

**TECHNICAL ISSUES ON DEVELOPING STUDENTS' SOCIAL POWER
THROUGH IDEOLOGICAL EDUCATION AT HIGHER EDUCATION**
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Таянч сўзлар: олий таълим, мафкуравий иммунитет, касбий маҳорат, меҳнат бозори, ижтимоий фаоллик, ёшларнинг ғо-
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Ключевые слова: высшее образование, идейное воспитание, профессиональное мастерство, рынок труда, социальная ак-
тивность, идеологическое воспитание молодежи, технология, педагогическая сфера.

Key words: higher education, ideological education, professional skills, labor market, social activity, ideological youth education,
technology, pedagogical sphere.

Introduction. Currently, there are radical reforms and significant changes in the new developers of socio-political, economic and education. Today, students are increasingly important, using their knowledge, experience, personal qualities, to be sufficiently aware of the labor market and to understand their abilities in a competitive environment.

Today, on the basis of the principle of New Uzbekistan – «from the national revival – towards the National upsurge», our state is entering a new 3-Renaissance period of development. The time is the critical respects of the training of young people in our country on a modern basis, to eliminate new mechanisms, as well as introduce new mechanisms, as well as introducing new mechanisms into this field, as well as innovative thinking He is doing [1:66].

The ability to sell itself to mobility, changing working conditions, is ready to sell the «self» in the labor market, which is useful in the labor market in the labor market, which is useful in the labor market in the labor market, which is useful in the labor market in the labor market in accordance with professional, personal and other features, is ready to adapt to the conditions of «self». And able to take on their responsibility. At present, employers pay attention to not only in the applicant's professional skills, but also on communication skills, but also in communication skills, but also in communication skills, but also in communication skills, but also in the requirements, and the requirements, creative thinking, and compatible qualities. Therefore, the formation of students' social powers is very important task in the present days.

This article is aimed at identifying the technological issues of the formation of social powers of students in the higher education system, as well as the factors that negatively affect the training of competitive specialists in the educational process.

The country's potential is determined by the level and quality of education. Effective economic growth and development of the state depends on the upbringing of the competition direct competition. Thus, the education is provided by the state's sustainable economic growth and socio-economic development. Today, the education system of Uzbekistan is at the level of advanced countries. Nevertheless, regardless of the individual characteristics and skills of the student, the problem of proper organization of pedagogical conditions to ensure the maximum efficiency of the educational process. The pedagogical process provides effective and target development of a competitive person.

In time, pedagogical activity is also aimed at creating all the necessary conditions that allow to be competitive in the student's profession. There are also the principles of organization of scientific theories, methods and technologies of educational institutions, educational process.

A modern system of school education system cannot provide sufficiently provision of the social powers of students. In this regard, students face certain challenges in the next education process: unable to create a connection and asking questions, emphasize their views and defend their views, Manage their emotions, listen, and so on. All of these challenges often lead to difficulties in the field of activity and then in the field of activity.

Materials and research methods. Currently, there is no consensus on what social competence is. Having studied the work of various researchers in this area, we can con-

clude that social competence is nothing more than a person's ability to interpersonal interaction with other people. Thus, social competence is the main characteristic that reflects the skills of a person “to develop interpersonal relationships with colleagues, to ensure a full-fledged mastery of social reality and allowing you to effectively build your behavior in conjunction with situations and in accordance with the values and norms accepted in society at the moment”... [2].

D.A.Pochebut describes social competence as the ability to effectively apply various kinds of social knowledge, skills and abilities to create a complex of formal and informal social ties, through which adaptation and self-realization of a person in society is ensured... [3:24].

According to the point of view of Pryamikova E.V., social competence is a person's ability to build strategies for interaction with other people in the changing social reality surrounding him... [4:126-132]. As for the structure of social competence, the German psychologists M. Schroeder and M.Forweg believe that it consists of four components. This is sociability, the readiness of the individual to communicate, the ability to persuade, and self-respect.... [5:74].

