

Problems Related to the Development of Social-Emotional-Civic Competences in Mother Language Education and Ways to Eliminate Them

Arabboyeva Mahfuzakhon Akramjonovna

Doctoral student of Andijan State Pedagogical Institute

Abstract. *The article analyzes the role of mother tongue education in human life, the level indicators of social emotional - civic competence that students in the DTS should possess across grades, and the problems in developing students' social emotional - civic competences in mother tongue education and ways to overcome them.*

Key words: *social emotional - civic competence, components of social emotional - civic competence.*

Introduction. In the current era, socio-economic changes mean that the task of education is not only to provide students with knowledge, to form students' skills and competencies based on the knowledge they have acquired, but also to ensure their ability to live in modern conditions, effectively achieve socially significant goals, communicate freely with members of society, and successfully solve life problems throughout their lives.

Relevance of the topic. Children entering education in 2018 will be adults in 2030. Schools can prepare them for jobs that have not yet been created, technologies that have not yet been invented, and problems that have not yet been solved. Seizing opportunities and finding solutions will be a shared responsibility.¹

In the process of mother tongue education, by teaching students to read and listen, to freely express their personal opinions and acquired knowledge in oral and written form, to think independently and creatively, to work together with people in society, we can prepare them for work that has not yet been created, to solve social problems that we cannot imagine, and to use technologies that have not yet been invented. Because any information is acquired through language (reading and listening). Therefore, one of the main tasks of mother tongue education should be to form the skills of students to read, listen and understand texts in various fields and on various topics.

At the same time, by teaching students to think independently, to form their speech activities (listening, reading, speaking, writing) holistically, to make decisions, to respect the decisions of others, we can form them with the necessary knowledge, skills, qualifications and competencies to flourish in an interconnected world where they need to understand and appreciate different points of view and worldviews, to treat other members of society with respect and to take responsible measures for stability and collective well-being, and to develop them as socially active citizens. To this end, educational programs, textbooks, and teaching aids should all be filled with or enriched with materials that serve to achieve this goal.

¹ The future of education and skills. Education 2030. The feature we want. OECD 2018. 2-b

Purpose of the study. To analyze problems in the development of students' social-emotional-civic competencies in the process of native language education and to provide suggestions for eliminating problems.

A brief analysis of the scientific works of other scholars on the topic.

The socio-pedagogical, integral pedagogical aspects of the formation of competence in students in our republic are reflected in the scientific research of N.N. Azizkhohjayeva, U.Sh. Begimkulov, N.A. Muslimov, M.Kh. Usmonboyeva, O.M. Musurmonova, and D.M. Sayfurov.

Scientific work on pedagogical issues of developing social activity of youth was carried out by B. Adizov, B. Rakhimova, B. J. Tulenova, D. Ro'ziyeva, D. Sharipova, Z. Ismailova, Q. Q. Quranboyev, M. Quronov, M. Mahmudova, N. A. Muslimov, N. Ortikov, N. Egamberdiyeva, O. Jamoldinova, O. Musurmonova, D. Djurayev, O' Q. Tolipov, U. Mahkamov, K. I. Ibragimov, Sh. Mardonov, Sh. Sharipov, Sh. Shodmonova.

Issues of improving the content of education based on a competency-based approach were discussed by CIS scientists I. Zimnyaya², Fundamentals of studying social competence S.G. Vorovshchikova (2010)³, E.V. Kamenskaya (2012)⁴, O.A. Karneeva (2011)⁵, L.V. Mardaxayeva (2012)⁶, A.V. Mudrik (2011)⁷ and the necessary conditions for the formation of social competence at school age N.A. Baranets (2011)⁸, N.N. Bedenko (2004,2006,2010)⁹, S.G. Vorovshchikova (2010)¹⁰, O.V. Zapyataya (2011)¹¹, L.A. Lukyanova (2014)¹², I.A.Zimnyaya (2004,2006,2009)¹³, A.V.Xutorskoy (2003)¹⁴ and others have studied it.

