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WAYS TO IMPROVE STUDENTS' SOCIAL COMPETENCE DURING PRACTICE

Abstract: The article is devoted to the problem of forming the technological competence of a social worker. Current issues of forming the technological competence of a social worker are studied in this article. From the point of view of pedagogical diagnosis, the structure and essence of the technological competence of the future social worker was considered. Special attention is paid to the criteria, indicators and levels of formation of technological competence. Special attention is paid to the criteria, indicators and levels of formation of technological competence. The opinion that competence is a functional description of an employee and that experience in direct practical relations is necessary for its formation is substantiated. The concept of student practice is defined. Its specific features as an important organizer of the training of future social workers in a higher educational institution are emphasized and explained. A model for forming the technological competence of a future social worker during student internships was developed, its content and essence were revealed. Special attention is paid to the principles of the process of formation of technological competence. The concept of systematic, competent, operational and technological approaches is analyzed.

Key words: model, competence, technological competence, systematic approach, systematic approach, operational approach, technological approach, formation of technological competence of a future social worker, student practice.

Decree No. PF-4947 of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy of Actions for Further Development of the Republic of Uzbekistan", PQ No. 2909 dated April 20, 2017 "On Measures for the Further Development of the Higher Education System", dated June 5, 2018 Decisions PQ-3775 "On additional measures to increase the quality of education in higher education institutions and ensure their active participation in comprehensive reforms implemented in the country" has raised the urgent problem of training competitive personnel. This requires the implementation of tasks such as reforming educational processes in our country, carefully studying the experience of advanced foreign countries and introducing it into the activities of higher education institutions. Currently, in the educational processes of higher education institutions that train future social workers, a number of competencies are formed that determine their readiness for future professional activities. One of the distinctive features of the level of professionalism (professional skills) of future social worker-students is their technological competence. A number of scientists working in our country have conducted research on competence, competence, its content, essence and importance in the professional activity of a specialist. N.N. Azizkhodjaeva, R.H. Djuraev, Sh.Q. Mardonov, A.R. Khodjaboev, N. discussed the theoretical-methodological, practical-methodical aspects of teacher training in our republic, management of the educational process, modernization, use of information and communication technologies. M. Egamberdieva, L. G. Bobojonova, S. T. Turgunov, O'. Q. Tolipov, M. A. Yuldashev, A. A. Khalikov, H. Sh. Kadirov researched.

Issues of studying the personality, nature and content of the pedagogue, professional training, creativity, problems of applying pedagogical technologies to the educational process Sh.S.Sharipov, B.S.Abdullaeva, Sh.S.Aburahmonov, E.T.Choriev, J.A.Hamidov , O.A. Quysinov, D.O. Himmataliev and others were considered.

Theory of competent approach in education, competence, professional competence, pedagogical competence, technological competence, issues of technological education N.A. Muslimov, A.Kh. Mahmudov, Z.T. Rakhimov, L.R. Zaripov, A. B. It is reflected in the scientific works of Muhamadaliev and others.

But the issue of technological competence of social workers was not reflected in their research. A.A., who is working in the CIS countries, regarding the problem of technological competence and competence, its content, essence, and its role and importance in improving the professional skills of a specialist. Verbitsky, N.N. Manko, E.I. Nikifirova, T.V. The studies of scientists such as Pershin are noteworthy [6-10]. However, it should be recognized that, despite a number of efforts, improving the quality of training of future social workers in higher education institutions, the problem of forming technological competence in them remains one of the urgent problems that have not been sufficiently developed.

The analysis of the work done shows that there is no clear interpretation of the term technological competence in the field of pedagogy. Based on the research conducted by scientists in the field of technological competence, we offer the following interpretation of it.

The technological competence of a social worker is:

- thorough assimilation of knowledge about technologies related to the social sphere, their application methods, tools, forms of activity, conditions and ways of organization;
- to be able to use the acquired knowledge, to design, to develop the ability to analyze their effectiveness and the results of their own activities;
- means the generalized professional and personal qualities of a social worker who embodies professional personal qualities.

The technological competence of a social worker can include cognitive and activity organizers based on national values and consciousness.

Based on the analysis of the problem of technological competence, we will consider the process of its formation. The concept of formation belongs to the category of general scientific concepts. From a philosophical point of view, formation is understood as a transition from one level of existence to another, a change from one stage of development to another.

I. P. According to Pidkasistii's research, "formation" is the result of the influence of economic, social, axiological, psychological, pedagogical and other factors of a person as a social individual, which ensures certain successes of the employee in professional and personal directions, represents the achievement of professional excellence, and leads to the acquisition of stable basic professional and personal qualities. "formation" is understood.

N. V. According to Garashkina, the training of future social workers in higher educational institutions is the professional competence of the worker, which allows to solve problems of various levels that may be encountered in the social sphere based on the knowledge, skills, qualifications, professional-personal qualities and acquired experience acquired by the students. means an independent form of professional social education that opens a wide path to the effective implementation of professional activities that meet the requirements [11, 94 p.].

