

Social Competence: Essence and Mechanisms of Formation in a Preschooler with Speech Impairment

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Annotation. The article discusses the issue of social competence, the essence and mechanisms of formation in a preschooler with speech impairment. The main attention is paid to identifying key competencies and areas of the competency-based approach in modern education.

Key words: competence, social competence, essence, formation mechanisms, preschool child, speech disorders, motivational, cognitive, emotional-evaluative, behavioral.

The social experience accumulated by the preschooler, both independently and with the help of adults, helps to discover the potential of the older preschool child, to learn well in school, and later to enter adulthood. In the case of an older preschooler, the organization of available activities (playful, artistic, cognitive), the style of communication with a group of children and adults indicate the age-related formation of sociality and maturity. Psychophysical, personal achievements of formation, relative independence and self-sufficiency of the child in behavior, solving elementary everyday problems appear.

It is at this age that the foundations of social competence are laid, the trajectory of development and its successful adaptation in the modern world is set.

Key competencies include: multicultural - awareness and tolerance of society of different languages, races, nationalities, religions, cultures, and not only knowledge of cultural values; communicative - the ability to communicate with different types of speech in their own and foreign languages; informational – knowledge to receive, comprehend, process and apply information from various sources; self-development and self-education - the need and preparedness to continuously learn throughout each life; participate in fruitful creative activities.

Competence is a personal quality, the possession of certain knowledge in any field and the ability to apply it in practice, ensuring the success of activities.

From the same point of view, the concept of "competence" is considered in the works of N.Z. Abidova, A.P. Zhuravlev, A.K. Markova, L.A. Petrovskaya, N.F. Talyzina, B.I. Khasan, R.K. Shakurov, A.I. Shcherbakov [2,5]. They point out that competence includes not only knowledge, skills and abilities, but also the ways in which activities are performed.

J. Raven [6] interpreted "competence" as a specific ability necessary for the effective performance of a certain action in a certain subject area. It includes highly specialized knowledge, special kinds of subject skills, methods of thinking, as well as awareness of responsibility for the performance of one's tasks. The development of all competencies takes place through the means of training and education. The main competencies are the universal mega-subject system of training and education, and at all stages of the development of educational districts it is concretized. The basis of other competencies is social competence. It solves various problems and problems of the existence of the individual. Here we agree with the authors who define it as the possession of sensitive, cognitive and motor methods of behavior in society, which lead to pleasant and lasting relationships of right and negative consequences" [1, 3, 7] (N.Z. Abidova, N.V. Kalinina, V.N. Kunitsyna, Y. Mel, U. Pflingsten, R. Hitch and others).

One of the most important directions of the competency-based approach in modern education is the formation and formation of social competence. In the process of mastering knowledge and skills about social reality, energetic mastering of social relations that arise at various stages and in various types of social interaction, social competence is used as a property of an individual, and is used as an understanding of the norms of behavior in society, which will be the beginning of social positions and relations within the collective.

A preschooler's mastery of a certain level of social competence allows him to solve various problems in everyday life. Its manifestation in an older preschooler in various types of activities and behavior will make it

possible to determine the readiness of his transition to a higher level - school education. A.G. Gogoberidze in his "Doctrine of Education of Preschool Children" defines the essence and content of the initial personal and social competence, which is seen as the readiness to independently solve problems related to communication and interaction with adults and peers and the community of the child's progressive knowledge about himself, with his own assessment, with a certain set of methods of behavior and relationship with the world [4].

In the preschool period, social and personal competence includes: self-representation (self-image), self-knowledge and self-evaluation; knowledge of world values (kind-heartedness, beauty, truth); manifestation of a sensitive and evaluative attitude to the world (interests, inclinations, preferences), expression of one's own judgment, attitude; self-regulation, control of behavior, activities and their consequences for the environment; orientation and identification of attention to the environment (both to the close, family and in the world, to the country); knowledge and application of the norms of relations with people; normal expression of concern for the other, sympathy for him, responsiveness; joint actions.

Having studied the studies of various authors in this area (T.V. Antonova, A.G. Gogoberidze, T.N. Zakharova, N.V. Kalinina, L.V. Kolomyichenko, V.N. Kunitsyn, Y. Mehl, U. Pflingsten, R. Hitch, etc.), we have identified a number of particularly important components of social competence. Their commonality may be the result of the formation of this type of competence during the preschool age. Let's list these components.

Motivational (the need for approval and communication, the desire to take one's place among the important people for the child - adults and peers).

Cognitive, or cognitive (the presence of elementary knowledge about the surrounding reality, awareness of people's relations in society, awareness of one's own individuality).

Behavioral, or communicative (effective influence with the outside world, the ability to behave culturally).

Emotional-evaluative (knowledge comes with awareness, the expression of one's feelings and emotions and the feelings and emotions of others).

The first component (motivational) is at the beginning of development, is inconstant, needs the knowledge of an adult to introduce the child to social reality, to interest him in information from the surrounding reality.

The cognitive component depends on the child's awareness of the events taking place in society; another person (adult, peer); the sensitive context of the interaction environment, as well as the understanding of one's probabilities in various types of activities, the disposition of the attitude towards others and oneself. A significant indicator of a child's social development is the emergence of an image of "I". In a preschooler, self-esteem is in the process of formation, it is subject to any influence. A child with a positive self-esteem is ready for interaction - to take risks, to try, to communicate more calmly, to be more successful in learning, mastering the environment, because he feels confident in his abilities.

As the child grows up and the range of his interests expands, people (different in age, who spontaneously or accidentally influence him) become more significant and authoritative. In the future, the child's environment satisfies his needs and desire to be like a person close to him, copies someone's behavior, and values someone's judgment. The formation of the behavioral component of the child's social competence will be facilitated by a properly organized territory of communication, an environment of influence with the environment of varying degrees of proximity.

The moral basis of social competence is the emotional-evaluative component. It reflects the essence of the child's experiences: his attraction to sympathy, compassion for another person, readiness to show kindness, to help.

Comprehending the surrounding reality, children, especially at preschool age, try to explain every event and phenomenon. Children develop a concept of honesty, often a biased attitude towards themselves and the world around them. Assimilation of opposite ethical categories: good-heartedness is evil, truth is lying, courage is cowardice, generosity is greed, etc., helps a preschooler to learn about the world. Diverse material for comprehension of these ideas is contained in folklore and literary works, in everyday life. By participating in the discussion of various problem situations, listening to literary works, performing game exercises, the child understands the surrounding reality better, learns to evaluate his own actions and the actions of others, to choose his own line of behavior and interaction with others.

Thus, the formation of social competence as a personal quality becomes the main achievement of a preschool child. Social competence has an integrative nature, includes a number of components (motivational, cognitive, emotional-evaluative, behavioral) and progresses in the process of children's study of the surrounding reality. Violations of speech can influence the formation of higher levels of cognitive activity, which is due to the narrow connection between speech and thinking and the limitation of social, in particular, speech components, in the process of which the child's knowledge of the surrounding reality is realized. Speech is the most important mental function of a human being. The conciseness of verbal communication has a negative effect on the formation of the personality of a preschooler, which is manifested in the specific features of the emotional-volitional sphere and mental layers, contributes to the appearance of negative character qualities (shyness, uncertainty, isolation, negativism, a sense of inferiority).

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