



BASIS OF DEVELOPMENT OF SOCIAL-PSYCHOLOGICAL COMPETENCE
FACTORS IN TEACHERS OF SCHOOL EDUCATION ORGANIZATION

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Abstract: *This article talks about the concept of competence that entered the educational process as a novelty and its place in the pedagogical process, about its types, in particular about personal competence.*

Key words: *Competence, student, continuing education, specialist, professional, inosn, competence, character, perfection, person.*

Educators of preschool educational organization play an important role in analyzing indicators of social and psychological competence, paying serious attention to its specific development factors, ensuring the effectiveness of the professional activity of educators of preschool educational organization. From this point of view, in order to get detailed information about the possibilities of socio-psychological competence of educators of the preschool educational organization, separate studies are conducted with them, empirical data collection and analysis of their results based on socio-psychological requirements is one of the main tasks of our research [1]. Organization of measures to develop socio-psychological competence of educators of preschool education organization is considered as one of the complex and multifaceted possibilities of psychologist's activity. In facilitating the organizational aspects of this activity, it is important to theoretically base the social-psychological competence development program.

Social-psychological competence is necessary to ensure a person's effective introduction to interpersonal relationships and successful adaptation. In the section devoted to the theoretical analysis of the problem, special emphasis was placed on the fact that it is impossible not to rely on theoretical approaches in the formation of the program for the development of socio-psychological competence of preschool teachers (M.I. Bobneva, A.L. Yujaninova, G.Yu. Aysenk, etc.).

One of the scientists promoting the modern interpretation of the socio-psychological structure is M.I. According to Bobneva, it is not for nothing that it is emphasized that socio-psychological competence is the result of the mutual harmony of individual and socialization aspects of the social development of a person.

A.L. The socio-psychological guidelines developed by Yujaninova can serve to determine the specific importance of implementing this program. The author emphasizes that communicative competence is similar to the concept of socio-psychological competence and that it is formed due to the internalization of social experiences, which is an endless and continuous process.

On the basis of the theoretical analysis underlying the program, a number of psychotraining programs used in practice were relied upon to form a set of psychotraining



sessions designed to develop social and psychological competence in preschool teachers (M.I. Lukyanova, V.Yu. Bolshakov, N.V. Klyueva, L., Marder, E. Sovetova, S.N. Alimkhodzhaeva, F.I. Haydarov).

In order to apply the program aimed at optimizing the socio-psychological competence of preschool teachers, attention was paid to taking into account a number of aspects:

The training program for the development of social and psychological competence of educators of the preschool education organization consists of four stages, each of which was planned taking into account that it does not require too much time from the participants.

The developmental training program is intended for four working days of educators of preschool education organization and it was noted that it develops social-psychological competence and social-psychological competence that serves its development in professional activity [2].

We got acquainted with a number of psychotraining programs dedicated to the development of social and psychological competence, but in most of them the general state of training was studied. Due to the fact that in the training programs, exercises and recommendations, more people are oriented towards the development of business and professional activity requirements and personal capabilities, in the selected program, attention was paid to the improvement of psychotraining sessions designed to develop the socio-psychological competence of educators of the preschool educational organization related to the educational process. Also, the content of the program for the development of socio-psychological competence of educators of the preschool educational organization was mentioned in detail.

As a methodological basis for creating this program, S.N. Alimkhodzhaeva and F.I. Haydarov's developments were used and we applied these trainings in some places with improvements in accordance with the purpose of the research[3].

The use of these development programs in practice is also envisaged separately and mutually consistent.

One of the important conditions for increasing the role of socio-psychological competence in the professional activity of educators of preschool education organization is to ensure the activities of educators. The implementation system of the program consists of several stages. Its detailed status is presented below. Today, psychological training is considered one of the prominent areas of modern psychology. Along with the progress of the globalization process, the change in human living conditions and the need for training in the prevention of psychological stress during this change show an increasing need. There is a need for a program that serves to ensure the social readiness of preschool teachers for the development of social-psychological competence in their personal activities, and social readiness for situations of social adaptability. The readiness of preschool teachers for social relations is an important condition that forms the positive characteristics of the activities of the students.



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