



Personal Social-Communicative Competence and Factors of its Formation

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Abstract: *In this article, thoughts and opinions about the social-communicative competence of a person and the factors of its formation are presented. The principles mentioned as the basis of the collective and individual development of the person, the experience of the person from the entire historical period to the present time have been consistently revealed in the educational theory and practice of a number of advanced pedagogues and thinkers of their time.*

Keywords: *Social adaptation, communicative competence, Socio-cultural adaptation, socio-cultural environment, education, psychological aspect.*

Social-communicative competence is the process of acceptance and adaptation of a person to the cultural life, values, relations, norms and traditions of a certain society, community or social institutions. The content of socio-communicative competence includes the introduction of changes in one's behavior based on the existing cultural norms of a certain community or the creation of a new system of cultural and social relations along with the transformation of community cultural systems, new cultural, processes such as the emergence of spiritual and economic changes are also included. In this process, the main task is performed by the individual who realizes the need to change himself and the society as a result of the reflexive process. Socio-communicative competence is characterized by the interrelationship and interdependence of the individual and the team. A person's participation in social-communicative competence is distinguished by passive or active participation. That is, a passive participant develops skills in relation to the cultural environment in the community and accepts cultural norms. An active participant tries to change the norms of social-communicative competence in the society and to assimilate the norms and procedures of himself or a certain group into the life of the community. The activity of the active participant is to prepare the initial basis for the creation of new and stable social relations in the community serves.

Social-communicative competence of students is divided into several types according to its implementation, characteristics and signs. Including:

According to implementation:

- Optional
- Mandatory.

According to the content of the activity:

- Creative
- Destructive

According to the form of activity:

- Active

- Passive
- Stable
- Changeable

By type of activity:

- Professional
- Formal
- Socio-psychological
- Cognitive
- Individual

The typology of social-communicative competence of elementary school students was determined based on several criteria:

- Formation of socio-cultural values;
- Individual psychological characteristics of a person;
- Cultural relations between the individual and the community;
- Content and nature of team activity.

Social-communicative competence of students depends on the concept of their "tendency to adapt". Adaptability or adaptability is determined by the level of readiness to change oneself in response to the effects of the external world. That is, it is determined by a person's ability to accept and adapt to a new environment, a new community and existing social and cultural norms in the outside world. A person's ability to harmonize his subjective needs with the demands of the socio-cultural environment is variable, and it is closely related to his individual characteristics, mood, and worldview. Also, this process is expressed as the attitude of sociocentrism to egocentrism. A high level of adaptability of a person leads to an increase in his ability to adapt his personal needs to the needs of the community, to accept the requirements and standards of the community. This process is expressed in the ideas of conformism. According to the idea of conformists, rather than sticking to personal opinions and principles, it is more appropriate to join the views of other people and the community, and work in harmony with them. But extremely high indicators of "Adaptation" can lead to a decrease in individuality and social dependence. On the contrary, in the process of socialization of a person, a low indicator of adaptability remains steadfast in his views in a changing environment. He constantly tries to preserve his "I", puts his personal views and needs above the general norms accepted by the team.

People of the type who can manage their behavior in accordance with the existing situation can function adequately in accordance with the requirements and standards of society. That is, they are able to harmonize the requirements of the changing social environment and their own needs, and can even express their attitude and make decisions based on the analysis of social and moral changes in the community.

We will dwell on the specific features of the socio-cultural adaptation process. According to some studies, socio-communicative competence is the process of adaptation of a person or group to new socio-cultural conditions, acceptance of new norms. In sociology, these two sides are interpreted as the adapting side and the adapting side. That is, one side adapts to the requirements and norms of the other side.

Socio-cultural adaptation in most cases is based on democratic principles and implies adaptation of the individual to the society. That is, the minority obeys the majority. In the works of representatives of the humanistic approach, the idea of organizing collective activities based on the interests and needs of the individual prevails. Representatives of centrism emphasize that social adaptation takes place on the basis of equal interaction of both parties - the individual and the community.