² Зимняя, И.А. Ключевые компетентности как результативно-целевая основа компетентностного подхода в образовании. Авторская версия / И.А. Зимняя. – М.: Исследовательский центр проблем качества подготовки специалистов, 2004. С.42.

³ Воровщикова С.Г. Социализация как еще деятельностный компонент оно содержания учебно-еще познавательной компетенции / С.Г. Воровщикова // Инновационные еще проекты и программы в еще образовании, 2010. – № 1. – С. 32–36.

⁴ Каменская Е.В. Социальная компетентность: соотношение научных теорий / Е.В. Каменская // Современные проблемы науки и образования. – 2012. – № 1.; URL: <https://science-education.ru/ru/article/view?id=5383> (Murojaat sanasi: 06.11.2024)

⁵ Карнеева О.А. Социальная компетентность психологов образования / О.А. Карнеева, С.Л. Мельников: Монография. – Брянск: ООО «Издательство «Курсив», 2011. – 90 с.

⁶ Мардахаев Л.В. Социальная педагогика и социальная работа на этапе перехода на новое поколение стандартов / Л.В. Мардахаев // Педагогическое образование и наука. – 2012. – № 4. – С. 25–27.

⁷ Мудрик А.В. Социализация человека: учебное пособие / А.В. Мудрик; Российская акад. образования, Московский психолого-социальный ин-т. – 3-е изд., испр. и доп. – Москва: Изд-во Московского психолого-социального ин-та; Воронеж: Изд-во НПО «МОДЭК», 2011 – 623 с.

⁸ Баранец Н.А. Технология формирования социальной успешности оно младшего школьника / Н.А. Баранец: автореф. дис. ... канд. пед. наук. – Тамбов, 2011. – 25 с.

⁹ 1) Беденко Н.Н. Социальная компетентность личности и «прагматизм» современного образования / Н.Н. Беденко // Управление качеством образования (регион, вуз, школа): материалы Всероссийской научно-практической конференции. Тверь 22 марта 2004 года. - Тверь: Твер. гос. ун-т, 2004.-С. 38—41., 2) Беденко Н.Н. Феномен социальной компетентности в сфере образования и культуры / Н.Н. Беденко // Перспективы модернизации системы образования в современной России. Пути повышения эффективности обучения иностранным языкам: материалы межвузовской научно-практической конференции. Тверь 2-3 апреля 2004 года. - Тверь: Твер. гос. ун-т, 2004.-С. 11-16., 3) Байденко, В.И. Компетенции в профессиональном образовании / В.И.

Байденко // Высшее образование в России. – 2006. – №11. – С. 3 – 13; 4) Беденко Н.Н. Социальная компетентность личности как фактор повышения качества выпускника вуза / Н.Н. Беденко // Актуальные проблемы экономики, социологии и права в современных условиях: 6-я Международная научно-практическая конференция, г. Пятигорск, 29–30 декабря 2010 г. / Международная академия финансовых технологий. - Пятигорск: Изд-во МАФТ, 2010. - С. 30-33.

¹⁰ Воровщикова С.Г. Социализация как еще деятельностный компонент оно содержания учебно-еще познавательной компетенции / С.Г. Воровщикова // Инновационные еще проекты и программы в еще образовании, 2010. – № 1. – С. 32–36.

¹¹ Запятая О.В. Формирование социальных еще умений младших еще школьников в образовательной оно среде школы / О.В. Запятая: автореф. дис. ... канд. пед. наук. – Красноярск, 2011. – 23 с.

¹² Лукьянова Л.А. Формирование функционально-содержательной основы социальной компетенции учащихся начальных классов общеобразовательной школы (на материале английского языка) / Л.А. Лукьянова: дис. канд. пед. наук: 13.00.02. – Санкт-Петербург, 2014. – 186 с.

