Pedagogical Fundamentals Of Development Of Social Activity On The Basis Of Formation Of Standard Competencies In Students

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Annotation: *In this article, the content of the formation of social activity on the basis of the formation of base competences in students, the ability to overcome conflicts and problems that have arisen as a component of social activity, the contribution of students to the development of a worthy place in the future microsium, the analysis of important components of social activity, which are not always*
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As a product of the integrative activity of the individual, social activity has its own content and structure. We will try to focus on the components of social activism below. Social activity consists of the following components:

- Motivational-emotional component. In this way, students develop the experience of a valuable relationship with others: the qualities of compassion, attention, care, mutual assistance and kindness are formed.

- Within the framework of the cognitive component, it is planned to form activities for students to learn about their surroundings, in which each person's individuality, interests, needs, mood the experience of sensing change, of knowing one's emotional state.

- In the framework of the behavioral component, students develop the ability to choose mutually appropriate situations, to interact, to acquire morally significant aspects of behavior.

These components of social activity are formed on the basis of self-development of students, the formation of national and intercultural, communicative competencies. These components belong not only to the motivational-emotional component, but also to other components. The composition of the second component reflects not only the knowledge and status of others, but also their own knowledge. In the process of cooperation, the student moves, realizing his status, characteristics, abilities. He perceives his actions through the eyes of his partner. He can see the strengths and weaknesses of any perspective. Only in the framework of such an attitude will the student be able to accurately assess the reality around him.

According to VG Pervutinsky, social activism includes:

- social intelligence - understanding of social situations and a flexible approach to these situations;

- spiritual maturity - valuable directions, worldviews and motives;

- Socio-professional maturity - perceptual, empathetic, communicative, reflexive, self-expression, skills;

- forecasting, goal setting;

- knowledge of information technology and a foreign language, social and moral maturity, responsibility, purposefulness, perseverance, self-confidence, organization, assertiveness [3].

This content, in our opinion, does not fully represent social activism. Socio-professional activity embodies the qualities of social and moral maturity, leadership, while combining only labor and professional skills.

According to N.V. Kalinina [1], social activism combines two components. The formative component based on cognitive behavior consists of certain components:

social intelligence, social skills, social behavioral skills, productive methods that enable the performance of socially significant activities, the ability to communicate effectively in complex life situations, and constructive behavioral skills. The motivational-personal shaping component expresses itself in society as well as its inherent personal qualities.

It can be seen that by combining these components, both motivational and personal components can be identified.

In turn, MI Lukyanova [2] also tried to identify the components of social activity:

- Motivational-value component includes motives of social activity, formed motivation, striving for success, mastering the rules of social relations, positive attitude to ethical norms, adherence to community order;

- process-meaning component includes knowledge, skills, abilities, ability to predict the outcome of interactions, to influence others through communication, to set goals and strive to achieve them, which allows them to be critical of themselves and the behavior of others;

- The emotional-voluntary component combines such qualities as the ability to choose solutions, the ability to self-control and manage, the willingness to take responsibility, self-confidence and perseverance [2; p. 126].

The components we have outlined above serve to express as fully as possible the social competence of the individual. By generalizing them, they can be combined into the following components: motivational, cognitive, active, and reflexive.

Reflection refers to a person's self-awareness and self-assessment of the behavior of others. A socially competent person understands the feelings of others through deep observation. In the process of communication and social interaction, reflection, along with other components of social activity, is important so that students can understand and properly evaluate themselves and those around them.

It is expedient to enrich the above-mentioned components of social activity in the educational process and provide them to students in the framework of basic competencies.

The social activity that is formed in students with the help of basic competencies is constantly improving in terms of content. The structure of social activity will also be improved on the basis of content enrichment of basic competencies. Scientific, technological, socio-spiritual development in the life of society is the basis for the enrichment of basic competencies in terms of content. This, in turn, provides a basis for improving the content of social activity, which is formed as a result of the integration of these competencies.

The basis of social activity consists of competencies belonging to 2 major groups. The competencies of the first group integrate an individual's behavior and attitudes. The following elements can be included in this group: communication skills, ability to work in a group, ability to resolve conflicts and problems. The second group includes empathy, role flexibility, and responsibility.

