



**PEDAGOGICAL PSYCHOLOGICAL CAPABILITIES OF
EXTRACURRICULAR ACTIVITIES IN THE DEVELOPMENT OF
SOCIAL SOCIABILITY IN CHILDREN**

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ABSTRACT

In this article the pedagogical psychological capabilities of extracurricular activities in the development of social sociability in children are indicated.

KEYWORDS

Extracurricular activities, social, psychological opportunity, activities.

INTRODUCTION

The main thing is not the subject that we teach, but the personality that we form. The modern stage of social development is characterized by rapidly unfolding innovative transformations of various spheres of human activity, including social. Society and the state today need people who are able to socialize in a rapidly changing society, creative, active people who possess universal ways of acting. A distinctive feature of the new Standards is the strengthening of the practical life orientation of education. In the structure of key competencies, a significant place is given to social competence as readiness and ability for social interaction in different spheres of life, as unity of social adaptation and mobility. The modernization of education carried out in the country focuses the school on finding ways and means of developing the adaptive abilities of the individual and ensuring its social competence. The successful socialization of students is greatly facilitated by the experience of independent social trials, the development by schoolchildren of ways to implement their own initiatives, self-organization skills, the experience of partnership, collaborative relationships of children with each other, with adults in joint activities. The strategies of behavior learned in childhood in society lay the foundation of a person's social behavior and largely determine it in later life. Spontaneous formation of behavioral strategies does not always provide effective social adaptation, therefore, the process of their formation should not be allowed to take its course.

A student needs targeted assistance in building effective behavioral strategies, therefore, the development of social competence of schoolchildren should become one of the most important areas of school work in Uzbekistan. On the basis of knowledge, skills, skills and diverse experience of activities and relationships, the student develops key competencies related to the general content of education, leading to the student's education and competence in a certain area.

Competence is the result of education, expressed in the mastery of a certain set of ways of activity by a student in relation to a certain subject of influence. Competence presupposes knowledge, skills,

experience, and the ability to implement a certain range of powers. Social competence defines the scope of authority, referring it to the social sphere, namely to society, behavior and interaction in it. With this understanding of competence, it is clear that it can be formed only if students are deeply personally interested in this type of activity. Therefore, if a teacher wants to have the competence of students as an educational result, he should not force, but motivate them to perform this or that activity. One of the main means of motivation is extracurricular work. For the formation and development of social competence, there is a need to create a developing environment that would not put obstacles on the way to the realization of personal intentions, but, on the contrary, create conditions for their implementation.

Extracurricular activities can and should play an important role in creating such a developing environment. When participating in extracurricular activities, students are not limited by strict rules. On the contrary, they feel encouraged and supported when showing their best qualities.

Extracurricular work encourages students to participate in decision-making, increases their initiative, which at the same time is not forced, but internally motivated. It is extracurricular activities that play a leading role in the formation and development of social competence due to the fact that it serves to increase the student's activity as a subject of learning; provides an opportunity for creative cooperation between teachers and students; creates an environment in which there is no external evaluation; orients students' activities to success; assumes the variability of the forms of organization of the educational process, means and conditions of activity; reflects universal values.

There are various approaches to the definition of social competence in the pedagogical literature. However, the prevailing approach is to represent social competence through the formed abilities, neoplasms of a person. Researchers have found that social competence, firstly, reflects the interaction of a person and the social environment; secondly, it implies the possession of a person by means of interpersonal interaction, these methods can be acquired by him through personal social experience, imitation of traditions, attitudes of society or by obtaining knowledge; thirdly, it is an integrative characteristic that includes several components; fourth, it implies taking into account the correlation of one's own goals and needs with the goals of another person, a group of people and society as a whole.

In most studies, social competence is considered as a statement of the presence or absence of a person of certain knowledge, skills, ways of acting in society. Based on the highlighted features, we formulate the definition of social competence as an integrative characteristic reflecting the ability of a person to enter into effective interpersonal and social relationships, analyze, assess risks, make decisions in a situation of uncertainty, taking into account the interests, goals and needs of their own,

Other and not contrary to the norms and values of society. Structure and content of social competence
Components of social competence
The content of components of social competence is a component related to goal-setting: the ability to take responsibility, participate in decision-making, set goals and plan results, analyze, correct. the tendency to control their activities; the search and use of feedback, a tendency to think about the future: the habit of abstraction attention to problems related to achieving goals; the ability to make decisions in various life circumstances is a component associated with orientation to Another: the ability to understand and take into account the feelings and needs of other people, manage their emotions in communication. intellectual focus on understanding another person; emotional responsiveness, the ability to empathize; intuitive prediction of people's behavior; the ability to evoke certain emotions in a communication partner
Component associated with social

mobility, human activity. willingness to work on anything controversial and worrisome; research of the environment to identify its capabilities and resources (both material and human); willingness to rely on subjective assessments and take moderate risks; willingness to use new ideas and innovations to achieve the goal;

the attitude to mutual gain and the breadth of prospects; personal responsibility and social skill cannot take place without the formation of personal formations in the child that contribute to social adaptation. Let's highlight these formations. Firstly, the motivation of socially significant activities develops and crystallizes at school.

