

DEVELOPMENT OF PARTICIPATION THROUGH SOCIAL- PERCEPTIVE SKILLS

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Abstract

In this article, participation in the training of future teachers, the concept of participation and its essence. Information about social-perceptive skills and factors of their formation, importance of social-perceptive skills in training future teachers is provided.

Key words: Participation, socio-perceptive skills, perception, social objects, interpersonal relations, psycho-emotional states, professional communication.

The strategic goals of the development of the higher education system in our republic include: modernization of the country, improving the quality of training highly qualified personnel for sustainable socio-economic development, development of human capital based on the requirements of the labor market; increasing the level of coverage of higher education; training highly qualified, creative and systematic thinking personnel, capable of making independent decisions based on international standards, creating the necessary conditions for their manifestation of intellectual abilities and formation as spiritually mature individuals; forming a healthy competitive environment in the field, increasing its attractiveness, ensuring its global competitiveness[1], etc., which determines the requirements for the content and quality of training of future specialists, the need to improve educational regulatory documents and the activities of participants in the educational process. From the point of view of developing participatory competence, a set of environmental opportunities that positively affect the process and allow the full implementation of the proposed research model is understood as a set of meaningful components of the developmental process that are related to the development process. The first pedagogical condition identified in the framework of our research work is called the formation of

socio-perceptive skills in future teachers, and the process of forming socio-perceptive skills means the development of the characteristics of perception, imagination, analysis of social situations, interpersonal relationships and their evaluation. These skills are manifested as a necessary condition for the implementation of participatory activities in the research process.

According to A.V. Petrovsky, social perception is a person's perception, understanding and evaluation of social objects: other people, themselves, groups, social communities, etc., and this phenomenon includes interpersonal perception, self-perception and intergroup perception[4].

In the pedagogical and psychological literature, two aspects of the process of social perception are distinguished:

1. Subjective (the subject of perception is the perceiving person);
2. Objective (object of perception - the perceived person)[2].

In the process of developing perceptual skills in students, the following rules were relied on:

- the scope of perception of the interlocutor in the process of communication reflects the high level of individual perception of the person;
- perceptual abilities are formed in simulated typical situations of communication between coaches and athletes, teachers and students;
- perceptual skills provide the use of knowledge about the external manifestations of a person (body position, gestures, looks, facial expressions, etc.);
- the external appearance of a particular person determines the nature of the psycho-emotional state of another person;
- a certain level of formation of perceptual skills is determined by a person's inner sense of self, self-esteem, the nature of his experiences, his mental state in the process of understanding the state of another person[3].

The following tasks were solved when organizing classes on the formation of perceptual skills in future teachers:

- analysis of the psychological and pedagogical aspects of the perception of interpersonal relationships;
- determination of the level of importance of the available information, sorting, consistent, critical assessment;
- formation of introspective skills in the examinees;



- development of skills to understand the psycho-emotional states of students based on mimicry, pantomime and gestures;
- formation of skills of a creative approach to the problem-solving process in the participants;
- improvement of the psychological climate in the group by ensuring that students allow themselves to “read” their perceptions of themselves, their psycho-emotional experiences.

The process of formation of perceptual skills was carried out in the following sequence:

At the first stage, attention was paid to creating interest in the development of perceptual skills in students.

The second stage represents the process of acquiring knowledge about perception, its content and its importance in professional communication between teacher and student, student and student. Students get acquainted with the main external manifestations of a certain state of a person.

The third stage represents the creation by future teachers of various human emotions, expressing one or another mental state of a person, and mental states determined for the students themselves.

The fourth stage is professionally oriented, in which students are required to independently determine the characteristics of the mental state of other participants during the training.

The process of developing perceptual skills in future teachers, as a pedagogical prerequisite of our research, is characterized by the fact that it mainly includes tasks related to self-assessment, analysis of a person's emotional and emotional states and their own behavior in various social situations, and also allows its participants to engage in joint activities based on past experience.

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