



EOC
EUROASIAN
ONLINE
CONFERENCES

ENGLAND CONFERENCE

**INTERNATIONAL CONFERENCE ON
MULTIDISCIPLINARY STUDIES AND
EDUCATION**



Google Scholar





INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2025. Issue 3

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London , 2025.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





Components of social-communicative competence.

Usmonova Dilobat Elmurodovna

Kashkadarya Regional Center of Pedagogical Skills.

Annotation: xenophobia is a specific type of activity of social importance and is an active relationship formed on the basis of recognition of basic freedoms. This article talks about the formation and development of tolerant attitude in resolving conflicts among students.

Keywords: xenophobia, society, conflictology, psychology, antic, method.

Let us dwell in more detail on the components of socio-communicative competence: Adaptability to the social environment - means a person's adaptability to the environment in which he lives and enters into social relations, acceptance of the requirements of the social environment, and adaptation to the needs and demands of society. There is an inextricable link between a person's communicative and social adaptability, and social adaptation begins with the introduction of communication. In turn, the introduction of communication by a person who has adapted to the social environment also accelerates.

The ability to analyze social situations - is an important component of socio-communicative competence, and in order for a person to organize a communicative process, it means the ability to deeply analyze the participants in the social environment, the social situation, the factors affecting the effectiveness of the ongoing communication process, the positive and negative aspects of the social situation. The ability to correctly plan communicative activities means focusing a person's thoughts on the communication situation when entering into communication, developing a clear sequence in order to systematically organize the communication process. We can say that the plan drawn up for communicative activity is planned correctly only when it is commensurate with the norms of communication culture, the requirements of the communication situation, and subjective needs. The ability to implement the tasks of the communicative process means the implementation of a plan drawn up in accordance with the communication situation. That is, the communicator studies the communication situation, determines an approximate plan for entering into this communication, and then begins to implement this plan. Implementation means the direct implementation of this communication process.





Reflection (the ability to analyze the communicative process) - means the ability of a person to analyze his own activities, objectively assess and correct his mistakes and shortcomings. In the communication process, the communicator's analysis of his activities, participation in the communication, expressed opinions, and results after the communication process is organized is reflective activity.

Socio-communicative competence and its components have been widely studied as the basis of a person's social activity. The problem of socio-communicative readiness of students began to be studied as a pedagogical problem in the 20th century[80]. These studies studied the complex structure of socio-communicative competence, the concept of the connection of communicativeness with the social process. The importance of this problem is that, in addition to denoting both the sociality and communicativeness of a person, it is associated with the emergence of a new term of socio-communicative competence as a result of the merger of these two concepts. Analyzing the study of the concept of socio-communicative competence from the perspective of various disciplines, we can define this term as follows: The concept of socio-communicative competence of a person is a multifaceted concept, defined in accordance with the mutual compatibility of the concepts of sociality and communicativeness of a person, and means a relationship that arises and develops as a result of mutual activity. This communication process “provides preparation for the implementation of the tasks of information exchange, understanding of other people and cooperative activities, understanding and developing a strategy of action” [108;258-1].

According to the famous Russian educator Lesgaft, “childhood is a stage in which, in social relations during this period, patterns of character traits are formed in children, the foundations of moral character, and personal qualities are formed” [107, 56-2.]. The main psychological and pedagogical. One of the preserved features is their activity and the tendency to imitate behavior in the process of collective interaction. The systemic principle of the development of the child's personality at this stage can be considered his need for constant activity, and children's fatigue is associated not with its duration, but with the monotony and monotony of the actions performed. This feature requires the use of variable forms of interaction in education and the use of simulation models that help maintain a stable interest in cognitive activity. In the process of interacting with the social environment, students begin to master moral norms, and also acquire ideas about positive and negative forms of





interpersonal relationships. The formation of a conscious understanding of moral principles is carried out through children's participation in collective games and educational situations that imitate real social conditions. This allows schoolchildren to master the mechanisms of interaction with others, which is the basis for the development of their social and communicative competence.

“The needs and interests of children of primary school age continue to develop rapidly. This is primarily due to the need to expand their circle, master social relations, and the need to know. Despite the fact that during the period of primary education, students' speech is somewhat developed, due to the need to acquire knowledge in a new environment, the need to develop speech, master the norms of communication with adults and members of the community, is noticeable. They begin to strive for collective relations in a wider circle from a narrow circle. They are now not only a family community, a community with children from neighbors, but are also considered members of a class community, a school community”[32; 97-3.]. The explanatory dictionary of the Uzbek language describes it as “a community - (Arabic - association; association; group) a specific, group of people performing the same task”[162; 208-4.]. Community relations are a concept that represents a social unity formed on the basis of mutual proximity and cooperation of people, historically formed in the cultures of the peoples of the world. The Encyclopedia of Pedagogy defines it as “Community (Arabic: العشمة; المعاوية; الغبائية):

an organizational group of people united by a single goal, activity, and interest of society and people; an ancient form of human organization” [167; 178-5.].