Moreover, it is located at one of two poles: the desire for success (achievement) and the fear of failure (avoidance). If a student often encounters failures in the process of activity, then the motive of avoidance begins to prevail in his motivational sphere. Psychological research has proven that motivation for success is a positive basis for social adaptation. With such motivation, a person's actions are aimed at achieving constructive, positive results. This motivation determines personal activity. The motivation of fear of failure refers to the negative in terms of achieving social competence. With this type of motivation, a person strives to avoid mistakes, failures, censure, punishment. The expectation of negative consequences becomes decisive in his behavior in society. Having done nothing yet, a person is afraid of failure and refuses to work. Therefore, from the standpoint of the development of social competence, the motivation for success is significant. Secondly, in the process of intensive development and qualitative transformation of the cognitive sphere, the child masters his mental processes, learns to manage them. They acquire an indirect character, become conscious and arbitrary. This creates the foundation for the emergence and development of the ability to arbitrarily regulate behavior and self-regulation.

Arbitrary regulation of behavior (guidance in behavior by conscious, socially normative goals and rules, the ability to self-regulation) acts as the second significant neoplasm, significant for the development of social competence. Thirdly, a child, a teenager, acquires the ability to look at himself with his own eyes and the eyes of others, he develops dialogic consciousness, criticality towards himself and others, he becomes capable of adequate self-assessment. Self-esteem refers to the central formations of the personality and largely determines the nature of the social adaptation of the individual, is a regulator of the behavior of activity.

Therefore, self-satisfaction and a sufficiently high self-esteem are important components of social competence. Fourth, during their studies at school, children develop a new type of relationship with other people. Children assimilate social norms, introduce the categories "bad-good" into interpersonal relationships, lose their unconditional orientation towards an adult and get closer to a group of peers. In this regard, constructive interaction skills are in demand for social adaptation. Dialogicity of consciousness allows for a constructive dialogue with peers and adults.

Learning to distinguish his opinion from the opinion of other people, the student learns the possibility of his influence on his own "I" in order to change it, begins to understand that the resolution of many life situations, including difficult ones from the point of view of social interaction, depends on his behavior, which means that he becomes ready to master the skills of constructive behavior in Identification of the leading personality qualities that make up social competence in problematic situations. The universalization of the content of general education in the form of the allocation of an unchanging fundamental core of general education includes a set of the most essential ideas of science and culture, as well as the concept of the development of universal educational activities.

As part of the main types of universal actions corresponding to the key goals of general education, four blocks can be distinguished: 1) personal; 2) regulatory; 3) cognitive; 4) communicative. Each block is responsible for the formation of social competencies to one degree or another.

Indicators of quality development are communicative:

1. communication as interaction (interaction).

2. communication as cooperation.

3. communication as internalization the need to communicate with adults and peers;

possession of certain verbal and non verbal means of communication;

-emotionally positive attitude to the process of cooperation; orientation to the communication partner;
ability to listen to the interlocutor.

understanding the possibility of different positions and points of view on any subject or issue;

- orientation to the position of other people, different from their own, respect for a different point of view;

the ability to negotiate, to find a common solution; — mutual control and mutual assistance in the course of the task;

-reflection of their actions as a fairly complete reflection of the subject content and conditions of the actions carried out;

-the ability to use questions to get the necessary information from an activity partner. Personal:

1. moral and ethical orientation

2. self-determination —identification of the moral content of the situation, violation of the moral norm/following the moral norm;

-evaluation of actions from the point of view of violation / compliance with the moral norm;

-self esteem - cognitive component (differentiation, reflexivity);

-the regulatory component;

-the ability to focus on the moral norm;

-taking into account the objective consequences of the violation of the norm by the child;

-decision making based on the correlation of several moral norms;

- the level of development of moral judgments;

-cognitive component:

-the breadth of the range of assessments; representation in the Self concept of the student's social role;
awareness of their capabilities; awareness of the need for self-improvement;

-regulatory component: the ability to adequately judge the reasons for their success failure.

Thus, social competence is an integrated complex of social competencies based on a system of personal psychological characteristics, moral values and attitudes of the individual, collectively allowing the individual to successfully interact with society and productively perform various social roles. Theoretical foundations of improving the social competence of students in the process of extracurricular work. What should be understood by extracurricular work. These are optional, voluntary, specially organized classes outside the classroom, the purpose of which is to promote the development of cognitive interests, creative abilities, deepening and expanding knowledge, satisfaction and ensuring reasonable rest for schoolchildren. The pedagogical literature reflects the most general principles that determine the work of the general education system as a whole.

These are the principles of humanization, democratization, individualization, differentiation, accessibility, variability, activity, cooperation, adaptability, etc. Based on the results of the analysis

of psychological and pedagogical literature, it is possible to formulate the leading ideas of teaching children in extracurricular activities. The idea of comprehensive development of the child's personality based on the increasing activity of the personality itself. At the same time, we should be talking about the consistency not only of knowledge, but also of the motivational-value, moral-practical and intellectual-cognitive spheres of the individual, exclusively only in their unity giving it a positive, creative, creative character. Emotions, relationships, ideals are no less important than knowledge and skill.

For a more effective application of the project method in order to develop the social competence of students, the following conditions must be met:

1. Analysis and consideration of the characteristics of the student team in the organization of work on the project by the teacher and coordination of project activities.
2. Providing a wide selection of topics for the future project that meet the needs and interests of schoolchildren.
3. Alternation of different ways of forming project groups to adjust the development of social competence of each student.
4. The presence of a social orientation in the topics of educational projects and a socially significant result. What is the role of the teacher in the application of the project method? The project method is an educational activity associated with continuous "trials" outside the school, in the surrounding social reality. The teacher should abandon his traditionally dominant role in the process of transferring knowledge to students and become an organizer of project activities. The project is carried out according to a certain, rather complex algorithm, and at the same time each student can choose any topic of the project whatever he wants and will be able to do. The role of the teacher in the implementation of projects varies depending on the stages of work on the project. However, at all stages, the teacher acts as a facilitator.

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