Let us turn to the technological issues of the formation of students' social competencies. The formation of students' social competencies is achieved thanks to the following pedagogical technologies:

- technologies based on the modernization of the management of the learning process;
- technologies based on the modernization and updating of educational material and the development of new information technologies;
- technologies based on the modernization of the communicative aspects of the learning process;
- technologies based on the development of individual qualities of a student... [6].

In our study, we used the technology of the psychologist and teacher A.A. Verbitsky based on sign-contextual learning... [7]. It includes the gradual formation of the student's position regarding his future professional activity. In addition, this technology provides contextual learning, thanks to which university graduates adapt more successfully to a new team, acquire the abilities and skills of social interaction, responsibility for the work performed [8].

Let us consider in more detail the application of this technology in the process of teaching students in the specialty "Tourism and hotel business". It is advisable to carry out contextual training of students in the form of gradual transitions from academic educational activities (seminars, lectures), through the forms of quasi-professional activity (business game) to educational and professional (industrial practice, course and diploma design). The result of this system is the professional activity of the graduate. Thanks to the contextual learning system, conditions are provided for the development of the individual abilities of each student. In our research, we examined three main stages of the formation of social competences of students in the process of studying the discipline "Information technology". The first stage is educational activity of an academic type, during which students study the theoretical foundations of a given subject (information and its types, processing methods, etc.). The second stage is a quasi-professional activity, during which students apply the theoretical knowledge gained

in practice. At this stage, the image of the future profession and its features are formed. The third stage is the study of

the social components of information technology. The results of our study are presented in Table

1. Table 1 Stages of the formation of social competencies of students

Stages	Item	Well	Kind of activity	Forms and methods of teaching
I	Information Technology	I	Academic	Lecture, seminar, presentation, lecture-conference, webinar
II		III	Quasi-professional	business games, solving specific situations and problems (case-study)
III		IV	Educational and professional	Industrial practice, course and diploma design

At each stage we have named, it is advisable to apply both traditional and the latest teaching methods. At the first stage of training, such forms as lecture, seminar, presentation, lecture-conference, webinar are used. The materials were selected for freshmen and were distinguished by ease of perception in order to avoid difficulties in assimilating knowledge, since during this period the students had not yet had time to get used to the new educational process. The training materials were the following topics: "How the PC appeared", "Local and global networks", "Algorithmizing", "Fundamentals of applied programming". Conference lectures were held at the end of the semester in order to prepare students for the exam in this discipline. Several people were selected from the group, to whom the remaining students asked questions about the course in writing. To prepare for an answer, students were given time - 5 minutes. In the event that the student had difficulties with the answer, then all the others were connected.

The second stage of the formation of students' social competencies was carried out with the use of business games, analysis and practical solution of specific situations and problems (case-study). For example, develop a strategy to improve the efficiency of a travel company using the latest information technologies. To complete this task, the students were divided into several groups, each of which put forward its own proposals on this issue. The best proposals were selected from the total number of proposals. This lesson format requires serious preparation of both students and teachers, therefore it is advisable to apply these lessons at the end of the study of the discipline, to consolidate the knowledge gained.

In the process of preparing for this assignment, students independently develop a package of documents for conducting a case-study (attendance lists, agenda, regulations, minutes, etc.), using a text program Microsoft Word, as well as graphs, diagrams, slides necessary for conducting a group discussion using the spreadsheet editor Microsoft Excel. To conduct the presentation, students work in Microsoft PowerPoint.

Conclusion. Thus, in the course of the educational and professional activity described above, the formation of social competencies in students takes place. This is manifested in the performance by students of actions and deeds that

are similar to professional and social relations both in the work collective and in any social relationship, in interpersonal interaction and communication. Students learn the norms of collectively distributed labor.

One of the priority directions in the formation of students' social competencies is the ability to perceive, process and transmit information received from various sources. In the course of the classes described by us, students learn to work with information, distinguish between unreliable and reliable sources, generalize, analyze, compare, describe, share information with others and effectively display the results of their work. All of these skills are essential components of social competencies. Consequently, one of the priority tasks in the process of professional training of students is to ensure the necessary conditions for the effective formation and development of social competences of students, with the aim of increasing their competitiveness in the labor market.

