

Pädagogische Grundlagen der Entwicklung sozialer Kompetenz von Studierenden der Berufspädagogik

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Abstrakt: In Usbekistan setzt die Entwicklung der Gesellschaft die vorrangigen Aufgaben um, die notwendigen Bedingungen für Studenten und junge Menschen zu schaffen, damit sie ihr Potenzial und ihre sozioökonomische, politisch-rechtliche, spirituelle, pädagogische und kulturelle Reifung als zukünftige Fachkräfte zeigen können. Insbesondere die Verbesserung der Bildungsqualität bei der Entwicklung der sozialen Kompetenz von Studierenden der Berufsbildung ist eines der drängenden Anliegen der Sozialgesellschaft. Da das Wesen dieses Problems mit den Begriffen "sozial", "Sozialisation", "soziale Kompetenz" zusammenhängt, wurde ihre Interpretation in verschiedenen Quellen untersucht. Infolge der schnellen und radikalen Veränderungen im sozioökonomischen Leben des Landes steigt die Nachfrage nach Fachpersonal. Das Schicksal und die Zukunft der Jugend in Usbekistan bilden die Ebene der staatlichen Politik. Insbesondere die Notwendigkeit, die sozialen Kompetenzen des zukünftigen Berufsschullehrers zu formen, steht in direktem Zusammenhang mit der demokratischen Entwicklung, der sozialen Entwicklung, dem Selbstbewusstsein des Einzelnen, der Wertschätzung des eigenen Wertes, der Fähigkeit, der Gesellschaft zu dienen und seinem eigenen Handeln. All dies erklärt sich aus der Entwicklung der sozialen Kompetenz einer Person.

Schlüsselwörter: angehender Lehrer; Studenten; junge Berufstätige; Berufsausbildung; Sozialkompetenz; Entwicklung; der Staat Usbekistan; Ausbildung.

Pedagogical Foundations of Development of Social Competence in Students Studying in the Field of Professional Education

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Abstract: Creating the certain condition for the development of society in Uzbekistan for students and young people to show their potential, to show their socio-economic, political-legal, spiritual-educational, cultural maturity as future specialists priority tasks are being implemented. In particular, improving the quality of education in the development of social competence of students of professional education is one of the urgent issues of social society. The essence of this problem is related to the concepts of "social", "socialization", "social competence". The demand for professional personnel is increasing as a result of the rapid and fundamental changes in the socio-economic life of the country. Youth support in Uzbekistan and determination of the future are state level. Especially, the need to develop social competence in future young professionals is directly related to the democratic development of social development, self-awareness of the individual, honoring his

dignity, the ability to serve society and his actions. All this is explained by the development of social competence in a person.

Keywords: future teacher; students; young professionals; professional education; social competence; development; the state of Uzbekistan; education.

Introduction

The analysis of scientific research conducted in recent years showed that the problem of social competence is a scientific research problem not only of philosophy, sociology, economics, psychology, but also of pedagogy. Under the influence of education and upbringing, the improvement of human psychological functions, socio-moral values, assimilation of norms and rules of behavior, enrichment of the worldview is the process and the result of socialization of the individual. Social (in Arabic, *الـفريق* – community), related to society. Regarding the life of man and society [11], social relations, enthusiasm and diligence in work or any action in process are reflected in the content of influence. Socialization (in Latin, *socialis* – social) means providing pedagogical conditions for the process of personality formation [12]. "Socialization is the process of mastering exemplary behavior, psychological mechanisms, social norms and values necessary for the successful development of society" [12].

We will dwell on the pedagogical justification of the development of social competence in students of the professional education. "Socialization represents the process of formation of a person under the influence of culture, communication, communicating with each other" [3]. Behaving, treating, reacting, fulfilling psychological requirements and instructions, understanding and accepting values, fully acquiring knowledge, skills and abilities, being able to provide for one's needs and realize one's goals, actively participating in community life, and connecting the factors of community development. means to receive and contribute to the development of this society.