¹³ 1) Зимняя, И.А. Ключевые компетентности как результативно-целевая основа компетентностного подхода в образовании. Авторская версия / И.А. Зимняя. – М.: Исследовательский центр проблем качества подготовки специалистов, 2004. 2) Зимняя, И.А. Ключевые компетенции – новая парадигма результата современного образования / И.А. Зимняя // Интернет-журнал «Эйдос» 2006. – 5 мая. <http://www.eidos.ru/journal/2006/0505.htm> – В надзаг: Центр дистанционного образования «Эйдос», e-mail: list@eidos.ru (murojaat sanasi: 06.11.2024). – 20 с. 3) Зимняя, И.А. Компетентностный подход. Каково его место в системе

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¹⁴ Хуторской, А.В. Ключевые компетенции как компонент личностноориентированной парадигмы образования / А.В.Хуторской // Народное образование. – 2003. – №2. – С. 59 - 68., 2) Хуторской А. Ключевые компетенции. Технология конструирования // Народное образование. – 2003. - №5. – С.55-61.

The scientific essence of the article. The development of students' social-emotional-civic competence in the process of mother tongue education, the identification, analysis, and search for solutions to problems in the development of this competence in the process of mother tongue education.

The object of the article. To develop the social-emotional-civic competence of 6th-7th grade students in school education through native language lessons, to identify and analyze problems in the development of this competence in the process of native language education, and to propose solutions to the identified problems.

Methods used in the research. The research used the methods of studying scientific and pedagogical, methodological literature, educational and normative documents, analysis, synthesis, comparison, observation, and pedagogical experimentation.

The Basic Competencies for Education, approved by the Resolution of the Cabinet of Ministers No. 187 of April 6, 2017, define the basic and subject-specific competencies that students must possess as part of the qualification requirements for general education subjects of general secondary, secondary specialized, and vocational education. Based on the continuity, coherence, and priority of the student's personality and interests in the Republic of Uzbekistan, the fourth of the 6 basic competencies (TK4) aimed at forming in students in the process of teaching the subject of the native language in accordance with their age characteristics is the socially active citizenship competency. This competency is defined in the Basic Competencies as follows:

Socially active citizenship competence involves the formation of the ability to feel involved in events, phenomena and processes taking place in society and to actively participate in them, to know and comply with one's civic duties and rights, and to have a legal culture of behavior in labor and civil relations.¹⁵

The levels of formation of this competency in a student are determined by grade level.¹⁶ They are the following:

A2 – actively participate in activities held in the classroom, school, family, neighborhood and society, know one's duty, and fulfill it.

A2+ – actively participate in activities held in the neighborhood and society, know one's duty, and fulfill it.

Elements of socially active citizenship competence aimed at being formed in 5th grade students:

A2 – active participation in lesson and training processes, self-control in various situations.

A2+ – ability to react to each event; active participation in them.

Elements of socially active citizenship competence aimed at being formed in 6th grade students:

A2 – ability to work together in groups and have a culture of communication.

A2+ – knowledge of one's civic duties and rights.

Elements of socially active citizenship competence aimed at being formed in 7th grade students:

A2 – active participation in lesson and training processes;

– knowledge of one's civic duties.

A2+ – active participation in lesson and training processes;

– knowledge of one's civic duties and rights.

¹⁵ O'zbekiston Respublikasi Vazirlar Mahkamasining 2017-yil 6-apreldagi "Umumiy o'rta va o'rta maxsus, kasb-hunar ta'limining davlat ta'lim standartlarini tasdiqlash to'g'risida" gi 187-son qaroriga 3-ilova. Umumiy o'rta va o'rta maxsus, kasb-hunar ta'limining umumta'lim fanlari bo'yicha malaka talablari. Ona tili fanidan o'quv dasturi (5-9-sinf) 10-b

¹⁶ O'zbekiston Respublikasi Vazirlar Mahkamasining 2017-yil 6-apreldagi "Umumiy o'rta va o'rta maxsus, kasb-hunar ta'limining davlat ta'lim standartlarini tasdiqlash to'g'risida" gi 187-son qarori asosida yaratilgan Ona tili fanidan o'quv dasturi (5-9-sinf)

