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Socialization of students' personality and social competence

Abstract

The main problem: the article examines the mechanisms of formation of socialization of the individual and social competence, which is currently in the center of attention of pedagogical science and the educational process. The concept of the state provides for the assimilation by students of specific elements of social experience studied within the framework of a separate subject – knowledge, skills, abilities, experience in solving problems and creative activity.

Objective: the results of training should be applied in real life situations. Personal results should be reflected in the formation of the system of value relations, appeal to oneself, other participants in the educational process, the educational process itself.

Methods: therefore, educational institutions in the context of the State Compulsory Educational Standard are focused on creating conditions for the development of a personality capable of socially – progressive self-realization in society, expressed in the desire of a person to realize himself as part of society, on the basis of social competence.

Results and their significance: The development of social competence in the lesson of any subject is one of the ways to achieve the set goal. Social competence is a special skill, the ability to find a compromise between self-realization and social adaptation, the ability to achieve maximum fulfillment of one's own desires without infringing on the rights of others to fulfill their own desires.

Keywords: socialization of the individual, social intelligence, social competence, emotional intelligence, integration of subject knowledge, school education, cognitive processes, role-playing games, digital technologies.

Introduction

In the context of a rapidly changing world and increasing demands on the professional competence of an individual, the problem of socialization of an individual and social competence is becoming especially relevant. Modern school graduates face many difficulties associated with adaptation to new conditions, the need to take into account both their own inclinations and interests, and socio-economic realities. In this context, psychological and pedagogical support aimed at developing awareness, motivation, socialization of an individual and social competence plays an important role [1, 2].

The relevance of the study is due to the need to create conditions for the development of socialization of the individual and social competence and can be reflected in the following characteristics: to establish contact, establish cooperation; express one's thoughts, feelings, experiences; listen, respond to the opinions and experiences of others; set goals, plan actions; put forward alternative courses of action; distribute responsibilities; ask for help; resolve conflicts and interpersonal problems.

The purpose of the study is to identify the role of psychological and pedagogical support in the process of socialization of the individual and social competence and to determine effective mechanisms for its implementation in the educational environment.

Research objectives:

Analyze theoretical approaches to the problem of personality socialization and social competence

Determine the main psychological and pedagogical conditions that contribute to personality socialization and social competence.

Study the forms and methods of psychological and pedagogical support for personality socialization and social competence

Identify the influence of psychological support on the level of personality socialization and social competence

Develop recommendations for improving the system of psychological and pedagogical support for personality socialization and social competence.

Research hypothesis: psychological and pedagogical support has a significant impact on the socialization of the individual and social competence, contributing to the formation of stable social interests, adequate self-esteem and self-confidence. The effectiveness of this process increases with the use of an individual approach, psychological trainings and special methods aimed at revealing the personal potential of students.

Materials and methods

To achieve the stated objectives of the study, complex methods of data collection, processing and analysis were used, aimed at studying the role of personality socialization and social competence in the process of self-determination of high school students.

The material for the study was: scientific works on psychology and pedagogy devoted to issues of self-determination (E.A. Klimov, V.A. Bodrov, L.M. Mitina, etc.); regulatory legal acts governing active work in educational institutions; empirical data obtained during the survey and testing of high school students; methodological developments and programs for the socialization of the individual and social competence used in schools.

Research methods

To achieve the research objectives, a set of methods was used:

Theoretical analysis – study of scientific literature, generalization of approaches to the problem of socialization of the individual and social competence.

Diagnostic methods – questionnaires, testing, aimed at identifying the level of socialization of the individual and social competence. Test of the method “Differential diagnostic questionnaire” (DDO) E.A. Klimova – to determine the personal preferences of students. Method “Map of interests” Golomshtok – to identify the sphere of common interests. Self-assessment questionnaire of the level of professional maturity (author's development) – to analyze the degree of readiness of students for socialization and social competence [3].

Observation and interview methods – recording students' behavior during various activities, identifying their difficulties and motivation.

Pedagogical experiment – organization of targeted psychological and pedagogical support and evaluation of its effectiveness.

Methods of statistical data processing – quantitative and qualitative analysis of the obtained results, use of methods of mathematical statistics to test the hypothesis.

The use of these methods made it possible to identify key aspects of the influence of psychological and pedagogical support on the socialization of the individual and social competence and to offer recommendations for its improvement.