Literature review

The content and essence of socialization have been explained in the research conducted by scientists of various fields regarding this problem. In particular, the legal aspects of personal socialization were studied by the researcher R.M. Makhmudov and pedagogical, legal doctrines, opinions, views on the legal aspects of personal socialization and the factors requiring their improvement were analyzed in a logical sequence based on the requirements of the time. The achievement of the research is that scientific conclusions, suggestions and recommendations have been developed regarding the improvement of the legal provision of socialization of the individual. R.M. Makhmudov [9] emphasized that "the role of cultural institutions, which are part of social education institutions, is of particular importance in the socialization of a person."

As a specialist and a person, the teacher has doubts about the insufficient factors that encourage him to realize his potential, the low level of motivation, and his

personal social status. Pedagogical scientist Egamberdieva N.M. [16] conducted research on the problems of lack of social orientation of pedagogic personnel in relation to their pedagogical activities, lack of attention to the organization of professional education taking into account specific social characteristics of society, educational institution, students' and teachers' team. Also, in her research, she notes the one-sidedness and limitation of professional-practical training, as well as the lack of formation of a professional-cultural point of view.

At the regional level, the principles of individualization are taking root on the basis of combining new forms of social behavior - goal-seeking, pragmatism, focus on specific results, competitiveness, socio-political activity and national mentality. According to Z.T. Salieva [15], professional socialization of teachers is carried out by providing harmonious social and moral adaptation to the future professional activity in the process of learning, activity, communication, forming socially significant spiritual and moral qualities. Research works in this field are conducted by researcher D.A. Madjidova on the stratified approach to improving the socio-pedagogical and its didactic system in education, G.K. Mardieva on the research on improving the technology of social adaptation, H.Kh. Hamzaev on the formation of social competence skills in students, on the systematization of social activity in students and young people researcher H.M. Tojiboeva [6].

The Russian scientist A.V. Mudrik promotes the ideas of E. Fromm in order to ensure social development in his scientific research [7]. According to him, supporters of the approach explaining that the social-spiritual and spiritual foundations of social processes are extremely strong, often rely on the theory of existentialism. Existence means to live, to be aware of living in the moment, to live with a constant feeling in the mind and body of the changing and passing time. Existence is a person's self-esteem, self-appreciation. The lower the level of a person's self-esteem, the higher his integration into non-socially useful situations and communities.

The process of socialization is complex in terms of its qualitative characteristics, composition, laws, factors, conditions, management and manifestation in a socialized person (his characteristics, qualities, peculiarities). For this reason, it reflects various - cultural, moral, legal, labor, psychological manifestations of socialization, which are considered by different disciplines. The process of socialization is considered with special attention as a type of pedagogical socialization, taking into account the specificity of the subject, field and needs of pedagogy. It is the result of the process and emergence of socially determined and important pedagogical newly formed experiences - upbringing, education, education and development, as well as their continuous change (improvement) throughout their future life [1].

In this case, a passive approach to the individual is not observed, but he is considered as a subject of social relations and the pedagogical system, as a subject who demonstrates activity, independence and self-formation in gaining experience, and at the same time feels responsible for his own life path. Its mission is to help a person become a thinking person, a socially active citizen, a person who knows his

position and behavior in society, the direction of his desires and goals, and is directed to preserve and strengthen universal values.

For this purpose, today's students are asking questions such as "What kind of professional teacher will be needed in the future?", "How to choose and prepare for a professional education teacher?", "How to create an effective and successful professional education teacher?", "How to form professional education in the perspective of universities?" "What will impact to the development of social competence of the students in the field of education?" It is crucial to be ready to solve such problems. One of the principles of future professional education, which ensures that teachers have their place in the wider social space, is the development of their professional social competence in the educational process. Due to the deep integration of the socio-economic sphere of the country with the world community, great changes have been made to the classification of specialties in the current period, but today new spheres of occupation are entering the economy, namely, modern technology, robotics, information and communication technologies, genetic engineering and other fields. Official organizations for the classification of professions have not managed to include these new specialties in their lists.

