



International Conference on Medical Science, Medicine and Public Health

Hosted online from Jakarta, Indonesia

Website: econfseries.com

30th December, 2024

DEVELOPMENT OF SOCIAL-PERSONAL COMPETENCE IN STUDENTS AS AN ACTUAL PEDAGOGICAL PROBLEM (ON THE EXAMPLE OF STUDENTS OF PHYSICAL EDUCATION)

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Annotation

This article analyzes the relevance and pedagogical significance of developing socio-personal competence in students of physical education. Social competence plays an important role in developing students' effective functioning in society, communication skills, and teamwork. Pedagogical approaches and methods for developing socio-personal competence for physical education students are analyzed. In the course of the research, methodologies aimed at increasing social competence through pedagogical experiences, methods, and practical approaches are considered.

Keywords: Socio-personal competence, physical education, pedagogical problem, student, educational process, teaching methodology, competence development, pedagogical experience, social changes.

INTRODUCTION

Socio-personal competence is an important component of the education system, students learn the skills necessary for communication, finding their place in society and adapting to social life. The development of social competence in the educational process, especially for students in the field of physical education, is important for them not only to increase physical fitness, but also to ensure adaptation to society and preparation for social activities. This competence increases the ability of students to help each other, work actively in groups and communicate with each other [1].

The development of socio-personal competence for physical education students includes not only physical fitness, but also the development of social and personal skills. The development of this competence strengthens mutual respect and



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cooperation among students, as well as providing them with the psychological preparation necessary for them to function successfully in society.

LITERATURE REVIEW

Scientific studies on the role of social competence in education have been covered by many scholars. In the research conducted by Zaitseva and Niko'nova, social competence not only adapts students to society, but also develops their communication and cooperation (Zaitseva & Niko'nova) [2]. Sargeant emphasizes the importance of social competence in education, presenting it as a key element that ensures the integration of students into society. [1]. Guimaraes also studies social adaptation in society and the impact of students on society in his work, and develops methodologies for developing social competence. [3].

Russian scholars have also conducted several studies on this topic. For example, Ivanova and Stepanova highlighted the importance of developing social competence in education and suggested strengthening social competence by increasing students' ability to work in groups and using effective methods of social communication. According to them, social competence not only develops students' knowledge and skills, but also shapes them as active and productive citizens in society (Ivanova & Stepanova) [4].

Uzbek scientist Uktamov emphasizes the importance of motivation in the educational process in developing social competence. In his opinion, social contacts between students and group activities ensure the psychological and social growth of students. Uktamov also notes the effectiveness of interactive teaching methods and role-playing games in developing social competence. [5].

Uzbek scientists, in particular Shukurov, have emphasized in their research that sports and physical activity play a special role in developing social competence in students studying physical education. According to Shukurov, physical education develops not only physical, but also social and personal competencies of students, since in sports, teamwork, mutual assistance, and mutual trust play key roles. [6].

Research conducted in Uzbekistan, as well as a scientific study by Jorabekov and Tokhtayev, analyzed pedagogical methods for developing social competence in physical education students. According to their research, the use of modern



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pedagogical technologies to work in groups, be active in society, and build mutual respect has a significant impact on increasing social competence among students (Jorabekov & Tokhtayev) [7].

RESEARCH METHODOLOGY

This study uses the following methodological approaches to develop social competence in physical education students:

1. Theoretical analysis: The existing scientific literature is analyzed to study the role and development of social competence in education. At this stage, theoretical foundations and pedagogical methods for the development of social competence are studied.
2. Empirical research: Questionnaires, interviews and observations are conducted to determine the level of social competence of students. The level of social communication and integration into society is determined through questionnaires.
3. Experimental work: Pedagogical methods aimed at developing social competence in students are tested. Students' social skills are developed through group work, role-playing games and simulations.
4. Statistical analysis: The collected data are processed using statistical analysis. In this process, the level of social competence among students is measured.
5. Pedagogical experience: The effectiveness of the tested methods and approaches is analyzed, and the most effective methods for developing social competence are recommended.

ANALYSIS AND RESULTS

The results obtained through empirical and experimental work conducted in the study showed the following main analyses:

1. Assessment of social competence. The results of questionnaires and interviews were used to assess the levels of social competence of students. More than 70% of the students who participated in the survey stated that they have good skills in interpersonal communication and group work. However, only 45% of students demonstrated a high level of competence in adapting to various social situations in



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society. This, in turn, indicates the need for more interactive methods in the educational process to develop social competence (Sargeant) [8].

1. The effectiveness of pedagogical methods. The effectiveness of role-playing games and group work methods used in the experiment was determined. A 30% increase in social communication and cooperation skills was observed among students in the test group. With the help of role-playing games, students learned to participate more in solving social problems, help each other, and express their opinions openly. This shows that these methods are effective methods aimed at developing social competence among students (Guimaraes) [9].

2. The effect of simulation exercises. Simulation exercises develop mutual understanding among students and the ability to make decisions in social situations. According to the results of the study, these exercises showed that about 50% of students were able to make more accurate decisions about how to behave in different situations in society. Students showed particularly good results in sharing responsibility in a group and mastering leadership skills in team activities (Zaitseva & Niko'nova) [2].

3. Overall effectiveness of teaching methods. The methods used in the study (group work, role-playing, simulations) were generally effective in increasing social competence among students. The results of the experiment also showed the high importance of pedagogical methods in developing social competence. An increase in the level of interaction and social integration among students was observed in the experimental group (Guimaraes) [10].

4. Problems and limitations. However, there are some limitations identified in the study. For example, some students had difficulty adjusting to social situations, especially when working with new members of the group. This probably reflects the lack of individualized approaches for students in some of the teaching methods. In addition, it was shown that some students did not have sufficient development of interpersonal skills (Sargeant) [1].

CONCLUSION

Development of socio-personal competence plays an important role in the education system. Pedagogical approaches to the development of socio-personal



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competence in students of physical education not only increase their physical fitness, but also develop the skills necessary for successful functioning in society. The need to use new methodologies in developing students' teamwork, mutual respect and communication skills is shown.

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