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Content and Didactic Support for The Formation of Students' Socio-Political Competence Through Educational Technologies in Teaching the Subject "Tarbiya"

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Abstract: The article provides a theoretical analysis of the concepts of competence, social responsibility, psychological characteristics of adolescence, forms and methods of development of their social responsibility, pedagogical and psychological conditions for the formation of social competence of students and guidelines for development.

Keywords: Social competence, adolescence, high school students, forms and methods of measuring social competence, methodology, model of a high school student, age and mental characteristics, stimulation of educational activity, creating a state of success, selfawareness, self-esteem.

Introduction: At the present time, when the process of intercultural integration is taking place in the world, creative mechanisms for the development of social competencies of young people are being introduced into the educational process. UNESCO emphasizes educational outcomes in the "Information for All" materials: "learning to know, learn to do, learn to live together, learn to live" as the main global competencies, and systematic work is being carried out to implement significant projects related to the development of youth's socio-legal, socio-political, socio-economic, and socio-cultural competencies, effective implementation of youth support, and protection of their legal and legitimate interests.

Analysis of the Literature on the Subject. In world

educational and research institutions, scientific research is being conducted on the development of students' abilities to apply the acquired knowledge and skills in their personal, professional, and social activities, improving the system of social competencies, and developing the psycho-physiological, anthropological, and autopsychological characteristics of students. On these issues, the Council of Europe in 1996 at the Symposium on "Basic Competencies for Europe"[1] recommended to the member states of the European Union the basic competencies [2] that should be formed in the process of the continuous education system. As a solution to the problem, special attention is paid to scientific research on the development of students' social competencies, psychological capabilities, personality-oriented educational processes, and the development of students' social competencies in the context of modernization of educational processes. In recent years, in our republic, along with the needs of society and the changing educational paradigm, a regulatory framework has been created for the development of students' skills in applying theoretical knowledge in practice and basic social competencies. In our country, "raising physically healthy, spiritually and intellectually developed, independent-thinking, patriotic youth with firm life views, increasing their social activity in the process of deepening democratic reforms and developing civil society"[3] has been identified as a priority issue. As a result, additional opportunities have been created for improving social competencies, pedagogical and psychological characteristics, and didactic capabilities in students of general education schools. A number of scientific and practical results have been achieved in the world in the field of research on improving the development of social competencies: the implementation of personal successes in their effective actions, the influence of various organizational factors on the development of social competence has been scientifically substantiated (University of Massachusetts, USA); the factors of competence in the formation of personality have been studied, the relationship of one's abilities with one's own responsibilities and responsibility (European Qualification Framework, USA, Brussels); theoretical and conceptual foundations for the definition and selection of competencies, as well as statistical indicators of personal competencies, have been improved based on the application of empirical results in relation to educational results (Development and Selection of Key Competencies); creative thinking in students has been improved based on the identification of diagnostic features of the pedagogical approach "Lesson Study," which reflects effective forms of learning actions (Nagoya University, Japan);

competency-based approaches to teaching subjects in general education schools have been developed based on the application of universal cultural, communicative, socio-labor, and national values (Moscow State Ped)

In world research institutions, scientific research is being conducted on the implementation of personal successes in their effective actions, the influence of various organizational factors on the development of social competence, the relationship of competence in the formation of personality with one's own abilities and responsibilities, theoretical and conceptual foundations for determining and selecting competencies, as well as the continuous development of statistical indicators of personal competencies in the future, the impact of social competencies (Lernkompetenz) obtained from general education subjects on educational outcomes, improving the mechanisms for the development of meta-competencies. Reforms in the educational process give creative activity to the spirituality of the youth of Uzbekistan. All the best opportunities of the younger generation are manifested in it, professional skills are continuously improved, and the wise experience of older generations is understood and passed on to the younger generation. A firm conclusion was made that the understanding of education and spirituality begins with young people, their talent and thirst for knowledge.

Clause 10 of Chapter III of the Concept of Continuous Spiritual Education provides for the implementation of a set of organizational, financial, and scientific-methodological work related to the introduction of the subject "Tarbiya" for grades I-XI of general secondary educational institutions, combining the subjects "Odobnoma", "Vatan tuyg'usi" "Milliy istiqlool g'oyasi va ma'naviyat asoslari " and "Dinlar tarixi" The subject "Tarbiya" plays a significant role in developing social competencies in students of general secondary education schools [4]. Responsibility for the effective implementation of the strategy for the development of students' social competencies is emphasized. The widespread use of pedagogical innovations in the educational process is a global trend in world development. At the same time, the creation of an interactive educational environment, the improvement of innovative methods and technologies for the development of students' thinking and worldview, and their social competencies are becoming increasingly important. In our opinion, social competence is the ability to think and analyze political, economic, and social aspects, which are considered the social structure of society in the process of formation of the student's personality, according to his belonging to one or another social group as an individual, as well as to have practical skills, to use social values and personal

motives. The development of social competence requires a thorough identification of the age characteristics of students. Adolescence is the most difficult and important period in terms of personal development. The general growth of the personality during adolescence, the expansion of the range of its interests, the development of self-awareness, a new experience of communication with peers - all this leads to a rapid growth of values and experiences of social motives, for example, the ability to empathize with the grief of others, self-sacrifice, etc. Significant problems during this period are associated with the rapid development of the emotional sphere: a sharp change in mood, impulsivity, expansion of the range of emotions - all this is associated with the "adolescence complex" observed in many children from 10 to 16 years of age [5].

CONCLUSION

In conclusion, the development of students' social competencies is of great importance in ensuring their overall development and the social progress of society. It is advisable to educate students in accordance with state requirements, to teach them to rationally use their capabilities and existing conditions.

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