There is a problem of creating pedagogical mechanisms for the development of social competence in students of professional education in higher education institutions. Management of the pedagogical process is an integral part of social management, and its improvement is an urgent problem of education. Therefore, it is an essential issue in the constant attention of leaders and organizers of higher education institutions, as well as scientists and academic staff working in the field of pedagogy. Improvement of pedagogical mechanisms of development of social competence in students, efficient and rational organization of activities of higher education institutions, high-quality performance of each leader and pedagogue, effectiveness of educational work, clarity of work to be carried out in the future, correct distribution of tasks and education on social competence depend on the skillful coordination of educational work.

The Development Strategy of New Uzbekistan for 2022-2026 was developed and put to public discussion, the principle of "From Action Strategy to Development Strategy" [7] was promoted, the necessary political, legal, the socio-economic and scientific-educational foundations are defined and of value. Respectively, a unique system of ensuring social and cultural rights of citizens was created. More than 20 state social programs and concepts such as "Prosperous village", "Prosperous neighborhood", "Youth are our future", "Five important initiatives" have been implemented. As noted, the process of developing students' social competence directly depends on the reforms implemented in the spiritual and educational spheres along with social, economic and political factors in the Development Strategy of New Uzbekistan.

Social competence is a very broad concept, and socialization includes philosophical, pedagogical-psychological and sociological phenomena of a national character. Therefore, the study of socialization is often considered within the issues

of personality formation. There are few studies that consider the process of socialization from a pedagogical point of view, but there are many studies on the pedagogical aspects of personality formation.

In the educational system of our country, the development of the individual, individual and society, the historical significance of individual characteristics and abilities in the development of society, as well as issues of relations between the individual and society, including the philosophical, political, sociological, historical, national, including pedagogical aspects of the process of personality formation were studied. For example, U.Makhkamov, Sh.Olimov, N.Ortikov, N.Egamberdieva, M.Kuronov, Q.Kuronboev, among Uzbek scientists, thoroughly researched the social, sociological and pedagogical issues of personality formation [4]. Also, issues of social education within the framework of issues such as national pride, national identity, the idea of national independence and national ideology are studied by M.Kuronov, N.M. Egamberdieva, Z.Qurbanniyozova, K.Kuronboev, M.Kuronboev, Sh.Sodikova, F.Mustafaevlar [7]. Scientists such as R.Kh.Joraev, N.A.Muslimov, R.G.Mullakhmetov, U.N.Nishonaliyev, H.F.Rashidov, O'.Q.Tolipov, P.Q.Kholmatov, Sh.T.Ergashev conducted research regarding the theoretical and practical features of vocational education based on the goals and tasks of the educational system reforms in Uzbekistan. Among the last large-scale social studies, the research works of R.M.Makhmudov, N.M.Egamberdieva, Z.T.Salieva were carried out in Uzbekistan.

Scientists of the countries of the Commonwealth of Independent States such as L.V.Andropova, I.V.Grishina, E.F.Zeer, I.A.Zimnyaya, M.I.Lukyanova, S.N.Mironenko, V.A.Slastenin, observed the formation of professional competence in preparation for pedagogical activity, the role of basic competences in the new paradigm of educational results [5], development of professional competence of the future teacher by preparing them for diagnostic activities and integrating educational content. They also focused on the issues of using pedagogical technologies in the formation and development of professional competence of vocational education teachers, improving technologies for increasing the effectiveness of professional-pedagogical training.

Pedagogical concept and practical features of youth socialization are highlighted in the scientific researches of D.Gwin, K.Kamiron, M.Shamier and J.Hemeleynen, among the research scientists of foreign countries [17]. Such issues as creativity, competence, development of the professional potential of pedagogues, problems of professional-pedagogical maturity, the formation and theoretical and practical justification of the development of the skills of using pedagogical software tools have been researched by scientists such as B. Blum and Radha Mohan [14].

Results

There are several mechanisms of socialization, including: traditional mechanism - development of social competence in students through the family and close environment, creation of favorable conditions for activity and communication; institutional mechanism - creation of necessary conditions and opportunities for the

development of social competence of students by social institutions and educational institutions; interpersonal mechanism - involving students in the system of social relations, developing communication skills in them; reflexive mechanism – self-awareness, self-evaluation, development of individual consciousness through pedagogical support of self-design [8].