According to this approach, the training of future social workers in higher education institutions includes the following components: prognostic, conceptual-design, axiological, management, content, organizational, technological.

The process of forming technological competence is the basis of the training system aimed at the effective functioning of future social workers in a higher educational institution. considered as a complex process. In order to comprehensively study the process of formation of technological competence of future social workers, we use the method of modeling it as a method of scientific knowledge, looking at the process and its organizers as a whole system.

The concept of "modeling" has different definitions. Among the definitions given as a basis for our research, we consider the most important: "we use the method of practical and theoretical work with the object, in which one of the stages of work involves the creation of an artificial assistant or quasi-object (model) that has a certain similarity with the object under study.

Modeling makes it possible to carry out quantitative and qualitative analysis of the studied object, as well as to determine its main indicators and ways to improve these indicators. In short, a model means "a generalized abstract-logical representation of the specific features of the pedagogical system, which

reflects and records the important structural relations of the object of pedagogical research, is presented in the necessary visual form and is capable of providing new knowledge about the object of research" [12, 81 b .].

One of the requirements for modeling is to define and record the boundaries of the process, that is, to determine the domain of knowledge in which specific systems (models) can be created. This implies the inclusion of principles in the modeling process that allow the system to have a holistic description and be used as a model in the process of forming the technological competence of the future social worker.

In the process of modeling, we N. We use the principles of formation of technological competence proposed by B. Pikatova.

1. The principle of consistency is the principle that ensures the integrity of the process of formation of all components of the technological competence of future social workers during student internships: goals, content, methods, forms and results.
2. The principle of humanism and professional orientation of the model is a principle that refers to the development of the active creative position of students in future professional activities based on advanced modern technologies of the social sphere as a necessary condition for the intellectual, moral and professional development of the future social worker as a person.
3. The principle of flexibility of the model in changing educational conditions.
4. The principle of dynamic change of the model implies its constant change and replenishment with new components. In the implementation of this principle, the transition from one level of technological competence to another higher level is ensured by the tendency to improve the quality of the result.
5. The principle of variability of the model, which provides an opportunity for scientific development and theoretical justification of new ideas and technologies [13].

N. By developing the ideas of B. Pikatova, we found it necessary to supplement the principles proposed by him with the principle of mutual active influence of the subjects of the process of forming the technological competence of future social workers during the student practice. The analysis of the conceptual basis of technological competence is the basis for our recognition that the professional competence of the employee, in particular, his technological competence is formed and develops during the activity of the employee, that is, in order to become a competent specialist, he must have certain information, acquire relevant knowledge and gain practical experience. From this point of view, practice during the student period has wide possibilities in forming the technological competence of the future social worker. We understand it as educational technology or a set of methods included in a professional field that ensures the development of the necessary level of technological competence.

The practice process contributes to the formation and development of the following qualities that are important for the work of future social workers:

- stable professional value system;
- necessary personal and professional qualities;
- a set of skills and qualifications for the use of work methods and technologies of social workers;
- experiences in working and organizing work in social sector facilities serving different categories of clients;
- necessary competencies for effective professional activity;

Functional, systematic, competent and technological approaches serve as the conceptual basis for the development of a model for the formation of technological competence of a graduate of a future higher education institution during student practice.

The activity approach involves organizing the activities of future social workers and students in the process of student practice in such a way that they are actively involved in setting activity goals, developing the content of activities, planning the activities of social organizations, organizing and managing the organization's activities, and analyzing the results of activities. must be achieved.

A systematic approach allows to analyze and research and develop the process of formation of technological competence as a whole system.

The essence of the competent approach is that it requires bringing the processes of training future social workers to a new level of quality in the higher education system. This means that in order to ensure the fulfillment of future professional tasks at a high level, the employee should regularly work on himself throughout his life, receive independent education and be based on general human and cultural values.

The importance of the technological approach is that it implies a strictly scientifically based form of the model of formation of technological competence based on the professional and general cultural competences of the future social worker, in a specified sequence and consistent implementation with control of the achieved results, as well as a clear repetition of pedagogical actions that guarantee success. The components of the model are combined into goal-setting, substantive and result-control blocks: these determine the process of forming technological competences of students, that is, future social workers. Below we describe the content of each selected block of the model.

The goal-setting block is represented by a combination of goals and tasks. The goal unites the participants in its structure through mutual cooperation. The goal orientation of the technological competence formation process is carried out by performing a number of tasks. Here, specific tasks of technological competence formation for each component are distinguished:

- 1) motivation to master modern technologies of the social sphere;
- 2) to have knowledge about the technologies used in the social sphere;
- 3) to acquire skills and qualifications for the development and practical application of technologies used in the social sphere.

In general, the implementation of these tasks is aimed at the main goal, that is, in the process of practice, the formation of technological competence of students, future social workers.

The content block of the model includes the types, stages, conditions and subjects of practices aimed at forming the technological competence of students and future social workers. Formation of technological competence in the process of student practice requires consistent and step-by-step organization of the educational process.

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