Based on the analysis carried out by us, it can be argued that the main technologies for the formation of social competencies of students used in the learning process are: educational activities of an academic type, quasi-professional activities, and educational and professional activities. All of these activities must be applied in stages.

In order to produce a competitive specialist, who will be in demand in the labor market in the future, an educational institution must ensure the current content of educational materials and disciplines, develop new methods for presenting educational material, organize the availability of internship for students at a particular enterprise, expand the conditions and opportunities for employment graduates.

The effective formation and development of students' social competencies is facilitated by the use of group work methods in the learning process in order to make group decisions, apply the skills of interpersonal interaction and influence the interlocutors.

For the successful provision of all the factors considered, it is necessary: public support for the ongoing educational policy, responsibility and an active role of the state in this area, deep and comprehensive modernization of education with the allocation of the necessary resources and the creation of mechanisms for their effective use.

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РЕЗЮМЕ

Ушбу мақола олий таълим тизимида ғоявий тарбия орқали талабаларнинг ижтимоий вақолатларини шакллантиришнинг технологик масалалари, шунингдек, бу орқали рақобатбардош кадрларни тайёрлашда салбий таъсир кўрсатаётган айрим омилларни аниқлашга қаратилган.

РЕЗЮМЕ

Данная статья направлена на выявление технологических вопросов формирования социальных полномочий студентов в системе высшего образования, а также факторов, которые негативно влияют на подготовку конкурентных специалистов в образовательном процессе.

SUMMARY

This article is aimed at identifying technological issues of the formation of students social powers in the higher education system, as well as factors that negatively affect the training of competitive specialists in the educational process.

БЎЛАЖАК ЎҚИТУВЧИЛАРНИНГ КАСБИЙ - ПЕДАГОГИК ИЖОДКОРЛИГИНИ РИВОЖЛАНТИРИШНИНГ ДИДАКТИК ХУСУСИЯТЛАРИ

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Таянч сўзлар: касбий-педагогик компетенция, технология, киёсий таҳлил, педагогик жараён, дидактик тизим, интеграция-лаш, компетенция, баҳолаш, кўникмалар ва малакалар.

Ключевые слова: профессионально-педагогическая компетентность, технология, сравнительный анализ, педагогический процесс, дидактическая система, интеграция, компетентность, оценка, навыки и компетенции.

Key words: professional and pedagogical competence, technology, comparative analysis, pedagogical process, didactic system, integration, competence, assessment, skills and abilities.

Ўзбекистон Республикаси олий таълим муассасалари малака талабалари бўлажак ўқитувчиларга қўйиладиган янги, янада юқори талаблари билан бир қаторда бўлажак ўқитувчиларнинг касбий-педагогик ижодкорлигини шакллантиришнинг педагогик шарт-шароитлари, механизми, методлари ҳамда технологияларини ишлаб чиқишга ҳам алоҳида эътибор қаратмоқда.

Шахснинг ўзига хос, интегратив сифати ҳисобланадиган компетентлик тизимни ҳосил қилувчи, марказий компоненти – билиш воситаларига оид компетентлик иккита таркибий қисм: моддий-мотивацион ва рефлексивлик - креативликдан иборатлиги ҳамда назарий ва амалий билимларни амалий ҳаракатларнинг мослашувчан, ўзгарувчан ва тезкор шаклларига қўчиришни таъминлаши тўғрисидаги асосий қондани амалга ошириш учун ўқитиш жараёнини сезиларли даражада ўзгартириш талаб этилади.

Педагогикага оид замонавий адабиётларда педагогик жараён куйидаги ўзаро боғлиқ бўлган компонентлар тизимидан иборат деб таъкидланади: 1) фаолиятнинг мақсадлари; 2) таълим берувчи; 3) таълим олувчи; 4) фаолият мазмуни; 5) фаолият шакллари; 6) фаолият воситалари ва усуллари; 7) фаолият натижаси.