Formed on the basis of the psyche of the one's internal experiences, moving to the emotional-volitional level, expressed in existence from the subjective world scale, that is, in the creation (production) of specific objects and processes, is social activity. The use of individual resources is manifested as an external stimulus in the system of social relations. When an active subject expresses activism following accepted social norms, it is quickly recognized by the public. In particular, when planning educational activities with students, it is taken into account what type of activity they need to develop. Taking into account is important for purposeful enrichment of the content of measures. Here it is necessary to list the main forms of activity. They are: physical; social; political; cultural; creative; dialogic; communicative; intellectual; cognitive; conscious; mental; cognitive; internal, etc. The dictionary meaning of the concept of competence (Latin, competence - capable) directly expresses the meaning of "competent, worthy, ability" [13]. It means the content of "the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional competence, skill and talent" [13]. At this point, it is also worth mentioning the concept of professional competence, which is the specialist's possession of necessary knowledge, skills and abilities in the process of carrying out his professional activities and their high level of use in practice.

Based on the above analysis, we define the development of social competence in future professional education teachers as follows:

Social competence is the ability to act in the "Man - society - enlightenment" system in accordance with the acquired knowledge, skills, qualifications, beliefs, motives, valuable goals, personal qualities of social educational importance, and the practical experience of social competence activities.

Social competence is a comprehensive concept, which means that students show mobility, influence, effectiveness, enthusiasm in relation to the community, society, human life, not only in the fields of education and science, but also in the fields such as culture, art, politics, and law. Also, intellectual intelligence, mental and spiritual maturity, honesty, kindness - all these are the main qualities of enlightened and spiritual people. Forming these qualities in our youth is an important task today.

The highlighted definition is the criteria that ensure the integration of students into the life of social society, that is, active living and socialization. In pedagogy, socialization is inextricably linked with the process of social formation, provision, manifestation and results of the student. Therefore, the problem of ensuring the development of social competence among students is becoming relevant for the following reasons:

The role and importance of pedagogy in higher education institutions in the development of social competence of students is increasing day by day; that the

pedagogical process has become one of the most important and significant links in the development of the student's social competence; This is because the issues of social competence development in future professional education teachers in higher educational institutions have become one of the urgent pedagogical requirements of the modern era.

Social competence is formed in the social environment. Achieving this goal without a social environment is a difficult process. In the development of social competence in future teachers of professional education, the student is considered an integral part of socialization.

In the current globalization process, only young people who are disciplined, responsible, patient, devout, conscientious, faithful, tolerant, humanitarian, socially active and possessing such noble qualities will be able to create all the comforts necessary for living. Social competence of young people is understood as their conscious, independent participation in social processes, and when necessary, they strive to help change social relations without external pressure. Responsibility is one of the important indicators that determine the maturity of a person in the process of socialization. Another direction of socialization related to the sense of responsibility is the goals and ideals formed in the individual. They enable a person to predict the future, envision the future, and make long-term plans. A person without a goal and a plan is a pessimist without spirituality. This goal is always characterized by its awareness and dependence on the real capabilities of the individual. In a certain sense, the ideal also plays a role in their formation and establishment in the mind.

The theoretical views collected in the world science on the development of the human personality and the experience of Uzbekistan show that, first of all, sociality is formed in the human personality, first of all, in the community, in certain types of activities. Secondly, since the student period is a period of wide opportunities to demonstrate social competence and various moral norms, the educational process, which is considered a priority activity among young people, is an important factor. Thirdly, social imagination acts as a bridge connecting the content of social existence with individual existence.

The levels indicated in the psychological evaluation of the social competence of a person (including students) can show the self-confidence of a future professional education teacher, the ability to communicate, the skill to react to external social stimuli, emotional dependence on the environment. Expression of social competence at a certain level, interest in the Motherland and its history and culture, pride in them, ability to show respect for national values, national culture and traditions, attitude to cultural and material wealth, ability to show honor that one lives in this Motherland, living area is determined by direct participation in nature conservation. Among these components a sense of duty, belonging to the nation and the Motherland, patriotic loyalty, the desire to participate in the socio-economic and political-cultural life of the region and zone, awareness of one's civil rights and the ability to engage in social and cultural activities, and to be ready to show self-sacrifice are important components of the phenomenon of activity. All of the mentioned cases are criteria

that ensure the integration of a person into the life of society, that is, social competence. Pedagogy is inextricably linked with the process of social formation of a person, its conditions and provision, manifestation and results.

