

Students` Formation Of Social Competence In Foreign Language Classes

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Annotation. The article shows the place of social competence in the system of key competencies when applying the competency-based approach in education, and also defines the means, conditions and techniques for developing social competence in foreign language lessons.

Key words: Competency-based approach, key competencies, social competence, communicative competence, forms of training.

One characteristic that sets apart the current stage of social development is the speed at which inventive changes are taking place in many areas of human existence, including social ones. Today's society and government need that people learn how to act universally and socially in a society that is changing quickly. This is one of the reasons that most scientists give social competence—which is defined as the preparedness and capacity for social engagement in a variety of contexts and as a unit of social adaptability and mobility—considerable attention, although how important competencies are categorized.

Researchers have found that social competence, firstly, reflects the interaction between a person and society; secondly, it implies a person's possession of methods of interpersonal interaction; thirdly, it includes several components; fourthly, it implies taking into account the relationship between one's own goals and the needs of the whole society.

Structure and content of social competence (according to A.V. Khutorsky) [8]

Components	Contents of components
The ability to be responsible for decision making, take part in general decisions, set goals, plan results, analysis and reflection.	Ability to control one's activities; attention to problems associated with achieving goals; ability to make decisions.
The ability to hear, understand and take into account the needs of other people with whom you come into contact. The ability to control your emotions.	Intellectual focus on understanding another person; emotional responsiveness, ability to empathize; intuitive prediction of people's behavior.
Social mobility, human activity.	Willingness to work on non-standard and controversial issues; research of the environment to identify its capabilities and resources, willingness to use new and non-standard ideas to achieve the goal; setting for common success; personal responsibility for a joint business.

Social competence does not exist outside a specific society. It depends on the main characteristics of the life of a given society: economic and political life, historical and cultural norms, and the organization of social relations. Social competence is not only a certain degree of socialization of a person, but also the ability to achieve success using social resources.

Psychologists break down social competence into the following individual abilities:

- communicative competence,
- social entrepreneurship,
- general legal and economic literacy,
- the ability to understand the hidden, shadow features of society,

- ability to lead (social confidence),
- ability to understand social roles and interpersonal relationships,
- ability to establish long-term partnerships,
- the ability to manage one's own image.

Since the main goal of teaching a foreign language is the formation of communicative competence, i.e. the ability to use language as a means of intercultural and interpersonal communication, the academic discipline "foreign language" is the subject of the school curriculum that makes a major and significant contribution to the formation of social competence of students.

Success in intercultural communication is not possible without developed social competence among students, that is, a developed ability to interact with others and a sense of self-confidence, as well as the ability to assume various social roles and the ability to cope with current situations.

In our opinion, it is social competence, as a structural component of foreign language communicative competence, that should be given special attention due to the fact that it is this ability that serves language acquisition in the context of intercultural and interpersonal communication. Every effort must be made to develop social competence, since the problem of participation in dialogue, knowledge or ignorance of the peculiarities of communication with certain social groups arises, the language of which is studied to ensure tolerance and safety of communication for both parties.

It is important to instill in students an interest in studying and understanding the culture of the countries of the target language, an interest in finding a common language and in finding a compromise in difficult situations, because this enriches the students' personality with social and cultural knowledge, and also helps to use the accumulated communication skills in the future.

When teaching foreign languages in secondary schools, adding a social component helps students develop a more comprehensive understanding of the world by broadening their knowledge in a variety of subjects, introducing them to their cultural heritage, cultivating a sense of patriotism and global citizenship, respecting the opinions and viewpoints of others, and fostering free interpersonal and intercultural communication. Students' horizons are expanded, their general cultural level rises, and their desire to learn other languages grows when they are aware of the intricacies of society and develop tolerance for opposing viewpoints.

By including in the educational process the use of elements of collective activity and intensifying the teaching and educational process, using the latest teaching methods and techniques, improving educational skills and independent work skills, group forms of cooperation, the teacher will be able to make the content of teaching students a foreign language more effective, focused on personal attitudes of the student.