The composition of the socio-cultural environment as follows helps to facilitate the adaptation process:

1. Socio-cultural environment of a subjective nature.
2. Cultural communicative environment.
3. Social and cultural norms, rules and procedures.
4. Cultural values.
5. Works of art.

Based on our research on social-communicative competence, we can conclude that a person accepts and assimilates the social-cultural norms of the community. At the next stage, he begins to move from the role of an object to the role of an active subject. That is, now he takes his place in the society on the basis of the acquired socio-cultural skills and begins to exert his creative influence on the socio-cultural life on the basis of his active actions. So, socio-cultural adaptation of a person has a dynamic character and changes its role in the process according to its development.

Another feature of socio-communicative competence is that a person learns the value system of society, and in turn, the system of personal values is accepted by the society of which he is a member. This process includes the interrelationship and interaction of social and personal value systems.

Social values are focused on determining order in the community, strengthening mutual relations based on traditions, improving the health of the social and cultural environment, and creating a stable environment in the community. It includes cultural norms, traditions, customs, instructions, control of leading bodies, information reception system, etc.

A person's personal character traits, daily habits, personal standards, cultural level, views, personal beliefs enter the system of personal values and are corrected during socio-cultural adaptation. As a result, a socially and psychologically polished person is formed.

A person adopts the social and cultural norms of the society as well as the daily lifestyle. Everyday life is an environment in which every person can freely perform life activities. Along with the way a person adapts to the social environment in everyday life, his lifestyle also affects the people around him.

A person's daily life takes place in the reality of a domestic character or in special situations. In domestic reality, the daily lifestyle is carried out in a community close to a person - in the family, in the circle of friends, in the neighborhood, in the way of daily life activities and on the basis of close relationships.

A special level of everyday life is based on the fact that a person is constantly engaged in some activity. People undergo special training for this lifestyle. For example, they learn a profession or craft, prepare to engage in sports or creative activities. Each type of activity includes culturally based customs, traditions, and values. In this process, views, ideas, values, and objects characteristic of cultural life accepted by the general public are created.

In the adaptive process, a person entering social-communicative competence loses something valuable to him and, in turn, gains and assimilates something. From this point of view, it is a process of socio-cultural exchange. That is, if at the beginning of adaptation, the socio-cultural views of the individual differ from the collective environment, as a result of the process, convergence of personal and social indicators is observed. If a person is not ready for the process of socialization and is not ready to accept socio-cultural views, then the process of adaptation becomes destructive both for the subject and for the external world that surrounds him.

A person's social-communicative competence can have not only positive significance but also negative consequences. The negative consequences of social-communicative competence may arise on the basis of the imbalance between the person and the socio-cultural environment, the difficulties

of the person in accepting the norms of the society or, on the contrary, as a result of the negative influence of the social environment. In this case, there is a violation of the harmony between the social and cultural world, a disconnection between social institutions, a derailment of the cultural foundation, and disorder. It can appear in different forms. In particular, it manifests itself in forms such as social marginalism, adventurism, aggressiveness, maladjustment, disorder.

Social-communicative competence of a positive nature is realized as a result of the mutual positive influence of the individual and the surrounding everyday environment, and this interaction creates favorable conditions for entering the subject society and effectively mastering new forms of social and cultural activity. The content of the interaction between the subject and the new socio-cultural environment is formed by new, non-standard situations in everyday life. The result of mutual relations is expressed in the form of mutual adaptation, agreement, mutual experience exchange, harmonious views, and cooperative development.

The conditions for the development of the child's personality are the forms of social activity that are manifested in the mutual relations, culture, history, customs, educational system, ideology, morals and traditions inherited from people. These situations include the potential for the child's future development as a person. And this cannot be done without timely involvement of the child in the system of human relations.

The organization of the educational process successfully solves the educational tasks in mastering joint activities of a collective nature. If the interdependence that occurs in children's interactions is based on dominant goals, then pedagogues and educators are companions in this process. The manifestation of children's abilities in various activities, on the one hand, shows the uniqueness of each child, on the other hand, it reflects the need for collective relations, because on the basis of them, according to its description, the social competence of the individual develops on the basis of spirituality.

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