Таълим жараёни тизимини ҳосил қилувчи тушунчалар – таълимнинг мақсади, таълим берувчиларнинг фаолияти (ўқитиш), таълим олувчиларнинг фаолияти (ўқиш) ва натижа.

Замонавий таълимнинг мақсадида жамият тараққиётининг асосий ғояларига мос келадиган мутахассиснинг тайёргарлигига қўйиладиган ижтимоий талаблар мажмуаси акс этади. Таълим муассасаси, у билан бирга педагог, мавҳум шаклда ифодаланган, умумлаштирилган мақсадли йўлланмалар (ижтимоий буюртма) олади. Таълим жараёнини ташкил этиш пайтида мақсадлар ойдинлаштирилади, аниқ-равшан шакллантирилади. Мақсадларни аниқлаштиришнинг ўзига хос мантикий занжири қурилади:

- жамиятнинг умумий талаблари;
- таълим тизимининг вазибалари;
- муайян таълим муассасасининг мақсадлари;
- мутахассисни тайёрлаш бўйича ўқув дастурлари мажмуасининг умумий мақсадлари;
- соҳага оид фаннинг (дастурнинг) умумий мақсадлари;
- боблар ва мавзуларнинг мақсадлари;

– машғулотнинг мақсадлари ва ҳ.. бошқача қилиб айтганда, тизимнинг ҳар бир тармоғи, таълим тизимининг ҳар бир элементи нисбатан хусусий мақсадни амалга ошира туриб, умумий мақсадни амалга ошириш учун хизмат қилади. Таълим тизимининг ягона мақсади унинг тармоқлари ва элементлари мақсадлари тузилмасининг ёйилмаси кўринишида акс эттирилади ва унинг энг юқори чўққиси асосий пировард мақсадни ифодалайди. Анъанавий таълим тизими шароитларида мақсаднинг таълим мазмунига йўналтирилганлиги мақсад ва мазмуннинг ўзаро мос бўлишига олиб келади:

- мақсад – фаннинг асосларини ўзлаштириш;
- мазмун – билим ва кўникмаларда ифодаланган ана шу асосларнинг ўзи.

Замонавий талабаларга жавоб берадиган таълим тизимида эса, мақсад – инсоннинг шахсий имкониятларини ўстириш, илгаридан маълум бўлмаган предметларга оид ва ижтимоий вазиятларда ўзининг компетентлигини намён қила олиш қобилиятларини ривожлантиришдан иборат, бунда мазмун – шу мақсадга эришишни таъминловчиларнинг барчасидир.

Таълим технологиялари таълимни ўқитувчининг ўзи маъсулиятни шахсан ўз бўйнига олган ҳолда, кафолатланган натижага эга бўлган технологик жараён даражасига олиб чиқувчи дидактик ёндошувлар ва дидактик воситалар жадал равишда ишлаб чиқилмоқда.

Умуман олганда янги типдаги таълим тизимида ўқув маълумотлари кўринишида ифодаланган илгариги тажрибаларни ўзлаштиришга қаратилган таълимдан бўлажак касбий фаолиятда дуч келинадиган вазиятларга тайёр бўлишга қаратилган, умуман олганда келажакка йўналтирилган таълимга ўтиш кўзда тутилади. Таълим олувчи фаолиятининг мақсади ахборот кўринишига эга бўлган ижтимоий тажрибанинг маълум бир қисмини ўзлаштириш эмас, авваломбор билимлардан фойдаланган ҳолда бўлажак касбий фаолиятни амалга ошира билиш ҳамда бутун умри давомида янги билимларни эгаллаб бора олиш қобилиятларини шакллантириш ва ривожлантиришдан иборат бўлади. Бошқача қилиб айтганда, бундай таълим инсонга ўз-ўзини такомиллаштириш механизмининг “ўрнатиш”дан иборат бўлади.

Қуйидаги жадалда таълимга анъанавий ва компетентликка йўналтирилган ёндошувларнинг киёсий тавсифи келтирилган.