The modern state standard of basic general education sets tasks for achieving qualitatively new goals in the study of a foreign language, namely: the development of foreign language communicative competence and all its components, where a special place is occupied by social competence, the formation and development of which allows students to be introduced to new social experience using a foreign language.

Today, in the practice of teaching a foreign language, individual, frontal and group forms of organizing the educational process are distinguished. An individual form of organizing students' work means the student's independent completion of tasks that are the same for the entire class, without contact with other students, but at the same pace for everyone. An individual form of work is used at all stages of the lesson to solve various didactic tasks: mastering new knowledge and consolidating it, forming and consolidating skills, for repeating and generalizing the material covered.

It is most common when doing homework, independent assignments and tests. However, for the formation of social competence, this form has a significant disadvantage - the student, when working on a task, is isolated from other students and only he is responsible for the success of this exercise. With this form of organization of educational activities, the student does not come into contact with other students, which prevents him from learning to be in society, resolve disputes and problems, and be part of a team.

The frontal form of student organization involves assigning tasks to the class so that every student works together to complete a common goal while being closely supervised by the teacher. The entire class works at the same speed on the assigned work. The teacher tries to impact every student in the room at the same time by informing, explaining, and demonstrating.

More often it is used at the stage of primary assimilation of new material, with a problematic, informational and explanatory-illustrative presentation; this form allows you to attract a maximum of students to active educational and cognitive activities. Methodists consider group educational activities of students to be one of the successful ways to develop social competence. And this is not accidental, because “learning activity is collective in nature and represents a system of socially organized interactions, relationships and communication” [6].

Psychologists have proven that joint activity in a team of students and teachers is the initial form of individual activity and determines their mastery of such actions as goal setting, planning, control and evaluation, without which learning is impossible.

To specify educational actions, let us turn to the structure of group educational activities, which consists of the following links:

1. The motivational-orientation link assumes that students jointly analyze the conditions and their capabilities, and also accept or set themselves a single educational task.
2. Executive level - updating existing knowledge when performing a number of educational actions and tasks collectively or individually. Here, mutual support and exactingness towards each other, the ability to adequately self-criticize, and a sense of responsibility for the result of a common cause are especially necessary.
3. Control and evaluation link - mutual control over the implementation of actions of the previous stage and assessment of the results of joint work.

Group work is used, as a rule, when performing speech exercises and tasks on joint search for information and collective solution of a given problem situation.

Pair work, as one of the types of group work, is mainly used to perform exercises of various types: language and conditional speech. In practice, pair work is widely used to train language material, when students are offered cards with exercises for substitution, filling in gaps, transformation, etc. The organization of pair work to perform truly communicative exercises is often unmanageable, which often causes negative results.

Working in pairs and groups fosters the development of effective communication skills in foreign languages. In foreign language instruction, the ability to precisely plan is required, i.e., to identify a productive way for students to interact and choose appropriate methods for the teacher to oversee them. The competencies that make up social competence are influenced by the content of cooperative learning activities.

Taking into account the specifics of the academic discipline “foreign language”, we can identify the components of the content of collective learning activities:

1. Knowledge of language material, the features of its functioning, as well as the skills to use it in communication situations.
2. Methods of acquiring language knowledge, speech skills, as well as techniques of self- and mutual control.
3. Knowledge of collaboration techniques (joint solution of speech problems involving imitation, substitution and reproduction).

Based on the above, it is necessary to highlight such skills and abilities included in social competence as the ability to work together to achieve a common goal, support each other, the ability to adequately self-criticize, evaluate one’s personal contribution to the success or failure of a common cause, jointly analyze the conditions of the situation and correlate them with possibilities.

Thus, in foreign language lessons, in order to develop students’ social competence, namely the ability to live in society, it is necessary to use such forms of educational organization that could simulate a real communication situation, give students the opportunity to interact with each other, listen, and defend their point of view, adjust your behavior and subordinate your interests to the interests of society, as happens in real life.

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