Today, special attention is paid for personnel training that meets the requirements of the 21st century. Development of social competence of students of professional education of higher educational institutions is considered one of the most important and significant links of the general pedagogical process. The issues of professional socialization of students are one of the urgent pedagogical requirements for the modern era. Professional intuition and orientation of students become an important factor in the period of sharp high technical development of societies in all aspects. Today, the content of the concept of professional socialization is enriched with new, innovative concepts every day, and it is necessary to introduce this updated content to all stages of the education and training system and to introduce it into the educational process. However, until today, the issue of pedagogical mechanisms for the development of social competence of students of professional education in higher educational institutions has not been studied as an object of scientific research.

As a result of the development of social competence of the students of professional education, they will be able to correctly analyze and manage various political, economic and social situations in the society, they will have the skills for today and the future. The integration of the student into the life of society is related to a number of needs, political, economic, social environment and requirements. Appropriate development of students' thinking in relation to the professional needs, problems, requirements and opportunities existing in the society is the main task of developing the social competence of the students of the professional education in the educational institution.

Conclusions

From the point of view of the theory and practice of pedagogical science, a comprehensive pedagogical model for the development of social competence of students of professional education has not been developed, special forms, means and methods of its provision have not been worked out, regulated and not introduced, but these forms are specifically aimed at the educational system of students of professional education, it is found that it is impossible to organize an effective educational process without tools and methods.

In these higher education institutions, the possibilities of improving the pedagogical mechanisms of social competence development in future teachers of professional education, such as organizing the process of teacher training, teaching subjects, and analyzing the state of qualified pedagogical practice, are not sufficiently covered, which necessitates the need to research this problem.

Based on the requirements of scientific and technical development, the need to determine the methodological and scientific-methodical bases, principles, pedagogical conditions for the development of social competence in future teachers of professional education, to improve the pedagogical mechanisms for the

development of social competence, and to put them into practice determines the relevance of the research.

The competent approach in pedagogy and the problem of developing social competence have been interpreted in different directions in the scientific works of many researchers. Future professional education is characterized by the development of social thinking, independence, activity and creativity of teachers, the expansion of their worldviews, the formation of their needs for self-control and education.

Nowadays, the innovative development of scientific and technical development, the rapid updating of knowledge requires future experts to quickly adapt to modern conditions and strive to acquire learning motives. This creates the need for future professional education teachers to independently search, separately solve professional problems, and develop social competence. Therefore, today the process of training of socially active specialists is one of the main tasks of the continuous education system, in which the development of social competence of future professional education teachers on the basis of a socially competent approach acquires important scientific and practical importance.

Modern teaching methods, forms, takts and tools, didactic game technologies, tasks with problem situations, in particular, non-traditional methods of independent education play an important role in improving the quality and efficiency of training qualified personnel and in developing their social competence. The fact that future teachers of professional education do not constantly work on self-improvement in their spare time, and that the competence in using information technologies is not at the required level creates important problems in the development of social competence. In order to positively solve these problems, in the organization of the educational process, students should not leave the planned program based on the choice of the teacher, and not "teaching" based on the methods, forms and tools desired by the teacher, but developing the desire to consciously master the competencies that need to be formed in students, it is necessary to direct internal and external motivation to obtain quality knowledge, that is, to direct education (as an independent seeker).

