

Formation of Social Competence of Students in Foreign Language Lessons

*Suyarova Mavjuda Ergashevna*¹

Abstract: The article shows the place of social competence in the system of key competencies when applying the competency-based approach in education, and also identifies the means, conditions and techniques for developing social competence in foreign language lessons.

Key words: competency-based approach, key competencies, social competence, communicative competence, forms of training.

A distinctive feature of the modern stage of development of society is the rapidly unfolding innovative transformations in various spheres of human activity, including social ones. Society and the state today require a person to be able to socialize in a rapidly changing society and to master universal methods of action. This is one of the reasons why, regardless of the classification of key competencies, most scientists devote significant attention to social competence as readiness and ability for social interaction in different spheres of life, as a unity of social adaptability and mobility.

Innovations in education in our country point the way for schools to find ways and means of developing an individual's ability to adapt and ensuring his social competence. Social competence is social skills or responsibilities that allow a person to adequately comply with social norms and rules.

Researchers have found that social competence, firstly, reflects the relations between a person and society; secondly, it implies a person's possession of methods of interpersonal interaction; thirdly, it includes several components; fourthly, it implies taking into account the relationship between one's own goals and the needs of the whole society.

Structure and content of social competence: Components:

- The ability to be responsible for making decisions, take part in general decisions, set goals, plan results, analyze and reflect.
- The ability to hear, understand and take into account the needs of other people with whom you come into contact. The ability to control your emotions.
- Social mobility, human activity.

Contents of components:

- Ability to control one's activities; attention to problems associated with achieving goals; ability to make decisions.
- Intellectual focus on understanding another person;
- Emotional responsiveness, ability to empathize; intuitive prediction of people's behavior.
- Willingness to work on non-standard and controversial issues; exploration of the environment to identify its capabilities and resources, willingness to use new and innovative ideas to achieve the goal; setting for common success; personal responsibility for a joint business.

Social competence does not exist outside a specific society. It depends on the main characteristics of the life of a given society: economic and political life, historical and cultural norms, and the

¹Senior teacher of the Karshi University of Economics and Pedagogy



organization of social relations. Social competence is not only a certain degree of socialization of a person, but also the ability to achieve success using social resources.

Social competence does not exist outside a specific society. It depends on the main characteristics of the life of a given society: economic and political life, historical and cultural norms, and the organization of social relations. Social competence is not only a certain degree of socialization of a person, but also the ability to achieve success using social resources.

Psychologists break social competence down into the following distinct abilities:

- communicative competence,
- social entrepreneurship,
- general legal and economic literacy,
- the ability to understand the hidden, shadow features of society,
- ability to lead (social confidence),
- ability to understand social roles and interpersonal relationships,
- ability to establish long-term partnerships,
- the ability to manage one's own image.

Since the main goal of teaching a foreign language is the formation of communicative competence, i.e. the ability to use language as a means of intercultural and interpersonal communication, the academic discipline "foreign language" is the subject of the school curriculum that makes a major and significant contribution to the formation of students' social competence.

Success in intercultural communication is not possible without students' developed social competence, that is, a developed ability to interact with others and a sense of self-confidence, as well as the ability to assume various social roles and the ability to cope with current situations.

In our opinion, it is social competence, as a structural component of foreign language communicative competence, which should be given special attention due to the fact that it is this ability that serves language acquisition in the context of intercultural and interpersonal communication. Every effort must be made to develop social competence, since the problem of participation in dialogue, knowledge or ignorance of the peculiarities of communication with certain social groups arises, the language of which is studied to ensure tolerance and safety of communication for both parties. It is important to instill in students an interest in studying and understanding the culture of the countries of the target language, an interest in finding a common language and in finding a compromise in difficult situations, because this enriches the students' personality with social and cultural knowledge, and also helps to use the accumulated communication skills in the future.

The inclusion of a social component when teaching students a foreign language in a secondary school serves to form in students a holistic picture of the world through expanding the scope of students' knowledge in various types of activities, introducing them to their cultural heritage, raising a patriot of their country and a citizen of the world, respecting the views and opinions of their interlocutor, capable to free interpersonal and intercultural communication. Awareness of the specifics of society, the development of a sense of tolerance towards other views, broadens the horizons of students, increases the level of their general culture and motivation to study foreign languages. By including in the educational process the use of elements of collective activity and intensifying the educational process, using the latest teaching methods and techniques, improving educational skills and independent work skills, group forms of cooperation, the teacher will be able to make the content of teaching students a foreign language more effective, focused on personal attitudes student

The inclusion of a social component when teaching students a foreign language in a secondary school serves to form in students a holistic picture of the world through expanding the scope of students' knowledge in various types of activities, introducing them to their cultural heritage, raising a patriot of



their country and a citizen of the world, respecting the views and opinions of their interlocutor, capable to free interpersonal and intercultural communication. Awareness of the specifics of society, the development of a sense of tolerance towards other views, broadens the horizons of students, increases the level of their general culture and motivation to study foreign languages. By including in the educational process the use of elements of collective activity and intensifying the educational process, using the latest teaching methods and techniques, improving educational skills and independent work skills, group forms of cooperation, the teacher will be able to make the content of teaching students a foreign language more effective, focused on personal attitudes student.

The modern state standard of basic general education sets tasks for achieving qualitatively new goals in the study of a foreign language, namely: the development of foreign language communicative competence and all its components, where a special place is occupied by social competence, the formation and development of which allows students to be introduced to new social experience using foreign language.

Thus, to form social competence means to teach students to interact with each other in the educational process when performing various communicative tasks.

