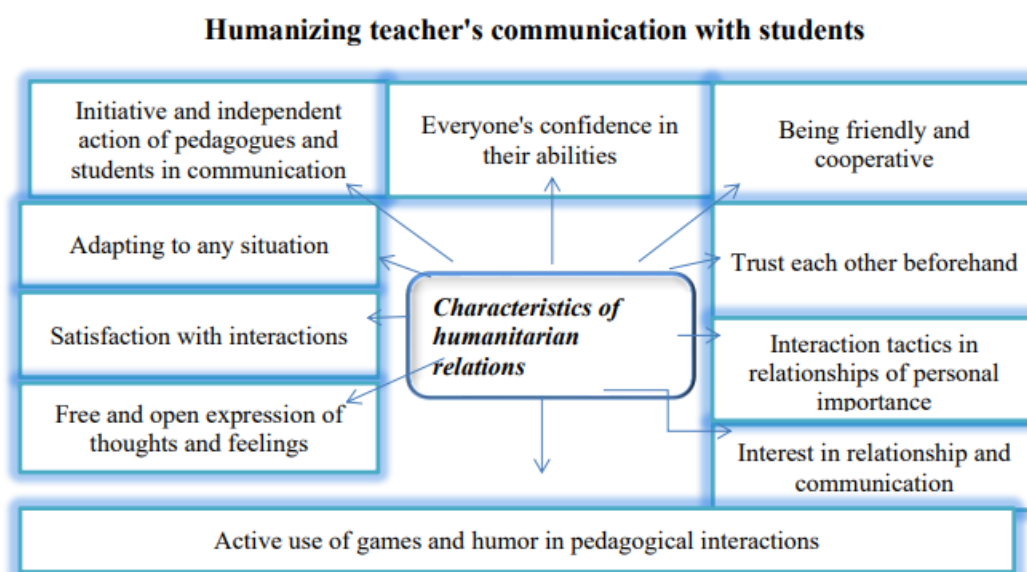


The main tasks of training future sociologists are as follows:

- helping students to develop self-awareness by creating their own social portraits;
- teach them to understand the people around them;
- formation of students' skills to be socially and psychologically correct and understandable;
- forming their social competence by teaching them to see the perspectives of their personal and professional development.

In addition, on the basis of an integrative approach, the sciences of sociology, philosophy, psychology, pedagogy and economics are able to develop in students social competences such as communicativeness, creativity, tolerance, tendency to analysis, as well as the motivation to learn throughout life. In this case, the humanization of the relationship between the teacher and students, which is an important and necessary part of social competence, can be characterized by the following features (Chart 2).

Chart 2.



In this case, the most important element of humanism is the change of the subject-object communication between the teacher and the students. The teacher and his students become separate "subjects of the full development of their creative individuality", in which the pedagogical process is primarily a communication process. As we know, from the distant past, the perfect human qualities that promote humanity are related to the communication process. For example, in the "Avesta" the qualities of a perfect person are closely related to each other, and are manifested in the unity of good thoughts, good words and good deeds, which complement each other and require each other. Therefore, "Avesta" is considered to be the first socio-pedagogical work that embodies the perfection of the human personality, the unity of good thoughts, good words and good deeds towards people and nature. It is no exaggeration to say that this ethical trinity, which embodies the main principles of an integrative pedagogical and social approach, has been the basis of all educational works created since the earliest times. "Because it expresses the specific requirements necessary for the spiritual and material development of a person as a human being, and as a code of life, it became the sacred heritage not only of the peoples of the East, but also of the peoples of the West. Therefore, the oldest monuments teach about goodness, patriotism, sincerity, kindness, courtesy [1, p.21-22].

Among our educational monuments that promote humanity, which is considered a necessary condition for social competence, the Holy Qur'an and Hadith have an incomparable place. Islam encourages people to do good and forbids evil. He preaches humanity and condemns racism. We can know this from the extent to which the Qur'an occupies a place in human development, its attitude to man, to the



whole existence, and its great importance in shaping the lifestyle and moral standards. It is known that in the Holy Qur'an it is interpreted that politeness and manners of communication should be a natural duty of a person. It is said that whoever is polite and kind in his dealings with people, this is also considered a donation, and his reward will be great. Because it is emphasized that a person who does good to someone will feel spiritual satisfaction and will be respected by others. In this place, the principle of humanitarianism is an important condition for professional communicative competence of the future specialist in working with disabled persons and studying their social relations.