Elements of socially active citizenship competence aimed at being formed in 8th grade students:

- A2 – knowing and complying with one's civic duties and rights;
- understanding the essence of professions and making a conscious choice.
- A2+ – knowing and complying with one's civic duties and rights;
- understanding the essence of professions and making a conscious choice;
- having a culture of interaction in interpersonal relationships

Elements of socially active citizenship competence aimed at being formed in 9th grade students:

- A2 – feeling involved in events, phenomena and processes taking place in society and actively participating in them.
- A2+ – feeling involved in events, phenomena and processes taking place in society and actively participating in them;
- having a culture of interaction and legal culture.

From the above information, we can see that in order to form this competency, the levels included in the DTS and curricula and planned to be formed in the classrooms in relation to the age characteristics of students have been determined. However, the curriculum for the formation of the specified skills in the DTS and the textbooks created on the basis of the curriculum do not include enough topics and materials in the textbooks to form the specified levels.

The National Curriculum is a program that meets world standards, created to develop social-emotional-civic competence in the student and, at the same time, to implement all our goals of education. This program selects the knowledge, skills, qualifications and competencies that are important for today, which students should acquire in all subjects, and the textbooks created on the basis of the curriculum include materials and tasks that serve to form and develop the specified competencies.

Before the creation of the national curriculum, there were a number of problems related to the formation and development of basic competencies, including socio-emotional-civic competencies, in students through mother tongue education, along with subject-specific competencies.

The problems associated with the development of socio-emotional-civic competencies in native language education are as follows:

1. Before the draft of the National Curriculum was developed, the education system had a goal to form and develop socio-emotional-civic competencies in students, but there was no action in native language education.
2. When developing curricula, the topic was not selected based on the goals and tasks of native language education.
3. Textbooks created on the basis of the Datur did not include materials for the development of socio-emotional-civic competencies targeted in the program.
4. In all textbooks based on the programs created before the National Curriculum, teaching students language knowledge came to the fore, and grammatical tasks were also given to consolidate knowledge.
5. 90-95 percent of the texts in the textbooks were taken from works of fiction.
6. Mother tongue education has been transformed into a lesson on memorizing rules, not a lesson that teaches students to think independently.
7. In mother tongue education, attention is paid to the ability to memorize language rules and give appropriate examples when assessing student knowledge.
8. Mother tongue education has been transformed into a subject that is studied not as a necessity of life for every student, but only to achieve good results in higher education entrance tests.

9. Linguistic and speech competencies are not developed equally in the process of mother tongue education.
10. Texts from different fields and subjects are not used in the creation of mother tongue textbooks, that is, integration is not taken into account.
11. In students' works such as essays, dictations, and presentations, topics that serve to form social-emotional-civic competencies are not selected.
12. Lack of attention to the holistic formation and development of speech activities in native language education.
13. The fact that in native language lessons, the provision of linguistic knowledge to students is prioritized, while the formation of basic and subject-related competencies is neglected.
14. The failure of teachers to correctly select or not use pedagogical technologies and methods in organizing native language education processes.
15. In the process of native language education, they did not pay due attention to the ability of students to express their thoughts orally.
16. The fact that exhibitions in native language classrooms are full of grammatical knowledge.

The elimination of these problems will increase the quality and efficiency of education, make our country's children competitive with the youth of the world, and educate students who are flexible to changes and innovations in the world, critical and creative thinkers, have developed leadership and initiative skills, correctly assess situations and their own capabilities, achieve high goals in society, have developed communication skills, and are socially active. It would be correct to say that the creation of the national curriculum and the textbooks created on its basis have been able to solve most of the problems listed above. However, we found it necessary to cite the following as solutions to the problems listed.