Today, in the practice of teaching a foreign language, there are individual, frontal and group forms of organizing the educational process. An individual form of organizing student work means the student independently completing tasks that are the same for the entire class without contact with others students, but at the same pace for everyone. An individual form of work is used at all stages of the lesson to solve various didactic tasks: assimilation of new knowledge and its consolidation, formation and consolidation of skills, for repetition and overview of the material covered. It is most common when doing homework, independent assignments and tests. However, for the formation of social competence, this form has a significant disadvantage - the student, when working on a task, is isolated from other students and only he is responsible for the success of this exercise. With this form of organization of educational activities, the student does not come into contact with other students, which prevents him from learning to be in society, resolve disputes and problems, and be part of a team. The frontal form of organizing students' educational activities is a type of activity in the lesson in which all students in the group, under the direct guidance of the teacher, perform a common task. Work is carried out with the whole class at the same pace. In the process of telling, explaining, showing, the teacher strives to simultaneously influence everyone present. The frontal form of organizing students' educational activities in the classroom helps to establish close relationships between the teacher and the class, joint friendly work of students, during which common participation in solving not only educational but also educational tasks, mutual assistance, the formation of stable cognitive interests is achieved, allows the use of a variety of methods and techniques to enhance the learning process. More often it is used at the stage of primary assimilation of new material, with a problematic, informational and explanatory illustrative presentation; this form allows you to attract a maximum of students to active educational and cognitive activities.

Methodologists consider group learning activities of students to be one of the successful ways to develop social competence. And this is not accidental, because "learning activity is collective in nature and represents a system of socially organized interactions, relationships and communication". Psychologists have proven that joint activity in a team of students and teachers is the initial form of individual activity and determines their mastery of such actions as goal setting, planning, control and evaluation, without which learning is impossible.

To specify educational actions, let us turn to the structure of group educational activities, which consists of the following links:

- The motivational-orientation link assumes that students jointly analyze the conditions and their capabilities, and also accept or set themselves a single educational task.
- The executive level is the updating of existing knowledge when performing a number of educational actions and tasks collectively or individually. Here, mutual support and exactingness



towards each other, the ability to adequately self-criticize, and a sense of responsibility for the result of a common cause are especially necessary.

- Control and evaluation link - mutual control over the implementation of actions of the previous stage and evaluation of the results of joint work.
- Group work is used, as a rule, when performing speech exercises and tasks for a joint search for information and a collective solution to a given problem situation.
- Pair work, as one of the types of group work, is mainly used to perform exercises of various types: linguistic and conditional speech. In practice, pair work is widely used for training language material, when students are offered cards with exercises for substitution, filling in the blanks, transformation, etc.

The organization of pair work to perform truly communicative exercises is often unmanageable, which often causes negative results. Pair and group work create favorable conditions for the formation of foreign language communication skills. In foreign language lessons, it is necessary to be able to specifically organize, namely, to find an effective form of interaction between participants and select adequate means of managing them on the part of the teacher. The content of joint learning activities influences the skills and abilities included in social competence.

Taking into account the specifics of the academic discipline “foreign language”, we can identify the components of the content of collective learning activities:

- Knowledge of language material, the features of its functioning, as well as the skills to use it in communication situations.
- Methods of acquiring language knowledge, speech skills, as well as techniques of self- and mutual control.
- Knowledge of collaboration techniques (joint solution of speech problems involving imitation, substitution, and reproduction). Based on the above, it is necessary to highlight such skills and abilities included in social competence as the ability to work together to achieve a common goal, support each other, the ability to adequately self-criticize, evaluate one’s personal contribution to the success or failure of a common cause, jointly analyze the conditions of the situation and correlate them with possibilities.

Thus, in foreign language lessons, in order to develop students’ social competence, namely the ability to live in society, it is necessary to use such forms of educational organization that could simulate a real communication situation, give students the opportunity to interact with each other, listen, and defend their point of view, adjust your behavior and subordinate your interests to the interests of society, as happens in real life.

Used Literature:

1. Бермус А.Г. Проблемы и перспективы реализации компетентного подхода в образовании / А.Г. Бермус // Интернет-журнал «Эйдос». – 2005. <http://www.eidos.ru/journal/2005/0910-12.htm>
2. Давыдов Л.Д. Модернизация содержания среднего профессионального образования на основе компетентной модели специалиста: автореф. дис. канд. пед. наук. – М., 2006. – 26 с.
3. Зимняя И.А. Ключевые компетенции – новая парадигма результата образования / И. А. Зимняя // Лучшие страницы пед. прессы. – 2003. – № 5. – С. 3–10.
4. Зимняя И.А. Компетенция и компетентность в контексте компетентного подхода в образовании / И.А. Зимняя // Иностр. яз.в шк. – 2012. –№ 6. – С. 2–10
5. Катаева И.В. Формирование социальных компетенций у современных выпускников / И.В. Катаева // Сред. проф. образование : прил. – 2008. – № 10. – С. 114–117.



6. Suyarova Mavjuda Ergashevna: Technology and its importance in Teaching English Language Skills NTERNATIONAL JOURNAL OF PEDAGOGICS (IJP) Journal Impact Factor , Volume 02 Issue 11- 2022 DOI-10.37547/IJP
7. Suyarova Mavjuda Ergashevna: Permanent Learning: Continuing Your Teacher Education, Permanent Learning: Continuing Your Teacher Education Volume 5 | No 11 (Nov 2022)
8. Ishonkulov Sherzod Usmonovich, Development of a Model for the Development of Compensatory Competence in Learning English for Non-Linguistic Students' Specialties, American Journal of Science and Learning for Development ISSN 2835-2157 Volume 2 | No 10 | Oct -2023