Based on the competent approach, the mechanisms of interaction of pedagogical activities and control environment in the development of social competence of future professional education teachers include the following processes:

- the main goal of the development of social competence of future professional education teachers is to train qualified personnel in the fields of professional education in accordance with the state order and society's requirements;
- implementation of teaching, educational, teaching-methodical, production, scientific-research tasks in professional-pedagogical activity;
- It was determined that the future teachers of professional education, along with the formation of basic, general and special-professional competences, use the following in the development of their social competence: educational content, curriculum, programs, educational form, methods, tools and textbooks, electronic

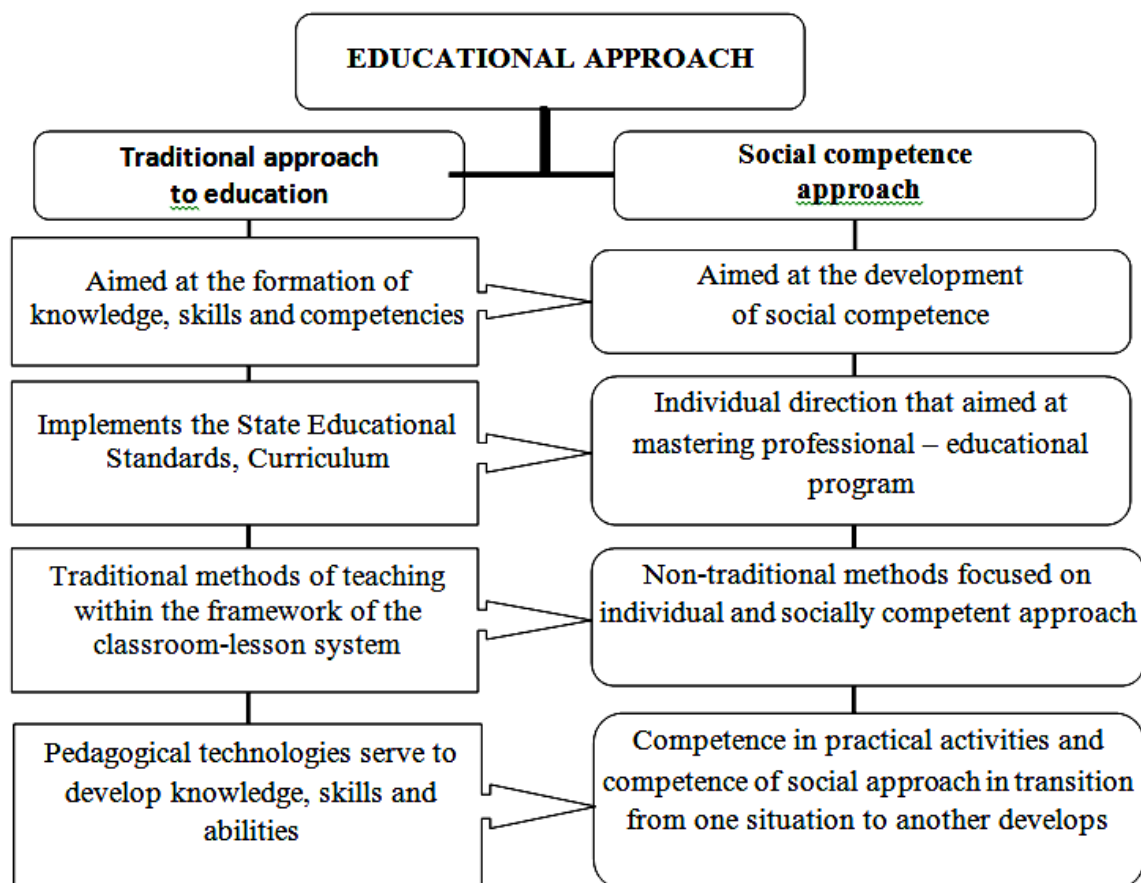
information educational resources and other didactic materials, methodological manuals, laboratory equipment, educational technologies, etc.

In order to implement professional-pedagogical activity and apply practical skills in real conditions on the basis of theoretical knowledge and psychomotor activities, qualified pedagogical practice is organized. In order to determine and analyze the readiness of qualified personnel in the process of demonstrating the general and special competencies acquired by the future professional education teachers during the educational process, the following activities are monitored: a broad, independent, active, organized, capable, creative worldview and so on.

As a result, independent, planned, self-directed, mature, competent, consistent development of social competences of personnel is ensured. A specific feature of the development of social competence of future teachers of professional education was determined and a comparative description was developed (Figure-1).

Figure-1.

