BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

PEDAGOGICAL CONDITIONS FOR IMPROVING SOCIAL COMPETENCIES OF CHILDREN IN SCHOOL PREPARATORY GROUPS

Tanrbergenova Dildora Muborak qiz
First-Year Doctoral Student (PhD) at Nukus State Pedagogical Institute

Abstract: The development of social competencies in preschool children is one of the most important directions of modern education. Social competence enables children to establish effective interpersonal relationships, cooperate with peers and adults, solve social problems, and adapt successfully to the educational environment. School preparatory groups play a significant role in preparing children not only academically but also socially and emotionally for future learning activities. Therefore, creating favorable pedagogical conditions for the development of social competencies is considered an urgent educational task.

This article analyzes the pedagogical conditions necessary for improving social competencies among children in school preparatory groups. Theoretical approaches, scientific literature, and modern educational practices are reviewed. The study highlights the importance of child-centered education, cooperative learning, play-based activities, communication-rich environments, and teacher support in fostering social competence. The findings indicate that purposeful pedagogical interventions significantly contribute to the development of communication skills, empathy, cooperation, self-regulation, and social responsibility among preschool children.

Keywords: social competence, preschool education, school preparatory groups, communication skills, cooperative learning, child development, pedagogical conditions, social adaptation, preschool children, educational environment.

Introduction

The rapid social, economic, and technological transformations occurring worldwide require individuals to possess not only academic knowledge but also well-developed social competencies. Social competence is recognized as a crucial component of a child's overall development and future success. It includes the ability to communicate effectively, cooperate with others, regulate emotions, resolve conflicts peacefully, and adapt to various social situations.

The preschool period is considered a sensitive stage in the formation of social competencies because children actively acquire social experiences through interaction with adults and peers. School preparatory groups serve as a bridge between preschool education and formal schooling. During this stage, children begin to develop essential social behaviors that will support their successful adaptation to school life.

Researchers emphasize that social competence does not emerge spontaneously but develops through systematic educational influences and carefully organized pedagogical environments. Therefore, identifying and implementing effective pedagogical conditions for social competence development remains a priority in preschool education.

The purpose of this study is to examine the pedagogical conditions that contribute to the improvement of social competencies among children in school preparatory groups and to determine effective educational approaches for fostering these competencies.

Literature Review

The concept of social competence has been extensively studied by both domestic and foreign scholars. According to Vygotsky, social interaction serves as the primary mechanism of cognitive

and personal development. His sociocultural theory emphasizes the importance of collaborative activities and guided participation in the development of children's social skills.

Piaget viewed social competence as a result of children's active interaction with their environment. Through communication and cooperation with peers, children gradually learn to understand social rules, respect different viewpoints, and develop moral reasoning.

Bandura's Social Learning Theory highlights the role of observation and imitation in social development. Children acquire social behaviors by observing significant adults, teachers, and peers. Positive models within educational settings therefore contribute significantly to social competence formation.

Bronfenbrenner's Ecological Systems Theory explains that children's social development is influenced by multiple environmental systems, including family, educational institutions, community, and broader social contexts. This perspective underscores the importance of creating supportive environments both inside and outside educational settings.

Modern researchers emphasize that social competence consists of several interconnected components, including communication competence, emotional competence, behavioral regulation, empathy, cooperation, leadership, and conflict-resolution skills. Studies indicate that children who demonstrate higher levels of social competence adapt more successfully to school, establish positive peer relationships, and exhibit better academic performance.

Recent educational research highlights the effectiveness of play-based learning, collaborative activities, project work, role-playing games, and social-emotional learning programs in promoting social competencies among preschool children.

Discussion

The development of social competencies in school preparatory groups depends largely on specific pedagogical conditions established within educational institutions.

One of the most important conditions is the creation of a positive psychological climate. Children develop social skills more effectively when they feel emotionally secure, respected, and valued. A supportive atmosphere encourages active participation, self-expression, and constructive interaction with others.

