

Development of Socio-Legal Competence in Future Education Teachers

Nishonova Munira Yakubjonovna

University of business and science

teacher of the department of pedagogy and psychology of a non-state higher educational institution nishonovamunira326@gmail.com

Abstract: the relevance and importance of the development of socio-legal competence of future education teachers in the society on the basis of educational reforms is highlighted based on the classification of the concept of legal competence. In addition, in the article, the social pedagogical approach and principles in the development of the socio-legal competence of the future education science teachers are presented in the context of the social activity of the future education science teacher in the position of an active citizen in the social and legal changes taking place in the society. features that serve riding are mentioned.

Key words: education teacher, socialization, legal socialization, competence, legal competence, approach, person-oriented approaches, modern education.

Introduction. The criteria of professional skills of future pedagogues, the problems of creating an innovative educational environment in the research conducted by the world's leading higher education institutions and scientific centers on innovative training of future specialists, implementation of modern education, international education special importance is attached to the introduction of the requirements of lim standards. In this regard, the content of socio-legal competence of teachers of the future education science is socialized, motivational, cognitive, operational, reflexive self-assessment of successful use of modern information and pedagogical technologies in the educational process and self-evaluation in social life. scientific research aimed at expansion based on such indicators as having a place has an important place. The legal competence of the teacher is the actions of the teacher's qualities that ensure the effective use of legislation and other regulatory legal documents in pedagogical activity; knowledge of the application of local regulatory legal documents in the professional field; understand their professional rights and obligations within the framework of the existing legal framework. Socio-legal competence - knowledge of the regulatory and legal foundations of the educational process, in particular, the documents related to its modernization, compliance with the rules and norms of labor protection and technical safety to do, to know how to protect children and teenagers from

social evils, to know how to protect the life and health of students during the educational process, to have the skills to keep documents of the higher education institution and the auditorium. In our country, based on advanced foreign experiences, modernizing the modern educational content of training future teachers for the continuous education system, creating an educational environment that allows students to realize their internal potential. research work is being carried out. In the Strategy of Actions for the further development of the Republic of Uzbekistan, priority tasks such as "further improvement of the continuous education system, increasing the possibilities of quality education services, continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market" [1] are defined. In this regard, it is important to improve the pedagogical system of forming an educational environment focused on the development of socio-legal competence based on the axiological approach.

The English concept of "competence" literally means "ability". The content implies the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional skills, skills and talents. Socio-legal competence is the acquisition of knowledge, skills and qualifications necessary for the implementation of social-legal activities by a specialist and their practical application at a high level. Socio-legal competence does not mean the acquisition of separate knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, and most importantly, the ability to search for scientific information, process it and apply it in one's work. In recent years, interest in researching the issue of socio-legal competence of specialists is growing. The diversity of views and opinions in this regard does not allow creating a systematized, unified conceptual model for this problem.

Literature review. Although a number of scientists from the CIS countries have studied the concept of competence from the point of view of psychology and pedagogy in a scientific, theoretical and methodological way, then in pedagogical research it is precisely the issue of competence of specialists - personnel that is relevant, arouses great interest and organizes the educational process. shows its importance and necessity to ensure its effectiveness. It is an important task of higher education institutions to form and provide a teacher who is socially active and mobile, shows initiative, clearly understands his professional goals, has high culture, innovative thinking and is ready to implement innovations in education. Competence is knowledge in one or another field. "Competence": (lat. competence - achieving, worthy)

1) scope of powers, rights and duties of a specific state organization (local self-governing body) or official defined by law, regulation or other document;

2) a set of knowledge and experience in one or another field. The social content of this concept is very broad, and it is used in almost all areas of production. Competence is equal to the set of modern requirements for the activities of specialists in various fields, the history of its origin is the theory of management, ensuring its effectiveness based on the correct management

of the work process in an adequate and fully compatible manner with the purpose of production, management practices, upper and lower employees in the production process are related to directing labor activities to the set goals and efficiency.

