

STRUCTURAL ELEMENTS OF DEVELOPING SOCIAL RESPONSIBILITY COMPETENCE

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Abstract: Social responsibility competence is a key integrative personal quality that enables individuals to understand their impact on society, make ethical decisions, and actively contribute to sustainable development. This thesis examines the structural elements of developing this competence, particularly in educational contexts. It identifies cognitive, emotional-motivational, behavioral, and value-based components as core structural elements. The study analyzes theoretical foundations from international standards (e.g., ISO 26000) and pedagogical models (e.g., Teaching Personal and Social Responsibility - TPSR), alongside empirical approaches in Uzbek education. Results highlight effective methods such as project-based learning, service-learning, and value-oriented education for fostering this competence. The work emphasizes the relevance of social responsibility in Uzbekistan's modernization of education and proposes practical recommendations for its integration into curricula. Developing this competence contributes to forming active, ethical citizens aligned with national values and global sustainable development goals.

Keywords: social responsibility competence, structural elements, cognitive component, emotional-motivational component, behavioral component, pedagogical models, TPSR, ISO 26000, sustainable development, Uzbek education.

Introduction: In the context of rapid globalization, digital transformation, and complex social challenges, the development of social responsibility competence has become a priority in modern education and personal development. Social responsibility competence refers to an individual's integrated ability to recognize societal impacts of their actions, adhere to ethical principles, and engage proactively in solving social, environmental, and economic issues.

This competence integrates individual development with societal needs, serving as a core element of value education. Its formation involves not only knowledge acquisition but also the development of attitudes, skills, and habits that promote responsible behavior across personal, professional, and civic spheres.

Relevance of Work: The relevance of this study stems from several factors. First, contemporary society faces issues such as environmental degradation, social inequality, and ethical dilemmas in technology and business, requiring responsible individuals. Second, Uzbekistan's education reforms emphasize competence-based approaches aligned with national values and international standards. Third, while corporate social responsibility (CSR) is well-studied, the pedagogical aspects of developing individual social responsibility competence, especially its structural elements, require deeper analysis.

In Uzbekistan, research on ijtimoiy kompetensiyalar (social competencies) highlights their role in teacher training and general education, but structural models for social responsibility specifically need further elaboration.

Purpose: The purpose of this work is to identify and substantiate the structural elements of developing social responsibility competence, analyze pedagogical conditions for its formation, and propose methodological recommendations for educational practice.

Materials and Methods of Research: The study employs a complex methodology: theoretical analysis of scientific literature (pedagogical, psychological, and philosophical sources); comparative analysis of international (ISO 26000, TPSR model) and national approaches; and synthesis of empirical data from educational practices. Uzbek pedagogical sources on competence formation and ijtimoiy pedagogika were reviewed. Methods include content analysis, modeling of competence structure, and generalization of best practices.



Results and Discussion: The structural elements of social responsibility competence can be conceptualized as a multidimensional system:

1. **Cognitive Component:** Involves knowledge of social norms, ethical principles, sustainable development goals (SDGs), and one's rights/responsibilities. This includes understanding concepts like accountability, transparency, and stakeholder interests per ISO 26000.

2. **Emotional-Motivational Component:** Encompasses empathy, sense of duty, intrinsic motivation for prosocial behavior, and value orientation toward the common good. It fosters emotional intelligence and commitment to "Chinese Dream"-like national/societal ideals or Uzbekistan's national values.

3. **Behavioral (Conative) Component:** Refers to practical skills in decision-making, conflict resolution, cooperation, leadership, and applying responsibility in real situations (e.g., community projects, environmental actions). The TPSR model provides progressive levels: respect, effort, self-direction, helping others, and transfer.

4. **Value-Based and Reflective Component:** Integration of personal values with societal ones, critical reflection on one's actions, and self-assessment of impact.

These elements interact dynamically. Development occurs through targeted pedagogical interventions: experiential learning, role-playing, service-learning, and integration into school subjects. In Uzbek contexts, family education and ijtimoiy pedagogika play foundational roles in building responsibility.

Empirical observations show that project-based and collaborative methods significantly enhance behavioral indicators. Challenges include insufficient teacher training and limited integration in curricula, addressed through continuous professional development.

Conclusion: Social responsibility competence is a holistic, structured quality with cognitive, emotional-motivational, behavioral, and value-based elements. Its systematic development in educational settings prepares individuals for active civic participation and sustainable societal progress. In Uzbekistan, integrating these elements into national curricula, leveraging local cultural values, and drawing on international frameworks like ISO 26000 and TPSR will yield significant results. Future research should focus on quantitative assessment tools and longitudinal studies of competence formation. Promoting this competence contributes to building a harmonious, responsible society.

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