

# The Concept Of "Social-Communicative Competence" And Its Theoretical Description

Gulnar Kunnazarova

Independent researcher at the Nukus State Pedagogical Institute named after Ajiniyaz, Uzbekistan

**Received:** 25 February 2025; **Accepted:** 21 March 2025; **Published:** 24 April 2025

**Abstract:** In any scientific discussion, a set of key concepts is used to explain the essence of the problem. The theoretical explanation of these key concepts ensures a comprehensive understanding of the issue at hand. Therefore, researchers in all fields pay close attention to the explanation of these key concepts. In exploring the problem of increasing students' social-communicative activity, a number of concepts occupy a central place. This article describes the essence of key concepts related to social-communicative competence.

**Keywords:** Competence, social competence, communicative competence, social-communicative competence.

**Introduction:** From the experience of developed countries, it is known that international relations are a key factor in ensuring a country's development. The successful establishment of international relations on a broad scale relies on the ability to cooperate, which requires knowledge of the history, culture, and language characteristics of the cooperating countries.

In the years following independence, Uzbekistan's foreign policy has prioritized building cooperation with developed countries based on mutual respect. The successful achievement of cooperation relies on individuals such as diplomats, businesspeople, and specialists having a profound and excellent command of foreign languages. This has led to an increasing interest in learning foreign languages among members of society, including the youth. This interest needs to be nurtured further, especially in the context of learning foreign languages, particularly English, through which students' social-communicative activity can be enhanced. Educational institutions face an important task of promoting such an interest, using literary works to increase students' social-communicative activity. Educational activities in the spiritual and educational domain should differ from ordinary academic lessons, where students are given more freedom to present, share experiences, and engage in various activities.

In shaping an individual's personality, social-

communicative competence plays a significant role. Therefore, social-communicative competence helps an individual find their place in society, both in micro and macro environments.

In pedagogical theory, the concept of competence is viewed as a set of knowledge and skills that determine labor productivity; the ability to perform tasks; a combination of personal qualities; and an integral set of knowledge and professional traits. According to Sh.U. Qosimov, communicative competence is a professional quality, and its main components are emotional stability (related to adaptability), extraversion (related to status and effective leadership), the ability to design direct and reverse communication, speech skills, listening ability, rewarding abilities, tact, and the ability to "smooth" communication.

The structure of communicative competence is quite complex, multi-level, and multi-faceted. Here, we will focus on the components of communicative competence that are directly related to the pedagogical process and have been deeply studied in scientific and pedagogical literature.

G.M. Kodjaspirova divides communicative competence into three components. The first component is the future teacher's self-perception of their value. The second component involves the ability to analyze texts and speeches, ask questions, respond, engage in

dialogues and monologues, defend viewpoints, and reflect on perspectives. The third component is the culture of communication, which involves knowledge, skills, and competencies related to appropriate behavior in various communication situations.

For students in the field of social sciences, social-communicative competence in English language education is a critical part of pedagogical activities that must be organized systematically, purposefully, and consistently to achieve the desired outcome.

In studying this research topic, literary works that reflect social issues are selected to consider students' professional and psychological characteristics. The subject matter of these works includes "vivid conversations" between the characters, which helps develop students' social-communicative competence by providing insight into their inner feelings, life aspirations, and experiences.

In evaluating the literary works for their aesthetic value, emphasis is placed on their moral and ethical impact. This includes how an individual perceives themselves as a member of society, their ability to reconcile their desires with the collective interests, the ability to listen to the opinions of others, support differing viewpoints, and propose suggestions when conflicts arise.

Literary works used in this study are drawn from world literature, Uzbek literature, and Karakalpak literature. Based on these works, the methodological foundation for the research is established. It is noteworthy that competence is a combination of both moral-ethical (social competence), volitional (volitional competence), and emotional (reactivity and quick emotional response) qualities. We argue that emphasizing the dominance of competence as one of the criteria is essential, as competence is an integral part of an individual's stable character traits.

In our opinion, when evaluating a person's competence, it is essential to consider their consistent achievements and the weight of these achievements. The ability to evaluate an individual's internal potential realistically is important for assessing their lasting achievements.

In exploring the issue of enhancing students' social-communicative activity through the English language, social competence emerges as a key concept. Literary works play an essential role as theoretical and pedagogical tools for developing students' social-communicative activity.