Communicative skills are the foundation of interpersonal relationships. Communication has a special significance in the lives of students and has a number of unique characteristics. In the process of communication, both participants take an active position. As a result of their joint activities, there is a process of mutual exchange of information. Each subject of the communicative process is active towards its interlocutor. He takes into account their interests, motives, and needs as he provides information to his interlocutor.

For each individual, the information in the communication process is important, in which the interlocutors reflect within the general opinion. At the same time, they not only receive information, but also think about it. Mutual information exchange also affects the behavior of interlocutors.

Communicative skills include the skills that individuals need to build successful relationships. In this case, the main focus is on politeness, behavior, respect for the interlocutor in the process of interpersonal relations. In this process, not only communicative skills, adherence to rules of behavior, but also cognitive activity are carried out.

In the process of communication, joint activities begin within the framework of interpersonal relations. The rules of communication include adherence to the rules of social ethics, active competition, self-expression.

As an integral part of social activity, communicative skills manifest as a personal ability to understand others and enable them to understand them. Favorable conditions should be created in the learning process so that students can master different methods of communication and apply it in relation to the situation. On this basis, students are prepared for interpersonal relationships.

The components of social activity aimed at the development of individual activity include the selection of mutually appropriate situations, the acquisition of behavioral patterns, communicative and integrative skills.

In the formation of social activity in students, it is necessary to take into account three situations that are logically interrelated: the desired, possible and obligatory.

The first condition represents the desire of an individual to perform certain actions in the process of interaction. The second case is manifested in the assessment of the current situation and personal capabilities, the analysis of the permissible state of behavior and the prediction of its consequences.

The third case is characterized by knowledge of the interaction, its norms, rules and methods. Students also acquire the ability to influence personal and social interactions in this process. It is especially important to take these factors into account when forming social competencies in students using basic competencies.

One of the important components of social activism is the ability to resolve conflicts. This requires the individual to have the ability to resolve conflicts and contradictions that arise in different situations:

- to know and explain the truth;
- be able to assess the behavior of himself and his teammates using the norms adopted in the process of interpersonal relationships;
- choice of profession taking into account market relations;
- to determine one's position and lifestyle based on the requirements of life.

Here it is expedient to master the methods of assessing the situation, to plan actions, to expand the scope of attitudes, to think about making different decisions.

Having the ability to resolve conflicts and problems that have arisen as part of social activism will help students to take a worthy place in the micro-society in the future. Important components of social activity, which are not always manifested in the activities of students but are felt through their behavior, empathy, flexibility to perform different roles, responsibility are also important in human life as components of social activity.

Behavioral norms and indicators of social activity, which are an integral part of the social activity formed in students, allow to enter into a relationship taking into account the specific characteristics of each individual. This helps to teach students to move in new conditions, change movement patterns, adhere to behavioral norms, and master new types of activities.

As an integral part of the cognitive component, the acquisition of specific ways of building knowledge, business and personal relationships is also of particular importance in shaping social activism in students. In the process of entering into interpersonal relationships, the specifics of behavior, joint actions, the development of group activities, the specificity of roles, attitudes also play an important role.

One of the important components of social activism is responsibility. Responsibility is formed in direct connection with the emotional, moral and worldview qualities of the student.

The motivational part of social activity includes interpersonal relationships, communication, positive attitude to reality, social cooperation, changes in behavioral norms, attention to events related to human behavior and activities, motives for social activity, the formation of motivation [5, 6].

As components of the motivational component can be understood as a high value of their attitude towards their needs, desires, interests, etc., compassion, consideration, care, mutual assistance and compassion.

Effective use of diagnostic methods is needed to determine the dynamics of development of social activity, which is formed in students using basic competencies as a result of research. At the same time, we tried to use certain didactic tools, methods and techniques that serve to socialize students in the process of forming basic competencies based on an integrative approach. Our research has shown that the study of the pedagogical features and conditions of the formation of social activity in students is one of the problems that need to be addressed. Determining the pedagogical conditions, mechanisms, tools for the formation of social activity on the basis of the formation of basic competencies in students serves to ensure the effectiveness of the pedagogical process aimed at this goal.

The social activity that is formed in students with the help of basic competencies is constantly improving in terms of content. The structure of social activity will also be improved on the basis of content enrichment of basic competencies.

Our research has shown that the study of the pedagogical features and conditions of the formation of social activity in students is one of the problems that need to be addressed.

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