FORMATION OF SOCIAL COMPETENCE OF PRESCHOOL CHILDREN ON THE BASIS OF PERSONALLY-ORIENTED EDUCATIONAL TECHNOLOGIES

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ABSTRACT

This article discusses the methods and tools for forming social competence of preschool children based on person-centered educational technologies.

KEYWORDS

Indicator, demand, pupil, educator, qualification, ability, environment, technology, education, ICT, excursion, game, team.

INTRODUCTION

To ensure the implementation of the Law of the Republic of Uzbekistan "On Preschool Education and Upbringing", as well as to provide effective education and upbringing for young and preschool-aged children and to create favorable conditions for them, the Cabinet of Ministers of the Republic of Uzbekistan approved Resolution No. 802 on December 22, 2020.

The purpose of the State Standard is to organize the preschool education system based on modern requirements and to raise children to be healthy and well-rounded individuals. Its tasks include introducing effective forms and methods of education and upbringing into the educational process, as well as establishing and monitoring the mandatory minimum requirements regarding the scope, content, and quality of the education process.

In preschool education institutions, person-centered education refers to the identification and development of children's specific abilities and qualities by educators, their career orientation for the future, their self-awareness, and their continuous development of personal skills. Person-centered education is implemented by educators based on their years of experience, utilizing new methods, information and communication tools, and various technologies to effectively organize their teaching and upbringing activities.

In preschool education institutions, the role of a stimulating environment and modern educational technologies is invaluable in shaping children's social competence based on person-centered education. In the process of developing social competence, it is essential that a stimulating environment is effectively established within the preschool education institution. Moreover, the educators teaching children should be professionals who have continuously improved their skills, hold professional certification or qualification categories, and have experience, as this serves as a foundation for organizing the socialization processes of children more effectively.

During their professional activities, educators monitor children's educational and developmental progress based on developmental maps. To help children master the indicators

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outlined in the State Educational Standard for Preschool Education, educators incorporate modern educational technologies into their teaching. Through these technologies, children's social competence develops gradually.

Social competence also focuses on helping children interact with others, understand social norms and rules, work in teams, and develop problem-solving skills. Below are some thoughts on how technologies can be utilized in developing such competence.

For example, group games—playing in small groups within development centers brings together children with similar interests and abilities. During the process of exchanging ideas, they learn to think independently, analyze their thoughts, and justify their opinions. Additionally, through games, children's problem-solving skills in social situations can be developed. Games allow children to simulate various social scenarios, teaching them how to collaborate, communicate, and work in teams effectively.

Sports events – During competitions, small teams of children engage in friendly matches. They think critically and strategize to outperform one another and win the competition. The debates and discussions that arise during these matches, along with the guidance of educators, help children develop quick thinking skills and encourage creative and critical thinking in a competitive environment. When children win a competition, they learn how to express their emotions, empathize with others, and find ways to solve problems.

Individual work – In the second half of the day, educators should work one-on-one with one or two children daily. This individualized approach focuses on reinforcing skills and concepts that the child has not yet mastered, allowing for targeted improvement and stronger learning outcomes.

Modern educational technologies – In person-centered learning, modern technological tools are actively used. For example, in the speech and language center, children can independently use the "Smart Alphabet". This technology engages children in a virtual learning environment, providing interactive lessons while also asking questions to reinforce the material. Through such interactive educational technologies, children develop problem-solving skills in an engaging way.

Information and communication tools – Nowadays, smart televisions and computers are available in most preschool education institutions. These ICT tools help children quickly access various types of information while also enhancing their critical thinking skills. With teacher guidance, children can explore various online sources, learn about social topics, and form their own opinions on different subjects.

Excursions – When preschool children go on field trips outside the preschool environment, educators teach them how to behave in public places. During these excursions, children learn to use public transportation, practice appropriate behavior in social settings, and follow

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societal norms. Through these experiences, they develop practical social skills and a deeper understanding of social etiquette.

There are many other methods of learner-centered educational technologies besides those mentioned above. These technologies play a significant role in developing children's social competence by helping them understand themselves, fostering their independence and critical thinking skills, promoting teamwork and collaboration, and unveiling their personal abilities and interests.

CONCLUSION

In conclusion, integrating technology with pedagogical approaches is crucial in developing social competence in preschool-aged children through learner-centered technologies. These technologies provide children with interactive, individualized, and hands-on learning experiences, which enhance their problem-solving, communication, and teamwork skills. Such approaches create an effective and engaging learning environment that supports children's overall development.

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