Ways to overcome problems related to the development of socio-emotional-civic competencies in native language education:

1. The content and goals of education should be consistent with the dynamics of socio-economic development of society.
2. Understanding that the development of socio-emotional-civic competencies in native language education is a social pedagogical necessity.
3. Choosing the right content, form, volume, and method that can answer the questions: What should we teach to create the hero of our time (active citizen, socially active person) we dream of? How much should we teach? How should we teach?
4. In the process of native language education, students should be able to work in a team, think independently and creatively, critically and analytically, make decisions, respect the decisions of others, and develop communicative qualities.
5. Developing students' communication culture in native language education, realizing that the main task of civil society is to form socially active citizenship competencies.
6. Every person wants to take their place in society. To achieve this goal, it is important to choose materials and technologies that can answer questions such as: What skills are important to form in a person in the process of native language education? What skills will help him the most?
7. Instilling in students the idea of building a democratic state by working on various legal texts in the processes of native language education.
8. Encouraging students to be active in all spheres of social life by working on various video, audio, and text-based information through native language education so that each student can be an active participant in a democratic state.

9. To develop students' independent, critical and analytical thinking skills in native language education in order to educate individuals with high intellectual potential and broad thinking who can generate new thoughts and ideas.
10. To ensure active participation in building a civil society by instilling the ideals of a perfect person in native language education.
11. To prepare students for independent life and develop socio-political and legal literacy in them by teaching them to read and understand various texts, listen and understand, think independently, and express their personal opinions in oral and written form in native language education processes.
12. To develop active citizenship competencies in students in the process of native language education by showing activity in social development moments such as "Leadership", "Give me the floor".
13. To develop decision-making skills in mother tongue education, to increase their activity in various social associations at school, to develop self-confident speaking skills.
14. To understand that mother tongue textbooks should prepare students for life, not for tests to enter higher education, to prepare them for oral and written speech skills in life situations, to understand the thoughts of the interlocutor or the materials they have read and listened to, and that language education is the basis of literacy.
15. To take into account the spiritual, social, and physical development of the student, not just to teach linguistic knowledge in the process of mother tongue education.
16. To teach students to think independently, creatively, and freely, not to express stereotyped thoughts, and to consist more of exercises and tasks that make the student speak for himself.
17. Creating native language textbooks in a way that motivates the student and encourages him to think.
18. Teaching the student to think independently and creatively, to approach the situation critically and analytically through the diversity of texts and materials in native language textbooks, that is, texts on different subjects and topics, different situations, drawings, diagrams.
19. Ensuring that teachers improve their skills in a timely manner and constantly work on themselves, not forgetting that the quality of education can never be superior to the quality of the teacher.
20. Updating the content of textbooks in line with the needs of the times and the goals of the subject.

It is appropriate to mention the National Curriculum and textbooks created on the basis of this program and used as the main source in today's educational practice as a solution to the above problems. Because the fact that these textbooks actively use interdisciplinary integration, the vital importance of theoretical knowledge is clearly presented in each subject and each lesson for students to understand, the knowledge learned in the educational process is designed for students to apply in life, adapt to various innovations and changes in life, and through this, the student is given all the necessary knowledge and experience for life, and knowledge about all subjects and fields is systematically, systematically and in line with the needs of the time, is proof of our opinion. The texts and assignments in various formats on various topics provided in today's modern textbooks are included with the aim of forming all the basic and subject-related competencies that are important for the student, helping the student to fulfill the state's requirements for education by comprehensively mastering speech activities in native language education.

Conclusion. In conclusion, it can be said that the main goal of education is to develop social-emotional-civic competence in the student. People have always aspired to leadership, initiative in society, activity in volunteer activities, active participation in the socio-political life of the state, and an active civic position. The development of social-emotional-civic competences in students leads to the development of such qualities as active participation in changes in the life of society through a sense of involvement in events, phenomena and processes taking place in society, knowledge and observance of one's civic duties and rights, and at the same time, the development of legal relations and legal culture.

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