The need to develop the socialization of the individual and social competence is caused by the fact that, unfortunately, modern schoolchildren still have a common elementary inability to communicate, listen to another person, express their feelings, adequately respond to the statements and actions of other people, and, as a result, make decisions together, and resolve conflicts by resorting to compromises. This can be achieved by solving the following problems: organizing group work to create a situation of partnership and mutual respect in the educational process; providing an opportunity to live various roles to master the norms of communication with peers and adults; using the project method of teaching; systematically offering assignments to choose from to accumulate experience in conscious choice; mandatory implementation of various types of reflection to master this skill as a mechanism for the development of self-awareness. In solving the tasks set, we used the following forms and methods of work in the lesson [4].

Results

Group and paired work is an effective way to organize students' activities, as it corresponds to the real organization of adults' activities. At the same time, the students' learning and cognitive motivation increases, the level of anxiety, fear of being unsuccessful, incompetent in solving some problems decreases. General educational tasks accustom to the collective nature of activity in society. Students' interaction contributes to the development of the habit of objectivity and honesty. Positive interdependence corresponds to the established type of relationships between people. Cooperation in a group aims at cooperative motivation of activity and mutual assistance. Individual accountability and responsibility develop a civic position, which is important in the process of socialization. For this form

of work, tasks with several ways of solution are suitable, for example, solving the trigonometric equation $\sin x + \cos x = 1$, problems with an incomplete condition or without a solution, with extra data.

Group work can be effective when checking homework and completing problem assignments. Conducting lessons in the form of educational business games also contributes to the formation of social competence of students. Their distinctive properties are: modeling situations and relationships close to real life; step-by-step development of the game, as a result of which the completion of the previous stage affects the course of the next; mandatory joint activities of the game participants performing the roles provided for by the scenario; use of a description of the object of game simulation modeling; control of game time; For example, a lesson – a business game «Editorial Office» on the topic «Signs of equality of triangles» in the 7th grade. The lesson begins with building a game model, goal setting, distribution of roles, functions of all participants. The class is divided into multi-level groups - departments. During the game, the students' knowledge is updated, tasks are completed in groups, and the result of one group is used by another [5].

Tasks of an applied nature require joint discussion and solution, creative application of knowledge. During the report, self-assessment and mutual assessment of educational activities are carried out. The results (solutions to independent work) are placed in the newspaper – a product of the editorial work. The game ends with a reflection stage. Such classes create conditions for the development of social culture in children, the manifestation of initiative and the desire to ensure the success of the group, readiness for psychological contact and mutual assistance, self-assessment of the quality of their work from the position of its contribution to the overall result of the activity.

An important task at all stages of education is to develop students' skills in obtaining and applying knowledge, planning their actions, carefully weighing decisions, and cooperating with peers and elders. The introduction of project-based methods and technologies into the educational process helps students acquire the above-mentioned skills. By completing project work, students become more proactive and responsible, increase the effectiveness of their educational activities, and gain additional motivation. Therefore, gaining experience in project-based activities is one of the requirements of the State Educational Standard.

The project method requires the obligatory presence of a problem that requires research. It is based on the idea that constitutes the essence of the concept of “project”, its pragmatic focus on the result that can be obtained by solving a particular practically or theoretically significant problem. This result can be seen, understood, applied in real practical activities. Each stage of work on the project has its own situational leader, and vice versa, each student, depending on his strengths, is most actively involved in a certain stage of work [6].

Discussion

This increases the motivation of the participants and promotes the socialization of students. Such projects as “How to Measure the Earth”, “Renovation of a Class Office”, “His Majesty – Percentage” and others are aimed at the social interests of the project participants themselves. They are distinguished by a clearly defined result of the participants' activities and a well-thought-out structure, step-by-step implementation. In addition to mathematical calculations, the children chose materials for the repair, were interested in their cost, and decided what forces would be used to carry out the repair. The result of the activity was the preparation of an estimate and their presentation was organized. As a result, children develop the skills and abilities to cooperate, plan and implement an action plan, take responsibility, choose effective ways to solve a problem, reflect on search and evaluation activities, and develop managerial and communicative qualities [7].

In our work for successful socialization of the student we used the following methodological tools: contract, the value of contractual tactics is due to the fact that they contribute to the formation of activity and independence of students in the learning process; dialogue, in this case, business communication skills are acquired, the ability to formulate questions, conduct a discussion; feedback, the student or teacher in a certain way express their reaction to the behavior of others in order to correct it, creating situations of choice, this means choosing homework, choosing a specific role in the game, choosing the volume and level of difficulty of the test task, choosing a line of behavior in the proposed situation; creating a situation of success is an intentional combination of certain conditions that allow the student to achieve his own success. Taking into account the emotional upsurge of the student, the teacher motivates his further activity, promoting the manifestation of activity.