It is necessary to note the name of David McClelland as the founder of the competency-based personnel management approach [2, 145 p.]. The scientist studied the psychological aspects of the characteristics of the production process and is known as the founder of the theory of organic integration of the specialist's motivation with the production process and goals. Historically, the introduction of the concept of "competence" in the educational system and the acceptance of its importance are divided into the following stages: In the first stage (1960-1970s) - the concepts of "competence" and "competence" entered scientific circles and circulation and the rules of their application, the application characteristics were determined. The term "competence" was first used in 1965 by N. Chomsky, a teacher at the University of Massachusetts. The semantic limit of this word is very wide today, in fact, this word means "agreement", "compatibility", "to match something", "to be suitable". Today, this word means more "universal, that is, a set of general features and requirements suitable for everyone." In the second stage (1970-1990s), the scope of application of the term "competence" increases sharply, this word becomes a special term and begins to mean a set of characteristics related to a certain field and is used in the organization of language theory, management, and communications. J. Raven, as a scientific task, poses the question of what professional competence is from the point of view of modern society, and distinguishes and shows 37 components of competence that ensure effectiveness, and calls them "motivational ability" [3].

In the third stage (1990-2001), the whole world, in the CIS, and in particular in Russia, the "Bologna Declaration" was adopted for the development of education and performance, one of the goals of educational reforms was the issue of "professional competence" as the main feature of the specialist's qualitative indicators. began to be put. During this period, a number of Russian scientists, in particular A.K. Markova [4], Ye. F. Zeera, A. V. Khutorsky and others developed the concept of professional competence from the point of view of psychology and pedagogy scientifically, theoretically and methodologically. Intensification of education in higher educational institutions and the use of modern pedagogical and information technologies in the educational process, future education in the research works of the pedagogic scientists of our country A. Abdukadirov, R.H. Jorayev, Z.K. Ismoilova, E.R. Yuzlikayeva, M.B. Urazova, K.D. Riskulova The scientific-theoretical foundations of problems such as competence of science teachers and didactic requirements, the content of this term, its components, stages of formation, modern approaches to the role of motivation in ensuring educational effectiveness are reflected. K.J. According to Riskulova, "competence" means a set of professional laws, principles, requirements, rules, duties, tasks and obligations, as well as personal deontological standards, necessary for the owner of this or that profession. Competence is related to a person's practical activity, and is determined by the skill of demonstrating competence norms in work experience based on creativity based on the requirements of society" [5, 44 p.].

Discussion. If the concept of competence acquires generality in relation to a person,

competence has the character of individuality. The main criterion of competence is determined by the result of productive activity, competitive personnel training. The analysis of pedagogical-psychological literature and research made it possible to distinguish different meanings of the concept of "competence". These are the following:

- ability to solve production issues;
- ability to apply knowledge and skills in specific situations;
- a set of requirements imposed on the employee by the organization in order to form the quality activity of the subject;
- compliance of the employee's behavior standards with the requirements of the society;
- the total sum of knowledge, skills and abilities (KSA), ability, motivation, personality, communicative qualities and other concepts;
- quality training and skills of the employee;
- responsibility and authority for job duties;
- KSA + important professional qualities, together with the organizational context; - deep understanding of professional experience;
- set of personal characteristics, individuality;
- criteria of efficient production activity;
- creativity and others.