Social competence refers to an individual's active participation in social relationships. In order to organize social relationships, an individual must possess specific

skills. "The ability to express one's emotions and feelings, collaborate in familiar or unfamiliar settings, cooperate with peers and adults, assist others, and manage their emotional state according to the situation" are important qualities in the development of social competence.

In most pedagogical, psychological, and sociological studies, the concept of "communicative competence" is often analyzed in terms of "communicative competence." In both cases, these qualities manifest in communication, either direct or mediated by mass communication and information technologies.

Communication refers to the exchange of information between two or more individuals, which differs from interaction. The difference between interaction and communication is that at least one participant in communication has a clear purpose. The following skills are considered part of communication competencies:

- Easy initiation of contact.
- Support of the conversation.
- The ability to listen to others.
- The ability to express one's point of view.
- The ability to defend and maintain one's position.
- The ability to reach a consensus.

Various needs are the sources of an individual's communicative activity during the communication process. These include: the need to express oneself; the need to receive information from others; the need to transmit information to others; the need to eliminate stress or worry (in physical competence terms); the need to influence others' ideas, behavior, or life plans; the need to achieve cooperation; the need to care for others; and the need to share emotions such as joy, sorrow, etc.

O.V. Vychegjanina and E.L. Nikitina view social-communicative competence as a set of personal qualities that define an individual's ability to interact harmoniously with others. Through this competence, individuals engage in effective activities with others, establish social connections, express their views, respect the values recognized by society, and work with others to solve various social problems.

Thus, social-communicative competence reflects the individual's ability to exchange information in the process of social relationships. The result of this process indicates the alignment of an individual's interests with those of the surrounding social entities. In the era of global information exchange, the individual's achievement of social-communicative competence has become crucial.

## REFERENCES

Большая психологическая энциклопедия. – Москва: Эксмо, 2007. – С. 19.

Коджаспирова Г. М., Коджаспиров А. Ю. Педагогический словарь / Для студ. высш. и сред. пед. учеб. заведений. – М.: Изд-кий центр “Академия”, 2001. – С. 8-9.

Педагогика фанидан изоҳли луғат / Ж.Ҳасанбоев ва б. – Т.: “Fan va texnologiya” нашриёти, 2009. – 534-б.

Педагогическая диагностика компетентностей дошкольников / Для работқ с детьми 5-7 лет. Под ред. О.В.Дыбиной. – М.: Мозаика-Синтез, 2010. – С. 56.

Понятия и категории. Вспомогательный проект портала ХРОНОС // <http://ponjatija.ru/taxonomy/term/4033>.

Рахимов З.Т. Таълимнинг мобиллашуви шароитида талабалар ўқув-билиш фаолиятини ривожлантириш методикасини такомиллаштириш (5111000 – Касб таълими (Қишлоқ хўжалигини механизациялаштириш) йўналиши мисолида): пед.фанл. бўйича фалс.доктори (PhD) ... дис. – Т.: 2018. – 45-б.

Теоретические основы воспитания / Учебник для студентов сред. проф. учеб. Заведений. В.П.Сергеева, Э.К.Никитина, М.Н.Недвезкая. – М.: ИЦ Академия, 2010. – 272 с.

Тернавская Е.В. Социально-коммуникативное развитие детей дошкольного возраста в процессе игровой деятельности // <https://www.xn--d1abkefqip0a2f.xn--p1ai/index.php/component/k2/item/2518--539>.

Kunnazarova, G. . (2023). MA'NAViy-MA'RIFIY ISHLAR JARAYONIDA INGLIZ TILI MISOLIDA BADIY ASARLAR VOSITASIDA TALABALARNING IJTIMOiy KOMMUNIKATIV FAOLLIGINI RIVOJLANTIRISHNING ANAMIYATI. Педагогика и психология в современном мире: теоретические и практические исследования, 2(9), 132–133. извлечено от <https://in-academy.uz/index.php/zdpp/article/view/18504>

Qosimov Sh.U. Kasb-hunar kollejlarda amaliy kasbiy ta'limni tashkil etishning metodik asoslarini takomillashtirish / Ped.fan.fal.dok. ... dis. – Т., О'МКНТТҚМОҚТІ, 2018. – В. 176.

Tulepbergenovna, K. F. (2024). FORMATION OF STUDENTS'SYSTEM OF LEXICAL COMPETENCE. SCIENCE TIME JOURNAL, 2(1), 6-12.