Another essential condition is the implementation of child-centered educational approaches. Child-centered education recognizes the individuality of each child and promotes active engagement in learning processes. When children are given opportunities to make choices, express opinions, and participate in decision-making, their social responsibility and self-confidence increase.

Play-based learning serves as a powerful mechanism for social competence development. Through role-playing games, children practice communication, negotiation, cooperation, and conflict resolution. Play activities provide natural opportunities for children to explore social roles and learn acceptable social behaviors.

Collaborative learning activities also contribute significantly to social competence formation. Group projects, team games, and cooperative problem-solving tasks require children to communicate effectively, share responsibilities, and work toward common goals. Such experiences foster mutual respect and teamwork skills.

The teacher's role is particularly important in facilitating social development. Teachers act as role models, mediators, and facilitators of social interaction. Their ability to guide communication, support emotional regulation, and encourage positive relationships directly influences children's social competence.

Family involvement represents another critical pedagogical condition. Cooperation between educators and parents ensures consistency in educational influences and strengthens opportunities for social learning. Parents who actively participate in educational activities contribute positively to children's social and emotional development.

Furthermore, the integration of social-emotional learning activities into daily educational practice enhances children's ability to recognize emotions, demonstrate empathy, manage interpersonal conflicts, and develop prosocial behaviors.

Educational environments rich in communication opportunities, collaborative experiences, and emotional support create favorable conditions for the development of social competence among preschool children.

Results

The analysis of theoretical and practical sources indicates that the development of social competencies in school preparatory groups is significantly influenced by pedagogical conditions created within educational settings.

The most effective pedagogical conditions identified include:

-Establishing a positive psychological environment;
-Applying child-centered educational approaches;
-Organizing play-based learning activities;
-Implementing cooperative learning methods;
-Encouraging active communication among children;
-Supporting emotional development and self-regulation;
-Strengthening family-school partnerships;
-Providing professional pedagogical guidance.

The findings demonstrate that children exposed to these conditions exhibit higher levels of communication skills, empathy, cooperation, self-control, and social responsibility. They also adapt more successfully to school environments and demonstrate greater readiness for future educational challenges.

Moreover, systematic pedagogical support contributes to reducing social anxiety, improving peer relationships, and fostering positive attitudes toward learning and collaboration.

Conclusion

Social competence represents an essential component of children's overall development and successful adaptation to school life. The preschool period, particularly within school preparatory groups, provides unique opportunities for the formation of communication skills, emotional intelligence, cooperation, and social responsibility.

The study confirms that the development of social competencies requires purposeful pedagogical efforts and carefully designed educational environments. Positive psychological climates, child-centered teaching methods, play-based learning, collaborative activities, and strong teacher support significantly contribute to social competence formation.

Furthermore, effective cooperation between educational institutions and families enhances the consistency and effectiveness of social development initiatives. Children who acquire strong social competencies during preschool years are better prepared to meet academic, interpersonal, and societal challenges in later stages of life.

Therefore, educators should prioritize the creation of pedagogical conditions that support social competence development and integrate social-emotional learning into everyday educational practice. Such efforts will contribute to the formation of socially active, emotionally stable, and successful future citizens.

References

1. Vygotsky, L.S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge: Harvard University Press.
2. Piaget, J. (1962). Play, Dreams and Imitation in Childhood. New York: Norton.
3. Bandura, A. (1977). Social Learning Theory. Englewood Cliffs: Prentice Hall.
4. Bronfenbrenner, U. (1979). The Ecology of Human Development. Cambridge: Harvard University Press.
5. Berk, L.E. (2018). Development Through the Lifespan. Boston: Pearson Education.
6. Santrock, J.W. (2020). Child Development. New York: McGraw-Hill Education.
7. Katz, L.G., McClellan, D.E. (1997). Fostering Children's Social Competence. Washington, DC: NAEYC.
8. Denham, S.A. (2018). Social and Emotional Competence in Early Childhood. New York: Guilford Press.
9. Goleman, D. (1995). Emotional Intelligence. New York: Bantam Books.
10. OECD. (2021). Social and Emotional Skills for Better Lives. Paris: OECD Publishing.