The practice of higher education shows that the process of forming socio-legal competences among students is inextricably linked with the development of their level of socio-cultural competence. This aspect requires a special study of the problem of the development of socio-legal competence in future education teachers. One of the important components of the general structure of socio-legal competence in pedagogical activity is socio-legal competence. After all, a modern teacher not only provides knowledge, information, and information to the student, but also plays the role of a mediator between a developing person and society. The appropriateness of "child-person-society" interaction depends on how competent and effective the teacher is in social life. Among the main tasks of socio-legal competence, it is possible to include aspects such as adaptation, social orientation, harmony of personal and social experiences, and the rule of law. The level of socio-legal competence of a person is of great importance in the process of conducting interpersonal relations and establishing activities. At the same time, according to the results of research conducted by pedagogues and psychologists, the

formation of the level of social competence in people has a special place in the process of adaptation of a person to new social and globalization conditions" [6,7,8,9,10.]. Ecological, political, legal, ideological, social changes not only determine the development of social thinking, but also affect people's self-awareness, life values, personal problems, and legal literacy. This puts before the science of psychology the task of creating programs aimed at increasing the level of competence of a person in solving problems related to socialization and social adaptation. In our opinion, this task is not only mutual, but also particularly related to the activities of pedagogues who are responsible for the formation of students as well-rounded individuals. Interest in the mechanisms of formation of competent social behavior of a person, tendencies of manifestation, motivation, content, first of all, it is characterized by the influence of the character of "human-society" interaction on the social progress and development. The analysis of scientific literature carried out in order to determine the content of socio-legal competence made it possible to distinguish the following specific aspects of it:

first, socio-legal competence can express the demands of society and culture. This is explained by a person's knowledge of the content of socio-ethical norms, the ability to organize forms of activity based on cultural requirements, and his value orientation;

secondly, socio-legal competence also reflects the creative features of a person as a subject of social mutual partnership and cooperation.

Conclusion. So, the goal of the competency-based approach is to try to overcome the gap between the theoretical knowledge of the specialist and its practical application, from the point of view of modern education. Therefore, the modern educational process does not consist in providing students with knowledge that is difficult to apply in practice, but rather in mobilizing this knowledge to solve current professional problems, as well as in order for students to independently solve such problems in the educational process. should consist of creating conditions. In order to fully study all the features of the development of socio-legal competence in future education teachers, it is necessary to pay attention to the following aspects: view as an important factor of competence development; - formation of a special knowledge system to reduce high-level communicative and psychological barriers in order to develop socio-legal competence among future education teachers;

- solving the issue of determining the theoretical basis for the development of socio-legal competences of future education teachers;

- it is appropriate to determine the specific features of this process in the conditions of professional pedagogical education, taking into account the features of the development of socio-legal competence.

References:

1. O'zbekiston Respublikasi Prezidentining 2017 yil 7-fevraldagi PF-4947-sonli «O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi

- to'g'risida»gi Farmoni. O'zbekiston Respublikasi qonun hujjatlari to'plami, 2017 yil, 6-son, 70-modda.
2. Richard E. Boyatzis. David C. McClelland: For The Wiley Encyclopedia of Personality and Individual Differences Volume IV: Clinical, Applied and Cross -Cultural Research. December 5, 2016
 3. J. Raven (1984). Competence in modern society: Its Identification, Development and Release. - UK. P.220
 4. Маркова А.К. Психология профессионализма. - М.: Знание, 1996. - 340 с.
 5. Musurmonova O. Pedagogik texnologiyalar - ta'lim samaradorligi omili. Monografiya. - T.: Yoshlar nashriyot uyi, 2020. - 184 b.
 6. Колова С.М. Формирование социокультурной компетентности будущих специалистов. дис. ...канд. пед. наук. С. М. Колова. - Челябинск, 2002. - 190 с.
 7. Елизарова, Г. В. О природе социокультурной компетенции [Текст] // Слово, предложение и текст как интерпретирующие системы. Studia Linguistica 8. СПб.: Тригон. 1998. С. 25-31.
 8. Бердиева Х. Б. Развитие социокультурной компетентности у будущих учителей начальных классов //Педагогическое образование и наука. - 2020. - №. 1. - С. 128-131.
 9. Бердиева Х. Б., Бердиева Н. У. Проблемы развития социокультурной компетентности у школьников начальных классов //Евразийское Научное Объединение. - 2019. - №. 12-5. - С. 408-410.