Conclusion, it should be said that the socialization of the individual and social competence are not specific subject-related skills and abilities, not even abstract mental actions or logical operations,

but specific, vital ones, necessary for a person of any profession and any age. The main thing is not the subject, but the personality that we are forming. According to the new generation of the State Educational Standards, the success of a modern person is determined by a focus on knowledge and the use of new technologies, an active life position, an attitude towards the rational use of one's time and designing one's future, active financial behavior, effective social cooperation, a healthy and safe lifestyle. The words of Confucius are appropriate here: "Success depends on preliminary preparation, without preparation you will certainly fail." We sincerely believe that all work on socialization will help our students: acquire clear ideas about the norms and rules that exist in society; teach children to feel and understand other people; introduce them to social values: goodness, beauty, health, happiness as a condition for the spiritual and moral development of a person; will give an understanding of the "value" of each and everything living and growing on Earth.

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Оқушылардың тұлғалық және әлеуметтік құзырет тілігін әлеуметтендіру

Мақалада қазіргі кезде педагогика ғылымымен оқу-тәрбие процесінің назарында тұрған тұлғаның әлеуметтенуі мен әлеуметтік құзырет тілігін қалыптастыру механизмдері қарастырылған. Мемлекет концепциясы жеке пәншең берінде оқытылатын әлеуметтік тәжірибенің нақты элементтерін – білім, дағды, дағды, мәселелерді шешу тәжірибесімен шығармашылық белсенділікті студенттерге сіңіруді көздейді.

Оқу нәтижелері нақты өмірлік жағдайларда қолданылуы керек. Тұлғалық нәтижелер құндылық қатынастар жүйесін қалыптастыруда көрініп, өзіне, оқу-тәрбие процесінің басқа қатысушыларына және оқу-тәрбие процесінің өзіне ұнауы керек.

Демек, мемлекеттік жалпыға міндетті білім беру стандарты контекстіндегі білім беру мекемелері адамның әлеуметтік құзыреттілік негізінде өзін қоғамның бір бөлігі ретінде жүзеге асыруға ұмтылуынан көрінетін қоғамда әлеуметтік прогрессивті өзін-өзі жүзеге асыруға қабілетті жеке тұлғаны дамыту үшін жағдай жасауға бағытталған.

Кез келген пән сабағында әлеуметтік құзіреттілікті дамыту – алғақойған мақсат қажетудің бір жолы. Әлеуметтік құзіреттілік – бұл ерекше дағды, өзін-өзі жүзеге асыру мен әлеуметтік бейімделу арасында ымыраға келуке білеті, басқалардың өз қалауын орындау құқығына нұқсан келтірмей, өз қалауының максималды орындалуына қол жеткізу.

Түйін сөздер: жеке тұлғаны әлеуметтендіру, әлеуметтік интеллект, әлеуметтік құзыреттілік, эмоционалдық интеллект, пәндік білімнің интеграциясы, мектептегі білім, танымдық процестер, рөлдік ойындар, цифрлық технологиялар.

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Социализация личности учащихся и социальная компетенция

В статье рассматриваются механизмы формирования социализации личности и социальной компетенции, что на данный момент находится в центре внимания педагогической науки и образовательного процесса. Концепция государства предусматривает усвоение обучаемыми конкретных элементов социального опыта, изучаемого в рамках отдельного предмета, – знаний, умений, навыков, опыта решения проблем и творческой деятельности.

Результаты обучения должны применяться в реальных жизненных ситуациях. Личностные результаты должны отразиться в сформированности системы ценностных отношений, обращаться к себе, другим участникам образовательного процесса, самому образовательному процессу.

Поэтому образовательные учреждения в условиях ГОСО сориентированы на создание условий для развития личности, способной к социально – прогрессивной самореализации в обществе, выражающейся в стремлении человека реализовать себя как части социума, на основе социальной компетентности.

Развитие социальной компетентности на уроке любого предмета – один из способов достижения поставленной цели. Социальная компетентность – это особый навык, умение находить компромисс между самореализацией и социальным приспособлением, умение добиваться максимума осуществления собственных желаний, не ущемляя при этом права других на осуществление их собственных желаний.

Ключевые слова: социализации личности, социальный интеллект, социальная компетентность эмоциональный интеллект, интеграция предметных знаний, школьное образование, когнитивные процессы, ролевые игры, цифровые технологии.

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