Social relations are a complex system of interpersonal and intergroup relationships based on the principles of mutual assistance, collective assistance, and solidarity, which significantly distinguishes them from models of individualism, personal egoism, and egocentrism. These relationships serve as the main foundation for establishing social cohesion, strengthening ties between individuals and communities, and maintaining social order and stability. The existence of collective forms of interaction is one of the decisive factors that contribute to the strengthening of social integration and consolidation of various groups and peoples. These relations are formed under the influence of historical conditions and cultural-value norms, which contribute to their consolidation in the consciousness of society as the main





moral norm. In the process of social evolution, they acquire the status of an important category reflecting the foundations of people's joint life and activity. Consequently, social relations can be considered as an integral element of social development, contributing to the formation of a stable social order and the preservation of collective values. "Community relations arise from the fact that people have common goals and interests, the need for mutual cooperation, and the need for joint action on the basis of their work and household activities. In proportion to the types of activities of people, community relations can arise and function effectively in social institutions such as work, education, household life, artistic creativity, military, physical education, sports, and family"[111; 102-6]. Community relations are effective through the creation of intended goals and interests and expected spiritual, moral, and educational values. Therefore, the development of the personal qualities of preschool children in community relations is a necessity of extremely important pedagogical value. Because the principle of community has served as one of the main factors in the formation and development of the peoples of the East for centuries. Raising children in the spirit of community allows them to easily adapt to the life of society. Issues related to the personal and collective aspects of the formation of a child's personality are always the subject of scientific research and.

Historically, pedagogical systems have often opposed the personal development of individuality to the processes of social socialization or, conversely, sought to achieve harmonious interaction in the triad "individual - community - society" [63, 56-7.]. For a deeper analysis of the problem of personality formation in society, the categories "individual", "individual", "individualism", "community" and "collectivism" have a multifaceted content and are interpreted differently in the context of the humanities [. According to the recognized scientific positions of pedagogy and psychology, the individual is considered as the central subject of the cultural-historical process, playing a key role in the development of the material and spiritual culture of society.

It should be noted that the concept of "individual" is not limited only to individual characteristics and specific forms of activity that he has mastered in the process of real life. At the same time, individuality is considered as a specific set of personal qualities inherent in a particular subject. Thus, the formation of a person occurs at the intersection of personal and public interests, which requires the coordination of personal aspirations and collective values, ensuring social adaptation and personal development. The





concept of “individual” is defined in the pedagogical dictionary as “lat. individum - an independent, intelligent being, meaning indivisible” [33; 98-8.]. It is also noted that he is able to govern himself, but at the same time is considered to be a bearer of universal human values in his external relations. “Individualism” is a narrower concept than the two above concepts, it includes a set of all the specific features that distinguish a specific person from another specific person. The “Explanatory Dictionary of the Uzbek Language” indicates that this concept means “individual specificity, individual behavior” [162; 208-9.]. The category of society is a universal characteristic determined by a person's readiness for socially useful activities and the ability to maintain normative social relations. Given its importance in the development of the individual, society should be considered as one of the priority objects of targeted education. Regardless of the social orientation of the educational environment and the specific features of the pedagogical system, this aspect remains relevant, which emphasizes the need for its systematic study and pedagogical support.

The problem of sociality and communicativeness of the individual is the object of philosophical, psychological and pedagogical research, and attention to the formation of this problem starting from the primary grades not only increases the effectiveness of education, but also serves to implement such tasks as the individual's finding his place in society and the improvement of society. It is advisable to form socio-communicative competence from the very early childhood of the individual, and it is precisely at this period that children arise from the point of view of their need for communication with their loved ones. In the process of primary education, the implementation of activities aimed at forming students' socio-communicative competence serves to regulate their relationship with the outside world and their activities aimed at implementing interpersonal relationships.

References

1. A'zamova M. N. Improving the system of forming cooperation skills based on friendly relations in students of school preparatory groups // Doctor of Philosophy in Pedagogical Sciences (PhD)...author-T.:2020.-48 p.
2. Abdujalilova Sh. Abdurauf Fitrat's views on family and child upbringing. -T.: Writer, 2002. -72 p.





3. Abdullaeva M. Formation of aesthetic ideas in preschool children in the family (methodological manual). - Namangan: "Namangan" publishing house, 2008.- 91 p.

4. Abdullaeva N. Improving preschool education based on a variant approach. Doctor of Philosophy in Pedagogical Sciences (PhD)...dis.-T.:2020.- 135 p.

5. Abdunazarova Z.A. Imitative models for the development of social and communicative competence of students in the process of primary education // Belarusian-Uzbek SCIENTIFIC-METHODICAL JOURNAL. – Tashkent, 2023 – No. 4. P.4-8.1.

6. Abdunazarova Z.A. Specific features of the process of socio-cultural adaptation // Materials of the international scientific and practical conference on the topic of primary education: effective educational practice, problems, prospects. Termez, 2024.P. 140-144.

7. Abdunazarova Z.A. Theoretical foundations of the social development of students of junior school age // Materials of the international scientific and practical conference on the topic of integration of science, education and practice in modern psychological pedagogy: problems and solutions. Tashkent, 2023 P. 768-771.

8. Abdunazarova Z.A. Personal Social-Communicative Competence and Factors of its Formation // American Journal of Science and Learning for Development. – USA, Volume – 2. 12.2023. pp. 54-57.

9. Abdunazarova Z.A. Personal social-communicative competence and its formation factors // NamDU scientific newsletter. Namangan, 2024 – №3. B.887-889. (13.00.00, № 30)

