

## THE ROLE OF SOCIAL COMPETENCE IN THE PROFESSIONAL ACTIVITY OF FUTURE EDUCATORS OF PRESCHOOL EDUCATIONAL INSTITUTIONS

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### Abstract

The article discusses the importance of social and professional competencies for the implementation of the priority direction of preschool education - socialization; the problem of establishing social relationships with parents, students and teaching staff; a list of competencies that ensure this inclusion; grounds for creating the necessary direction for this.

**Keywords:** Competence, social competence, pedagogical conditions, future preschool educator, pedagogical competence, personal and professional self-determination.

### Introduction

The specificity of professional and pedagogical activity in preschool education presupposes that the educator has socio-professional, social-status competencies. The educator must have not only professional and educational competencies that ensure the transfer of the content of preschool education, but also competencies that ensure the transfer of the content of socialization.

The most important vector for the development of modern education is the competency-based approach, which represents the focus of educational activities not only on the process, but also on its qualitative result. In relation to educators of preschool educational institutions, this is associated with the formation of social and professional competencies, which represent readiness for change, mobility, the ability to perform non-standard work actions, responsibility and independence in decision making. All this becomes especially relevant in connection with the update requirements for the content of activities of preschool educational institutions, the quality of provision educational services, the emergence of regulatory requirements for the level of social and professional competence of future educators of preschool educational institutions [1].

Within preschool educational institutions, pedagogical conditions for increasing the social competence of educators can be implemented within the framework of methodological work, which is one of the systemic aspects of continuing education of educators. Methodological work represents a holistic systemic activity of an institution aimed at developing the social competence of educators, namely future educators of preschool educational institutions.

The dynamism of the changes taking place, new strategic guidelines in the development of the economy, politics, and sociocultural sphere have objectively made the problem of high-quality training of professional teaching staff a priority. Updating and changing the goals and objectives of education, the formation of new educational structures, new content of education requires new technologies for training educators prepared for professional activities, capable of pedagogical self-determination, self-organization and self-government.



An important role in fulfilling this task belongs to the system of vocational pedagogical education, since teaching staff, first of all, will fulfill the mission of transferring the vocational education system to a qualitatively new level [3].

The essence of the concept of “competence”. In modern conditions of increased attention of society and the state to the effectiveness and competitiveness of education in the post-Soviet space, the problem of developing the professional competence of future specialists is acquiring priority importance.

An analysis of the requirements for educators contained in documents of recent years has shown that the set and content of professional competencies of educators in different regulatory documents are approximately the same. Having summarized the content, they can be conditionally divided into several groups [5]:

- competencies related to communication and communication abilities;
- self-development competencies, readiness to use adequate methods and technologies in working with preschool children;
- competencies of readiness to act in unexpected situations, use of experience in new conditions;
- competencies of readiness to plan and predict the results of working with preschool children;
- competencies related to the educator’s readiness to diagnose and analyze performance results;
- competencies of readiness to use information technologies for self-development, working with children and communicating with parents and colleagues.

Reforming the system of higher economic education is aimed at training a new generation of professionals with creative potential and a high level of IQ, capable of building an open information society focused on meeting the material and spiritual needs of people. Since for every developed state in the modern open world community the role of training such a generation of professionals who are ready for the creative realization of the economic potential of their country is constantly increasing, this is precisely why the relevance of the problem of forming and developing the professional competence of future educators is constantly increasing.

An analysis of scientific literature has shown that social competence consists of a body of knowledge about society and the specifics of the development of social relationships in it, practical skills to apply this knowledge in educational processes, as well as to develop the abilities of a socially active personality in preschool children. Consequently, the socially active personality of the future educator is a creative, professionally determined, mobile personality open to innovation [4].

The development of social competence is a multi-level process [2]. At the basic level, called the professionally oriented level, future educators acquire theoretical knowledge in social pedagogy and skills in organizing work on the personal and professional self-determination of students, taking into account the development of the social sphere of society. Of particular importance are such forms of classes as discussion, during which future educators master socio-pedagogical terminologies, concepts and categories. At practical seminars in various situations of business communication, students learn to build their own lessons and extracurricular activities aimed at career guidance through a specific subject area. The second professionally advanced level of social competence is formed in the process of teaching practice and develops in the field of professional activity after graduation. Young specialists are involved in active social activities and solve professionally significant problems by organizing group work, project and research work of students, using modern methods and socio-pedagogical technologies. In this case, the pedagogical experience and



achievements of other educators play an important role, the presentation of which, as a rule, is carried out at methodological associations, problem-based seminars, and scientific-practical conferences. The third level is characterized by the productive activity of the future educator using such forms of work as a creative workshop, which opens up the opportunity for students to independently solve practice-oriented problems, penetrating into the area of future professional activity.

Thus, the professional readiness of the future educator to develop the social competence of preschool children, which is understood as the integral new formation of the educator's personality, which is characterized by a set of theoretical, linguistic and methodological knowledge on the communicative development of preschool children; development of communication skills and communication skills with preschool children, as well as a high level of effective professional activity.

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