7. Сетевое взаимодействие и коллаборация. Международные проекты, участие в онлайн-форумах и взаимодействие с носителями языка через интернет создают возможности для практического общения. Взаимодействие в онлайн-режиме с другими студентами, преподавателями и носителями языка способствует развитию коммуникативных навыков, что является важной частью освоения русского языка.

Заключение. Инновационные методы обучения русскому языку дают возможность создать более гибкую, увлекательную и эффективную образовательную среду. Включение технологий, игровых элементов, проектной деятельности и других методов позволяет ученикам не только лучше осваивать язык, но и развивать интерес к его изучению. Такой подход стимулирует творческий потенциал, а также способствует глубинному усвоению материала.

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Xojamuratova Gulimxan Saparbayevna (senior teacher of Tashkent University for Applied; Sciences saparbayevnagulimkhan@gmail.com)

DEVELOPING STUDENTS' SOCIAL SKILLS IN FOREIGN LANGUAGE INSTRUCTION

Annotation. *The article shows the place of social competence in the system of key competencies when applying the competency-based approach in education, and also identifies the means, conditions and techniques for developing social competence in foreign language lessons. The academic discipline of "foreign language" is the one that contributes most significantly to the development of students' social competence because the primary objective of teaching a foreign language is the development of communicative competence, or the capacity to use language as a means of interpersonal and intercultural communication.*

Key words: *competency-based approach, key competencies, social competence, communicative competence, forms of training, capacity, image, interaction, substitution, pair work.*

Xojamuratova Gulimxan Saparbayevna (Toshkent Amaliy fanlar universiteti katta o'qituvchisi; saparbayevnagulimkhan@gmail.com)

CHET TILINI O'QITISHDA TALABALARNING IJTIMOIY KO'NIKMALARINI RIVOJLANTIRISH

Annotation. *Maqolada ta'limda kompetensiyaga asoslangan yondashuvni qo'llashda ijtimoiy kompetensiyaning asosiy kompetensiyalar tizimidagi o'rni ko'rsatilgan, shuningdek, chet tili darslarida ijtimoiy kompetensiyani rivojlantirish vositalari, shart-sharoitlari va usullarini yoritib bergan. "Xorijiy til" o'quv intizomi talabalarning ijtimoiy kompetensiyasini rivojlantirishga eng katta hissa qo'shadi, chunki chet tilini o'rgatishning asosiy maqsadi kommunikativ kompetensiyani yoki tildan shaxslararo va madaniyatlararo muloqot vositasi sifatida foydalanish qobiliyatini rivojlantirishdir.*

Kalit so'zlar: *kompetensiyaga asoslangan yondashuv, asosiy kompetensiyalar, ijtimoiy kompetensiya, kommunikativ kompetensiya, o'qitish shakllari, qobiliyat, tasvir, o'zaro ta'sir, almashtirish, juftlik bilan ishlash.*

Хожамуратова Гулимхан Сапарбаевна (старший преподаватель Ташкентского университета прикладных наук; saparbaevnagulimkhan@gmail.com)

РАЗВИТИЕ СОЦИАЛЬНЫХ НАВЫКОВ УЧАЩИХСЯ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация. *В статье показано место социальной компетентности в системе ключевых компетенций при применении компетентного подхода в образовании, а также определены средства, условия и приемы развития социальной компетентности на уроках иностранного языка. Учебная дисциплина «иностранный язык» является той, которая в наибольшей степени способствует развитию социальной компетентности учащихся, поскольку основной задачей обучения иностранному языку является развитие коммуникативной компетентности, или способности использовать язык как средство межличностного и межкультурного общения.*

Ключевые слова: *компетентный подход, ключевые компетенции, социальная компетентность, коммуникативная компетентность, формы обучения, способности, имидж, взаимодействие, замещение, парная работа.*

Introduction. The quick emergence of new changes in many areas of human activity, including social ones, is a defining characteristic of the current stage of societal evolution. Today's state and society demand that people learn universal ways of acting and be able to interact with others in a culture that is changing quickly. This is one of the reasons why the majority of scientists focus a great deal of attention on social competence as a component of social adaptation and mobility, independent of how core competences are categorized. Social competence is the capacity and preparedness for social engagement in various areas of life. Our nation's educational innovations show how schools can use these innovations to help students become more adaptive and socially competent. The social skills or duties that enable an individual to appropriately adhere to social norms and regulations are known as social competence. According to A.V.Khutorsky, the structure and content of social competence are as follows: The ability to appropriately carry out social norms and regulations is known as social competence. According to research, social competence first indicates how an individual interacts with society and then suggests that an individual possesses social competence through interpersonal connection; third, it consists of multiple elements; and fourth, it suggests considering the relationship between one's personal objectives and the requirements of society as a whole [1;327 p.].