Comparative description of traditional and social component approaches



Currently, there are several methods of monitoring the lessons on the development of social competence in higher pedagogical educational institutions. During the research, it became known that based on the analysis of lesson processes

organized by pedagogues, we believe that it is necessary to pay attention to a number of methodological factors. In particular:

- the teacher's level of preparation for the lesson and his demonstrated ability to explain the topic based on materials on social competence;
- availability of educational plan and social competence development for a specific lesson, didactic distribution material, skill of visual aids;
- the preparation of the teacher for the lesson is not examined superficially (or in a part of the lesson). It is necessary to observe and analyze his preparation for the lesson, his ability to use the materials on social competence, the level of their comprehensibility to the students, and the level of their interest;
- in the process of setting the goals and tasks of the lesson, it is appropriate for the pedagogue to pay special attention to explaining the content of the materials on social competence;
- it is necessary for the pedagogue to set a clear goal for the lesson by revealing the essence of the topic that reflects the issues related to the development of social competence, the teacher must correctly explain the goal related to the improvement of pedagogical mechanisms for the development of social competence in students, and the tasks of the teacher and students must be clearly defined;
- during the analysis of organizational work, it is appropriate to pay special attention to the general preparation of the audience. That is, students occupy their seats in the auditorium, their attention is focused on the subject of the lesson, there are visual aids, slides presented using computer technology, information intended for demonstrating social competence is pre-entered into the computer memory;
- the general readiness of the training room for the lesson, the creative mood of the students, the cleanliness of the classroom, the tables and the blackboard in the auditorium, the presence of chalk and wet rags, the readiness of the computer equipment for work, the placement of a sheet with the names and initials of the students who are not participating in the lesson on the pedagogue's desk, as well as the pedagogue's and students' external attention is also paid to appearance.

The content of socialization naturally undergoes transformation processes depending on changes in society. In modern societies, globalization, integration, unification, migration of labor resources, widespread penetration of information and communication processes into all societies, scientific and technical development, man-made development, extreme diversity of social and cultural life, continuous flow of information spreading widely and to all regions, the demand for socio-political transparency, the negative influence of mass culture, that modern youth are growing and forming in a renewed cultural, ideological, social environment, and their demands and needs are being formed in the conditions of this multifaceted social space, that their socio-cultural values unique to them are emerging, and that in some cases they are going the way of denying the demands of the social space big changes are taking place in connection with. Also, certain substantive and systematic changes are occurring in the socialization of the individual.

Based on the topic of our research, we can come to the following conclusion - through the development of social competence in students of professional education, they strive to become a component of the social society in which certain professional norms are accepted, an equal member of it, and make certain accepted norms and functions in this community, begins to show his actions, goals, aspirations, interests and activities in terms of professional knowledge, skills and abilities.

Social relations, including the position of a social group, how it is formed, and how an individual becomes a member of one or another social group have not been fully studied yet. Socialization examines the last issue, that is, the existing requirements and laws of the process of an individual becoming a member of a social group. Socialization is the process of entry of an individual into the system of social relations.

To sum up, the development of social competence in students of professional education is the process of the student's entry into the system of professional relations.

Types of socialization can be distinguished based on the activities of social groups. For example, labor socialization (a person's attitude to work and entering into the social life, the process of social division of labor by showing his labor skills), the process of professional socialization embodies the social behavior of a person in relation to his profession, his behavioral characteristics in relation to work, his specialty.

The characteristic of human professional behavior has a certain constructional structure. To him: the right attitude to work and profession; to know the procedure of working and acquiring professions; knowing that there are opportunities for enjoyment behind work and being professional; the formation of certain knowledge, skills and qualifications in the profession; the right relationship between work and professional values, work, profession and social benefit; such as understanding work and being a professional as an integral part of human life.

It is important to take into account the role of labor in acquiring a profession, to adequately know and understand it and work activities, the goals and interests of the profession and labor from the point of view of the attitude to the career, acquiring a profession in socialization, being able to predict the necessary occupations for an individual, professional sensitivity, i.e. intuition, correctly directing children to the sphere in the family, providing human support and prospects through the line, the characteristics of professions and their compatibility with individual capabilities and abilities.

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