Modern authors who expressed their attitude to the social sphere of education and upbringing (Kh. Abdukarimov, G.G. Chanisheva, B.D. Elkonin, F.R. Yuzlikayev) talk about the humanization of the pedagogical process, and in this place the dialogue of its participants is equal to that of the students and the teacher. confirm that they should be eligible. In this case, the wide effectiveness of the organization of interpersonal communication and the impact on the full development of the social qualities of students is a necessary condition of pedagogical activity. But the most complicated aspect is the problem of student identity management. With this communication, M. N. Berulava still touched on the essence of traditional pedagogy in the modern education process with irony: "The learner is something that can be controlled with the help of external influences, new technologies, common standards and regulations embodied as an engineering-technological mechanism" [2, p. 21-22], deb yozadi.

According to A.A. Leontev, "communicative behavior is not only the process of expressing an opinion, the form of information delivery, but also the emotional (feeling) of the interaction between the pedagogue and students, which affects the nature of mutual relations. the organization of the speech that determines the psychological environment and their working methods" [3, p.41], that is, it is understood to create relations related to special cultural ethics. However, any ethical relationship between a sociologist and clients (for example, people with disabilities) has only one important condition, that is, "the specialist himself has a humane worldview, "an internal culture of behavior" should be formed with the condition. A humanitarian worldview is the main criterion of the profession of a sociologist, and the culture of ethics is considered the most important part of it. Although humanistic ideas in sociology did not appear in our time, in many cases they remain just words, and practical activities are based on authoritarian methods of education and training. We can see that the humanistic direction in education, despite the multitude of different forms and methods, is based to a certain extent on the belief in the personality of the student, because he is able to fully develop himself and himself. capable of self-improvement. However, the sociologist, who is the owner and promoter of certain personality traits, creates an atmosphere of attention to his client, is ready to conduct communication based on dialogue, and by performing the professional role expected by clients, teaches students adaptation to society, socialization of social processes. the extent to which it can provide analysis is an important issue.

From this point of view, person-oriented education is of urgent importance for sociologists-experts in their in-depth study of the theory, practice and research methods of sociology. In this, the main attention is focused on developing opportunities to use sociological knowledge and methods in conducting practical activities, increasing interest in social problems in Uzbekistan and the world.

This situation means that the social competences of the future sociologist are related to his practical research activities. This requires the future sociologist to have the ability to effectively use information technologies in conducting sociological research. Theoretical and practical research is carried out as a rule within the framework of a prospective research program, which should indicate the directions and most important stages of the development of a very large social problem.

To re-develop the content of the existing curricula and programs in today's sociology education areas, to use effective forms and methods of teaching in the educational process, to strengthen the educational and methodological preparation of students, to improve their social and professional skills. in order to solve problems such as the formation of pedagogical conditions, it is necessary to carry out scientific research in this direction. Based on this, there is a need to increase the level of socio-professional training of future sociologists, to develop methodological foundations of modern



education based on advanced pedagogical technologies. In this case, in the process of training a future sociologist based on new pedagogical technologies, first of all, the essence of pedagogical technology implies the formation of skills in the use of information technology tools.

In today's era, which is considered important for the modern developing society, highly qualified personnel requires the future specialist to master information technologies perfectly. In order to fulfill this requirement, it is necessary to focus on the training of specialists capable of mastering the fundamental knowledge of specialization and digital and information technologies in higher education institutions.

The analysis of the organizational and pedagogical aspects of the development of social competence in future sociologists allowed us to make the following conclusions:

- the most important organizational aspect of developing social competence in future sociologists is their practical activity in social processes;
- extensive use of active methods of teaching in the educational process and extracurricular processes in HEIs, teaching of professional knowledge based on modern forms, methods and tools;
- humanizing the teacher's relationship and communication with students in the education of future sociologists is the basis for the formation of social competence;
- the development of social competence through the modeling of studied social events and processes is the basis of deep mastery of the field of science;
- establishing connections between different educational subjects during the development of social competence;
- requires the future sociologist to have the ability to effectively use information technologies in conducting sociological research;
- organization of volunteer groups in the process of developing social competence in the future sociologist;
- among them is the implementation of an active approach in the process of socially oriented qualification practice.

CONCLUSION

So, it can be concluded that the practical-pedagogical approach has an effective effect on the process of developing social competence in future sociologists-specialists. Because it is difficult to fully prepare students for professional social activities without the teaching, process, and specific situation brought closer to real life. Therefore, it is possible to increase the quality of their social, professional, and communicative training by organizing volunteer groups and widely involving future sociologists-experts in it. This activity also forms the skills of planned work based on the design of certain social situations.

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