Literature review. Bremer and Smith conducted research on how social skills serve as the foundation for social competence. The ability of students to form and sustain positive interpersonal interactions, acquire acceptability from their peers, form and sustain friendships, and break off harmful or pernicious ties is what they referred to as social competency. Researchers have found that social competence, firstly, reflects the interaction between a person and society; secondly, it implies a person's possession of ways interpersonal interaction; thirdly, it includes several components; fourthly, it implies taking into account the relationship between one's own goals and the needs of the whole society. There is no such thing as social competence outside of a certain society. A society's economic and political life, historical and cultural standards, and the structure of social relations are its primary determinants. A person's capacity to succeed by utilizing social resources is just as important as their level of socialization. According to psychologists, social competence is divided into several distinct skills, including: [2:1–5 p.].

-Effective communication, social entrepreneurship:

– general economic and legal knowledge;
– the capacity to lead (social confidence);
– the comprehension of society's shadowy, hidden aspects;
– the capacity to comprehend interpersonal interactions and social roles;
– the ability to form enduring relationships;
– and the capacity to control one's own image.

In addition to being taught through formal, structured schooling,"social skills" can be readily learned by copying social standards, beginning with the attitudes and actions of parents. Cognitive, behavioral, and emotional control elements should all be considered in "social skills" training [3;2665–2666 p.]. The broader framework of "social skills" includes the abilities of communication, problem-solving, decision-making, emotion management, and the creation of equitable connections that enable one to establish and preserve strong social relationships with others [4;123–128 p.].

The academic discipline of "foreign language" is the one that contributes most significantly to the development of students' social competence because the primary objective of teaching a foreign language

is the development of communicative competence, or the capacity to use language as a means of interpersonal and intercultural communication. Without students' developed social competence–that is, their ability to communicate with people and feel confident in themselves–as well as their capacity to take on a variety of social roles and deal with present circumstances, they cannot succeed in intercultural communication. Since social competence supports language acquisition in the context of interpersonal and intercultural communication, we believe that it should receive particular attention as a structural component of foreign language communicative competence. Since the issue of dialogue participation, knowledge, or ignorance of the characteristics of communication with specific social groups emerges, every effort must be taken to acquire social competency. The language of these groups is studied to provide communication safety and tolerance for both sides. Instilling in students an interest in learning about and comprehending the cultures of the target language's countries, as well as in finding a common language and a way to compromise in challenging circumstances, is crucial because it enhances their personalities with social and cultural knowledge and makes it easier for them to use the communication skills they have acquired in the future.

Research methodology. Incorporating a social component into foreign language instruction in secondary schools helps students develop a comprehensive understanding of the world by broadening their knowledge in a variety of activities, exposing them to their cultural heritage, fostering patriotism and global citizenship, respecting the opinions of others, and enabling them to communicate freely both interpersonally and across cultural boundaries. The teacher will be able to make the content of teaching students a foreign language more effective by incorporating elements of collective activity, intensifying the educational process, utilizing the most up-to-date teaching methods and techniques, improving educational skills and independent work skills, and fostering group forms of cooperation. This will also help the teacher focus on the attitudes of the students. The development of foreign language communicative competence and all of its components, where a special place is occupied by social competence, whose formation and development allows students to be introduced to new social experiences using foreign language, are among the qualitatively new goals in foreign language study that are set forth in the current state standard of basic general education. Therefore, teaching students to engage with one another during the educational process while completing various communication activities is a technique of fostering social competence.

These days, there are three different ways to structure the educational process when teaching a foreign language: individual, frontal, and group. A student who organizes their work individually completes assignments that are the same for the entire class without interacting with other students, but at the same speed. Throughout the session, a variety of didactic objectives are completed through individual work, including the assimilation and consolidation of new knowledge, the development and consolidation of skills and abilities, and the repetition and generalization of the subject taught. It is especially prevalent during individual assignments, tests, and homework. However, this approach has a major drawback for the development of social competence: the student is isolated from other pupils while working on a task, and he alone is accountable for the exercise's success. The lack of interaction between the student and other students in this type of educational activity arrangement hinders the student's ability to learn how to function in society, settle conflicts, and work as a team.

Analysis and result. One type of instructional activity that involves all of the students working together under the teacher's direct supervision is called the frontal form of organizing students' educational activities. The entire class completes the work at the same speed. The teacher aims to concurrently affect everyone in the room while informing, explaining, and demonstrating. The frontal form of classroom organization fosters strong relationships between the teacher and the students, fosters cooperative, friendly student work where students work together to solve educational and non-educational tasks, fosters mutual assistance, helps students develop stable cognitive interests, and permits the use of a range of strategies to improve the learning process. With challenging, informative, and explanatory-illustrative presentations, it is more frequently utilized during the initial stages of assimilation of new material. This format enables you to engage as many pupils as possible in active learning and cognitive exercises. Methodologists believe that one of the most effective ways for pupils to gain social competence is through group learning activities. "Learning activity is collective in nature and represents a system of socially organized interactions, relationships, and communication", thus this isn't a coincidence [5:11–15 p.]. Psychologists have demonstrated that collaborative work among students and teachers is the first step toward individual activity and establishes their proficiency in tasks like goal-setting, planning, controlling, and evaluating—all of which are essential for learning. Let's look at the structure of group educational activities, which includes the following links, to define instructional actions:

1. According to the motivational-orientation link, students accept or set a single educational task for themselves and collaboratively assess the circumstances and their own capacities.

2. Executive level: updating prior knowledge while carrying out various educational activities and tasks either independently or in groups. Particularly needed in this situation are reciprocal support and strictness toward one another, the capacity for constructive self-criticism, and a sense of accountability for the outcome of a shared purpose.

3. The relationship between control and evaluation: both parties have influence over how the previous stage's actions are carried out and assess the outcomes of their collaborative efforts. Speech exercises and tasks that need a collaborative search for knowledge and a group solution to a particular problem circumstance are typically completed in groups.

One kind of group work is pair work, which is mostly utilized for language and conditional speech activities. When students are given cards containing exercises for transformation, filling in the blanks, substitution, etc., pair work is a common method of teaching language skills. We may determine the elements of the content of group learning activities by considering the particulars of the academic field of "foreign language":

1. An understanding of linguistic content, its characteristics, and the ability to use it effectively in communication contexts.

2. Techniques for learning speech, language, and self- and reciprocal control approaches.

3. Understanding how to work together to solve speech challenges that involve imitation, substitution, and reproduction.

Conclusion: Based on the aforementioned, it is necessary to emphasize the skills and abilities that are part of social competence, such as the capacity to support one another, collaborate to accomplish a common goal, critically analyze oneself, assess one's own role in the success or failure of a cause, and collaboratively analyze the situation's conditions and correlate them with possibilities. Therefore, in order to help students develop their social competence–that is, their ability to function in society–it is essential to use educational organizations that can mimic real-world communication situations. These organizations should allow students to interact with one another, listen, defend their opinions, modify their behavior, and put society's interests ahead of their own.

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Atajanov Khajiboy Saburovich (Senior Lecturer, Department of Distance Learning of Exact and Natural Sciences, Nukus State Pedagogical Institute; Orcid ID 0000-0002-0418-8501; atadjanov@ndpi.uz)

INTELLIGENT E-LEARNING PLATFORM: DESIGN AND IMPLEMENTATION FOR SELF-STUDY IN PROGRAMMING AND DIGITAL DESIGN

Annotation. *The present study sets out to examine the possibilities of improving platforms for self-learning in programming and information technology, with a view to proposing enhancements to existing educational systems by integrating interactive tools, including code validation, practical assignments, and step-by-step instructions. The functionality of the platform is described, with reference to its provision of structured educational materials, a specialized code editor, and an integrated emulator for displaying execution results. The emphasis is on experiential learning, which fosters the development of competencies in the utilization of contemporary technologies and enhances the efficacy of the educational process.*