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**DEVELOPMENT OF COMMUNICATIVE AND SOCIAL-COOPERATIVE
COMPETENCIES OF YOUTH IN THE PROCESS OF PHYSICAL AND HEALTH
ACTIVITIES IN A DIGITAL ENVIRONMENT**

Abstract

The article proposes a methodology representing a systematic pedagogical complex, which includes physical and health activities and digital technologies aimed at integration in the development of communicative and social-cooperative competencies of student youth. This approach ensures not only the physical development of students but also their formation as socially active, initiative-taking, and responsible participants in collective activities.

Key words: student youth, digital technologies, communicative and social-cooperative competencies, physical education.

**YOSHLAR ORASIDA RAQAMLI MUHITDA JISMONIY-MADANIY
SOG‘LOMLASHTIRUVCHI FAOLIYAT JARAYONIDA KOMMUNIKATIV VA
IJTIMOIY-KOOPERATIV KOMPETENSIYALARNI RIVOJLANTIRISH**

Annotatsiya

Maqolada talaba-yoshlarning kommunikativ va ijtimoiy-kooperativ kompetensiyalarini shakllantirishda integratsiyaga yo‘naltirilgan jismoniy-madaniy sog‘lomlashtiruvchi faoliyat va raqamli texnologiyalarni o‘z ichiga olgan tizimli pedagogik kompleks usuli taklif etiladi. Bunday yondashuv nafaqat talabalarning jismoniy rivojlanishini, bal ki ularning ijtimoiy faol, tashabbuskor va mas‘uliyatli kollektiv faoliyat ishtirokchilari sifatida shakllanishini ta‘minlaydi.

Kalit so‘zlar: talaba-yoshlar, raqamli texnologiyalar, kommunikativ va ijtimoiy-kooperativ kompetensiyalar, jismoniy tarbiya.

**РАЗВИТИЕ КОММУНИКАТИВНЫХ И СОЦИАЛЬНО-КООПЕРАТИВНЫХ
КОМПЕТЕНЦИЙ МОЛОДЕЖИ В ПРОЦЕССЕ ФИЗКУЛЬТУРНО-
ОЗДОРОВИТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ В ЦИФРОВОЙ СРЕДЕ**

Аннотация

В статье предложена методика, представляющая собой системный педагогический комплекс, где присутствует физкультурно-оздоровительная деятельность и цифровые технологии, направленные на интегрированность в формировании коммуникативных и социально-кооперативных компетенций студенческой молодежи. Такой подход обеспечивает не только физическое развитие студентов, но и становление их как социально активных, инициативных и ответственных участников коллективной деятельности.

Ключевые слова: студенческая молодежь, цифровые технологии, коммуникативные и социально-кооперативные компетенции, физическое воспитание.

In the context of the digitalization of the educational environment, the forms and methods of youth interaction are undergoing significant transformation, which has a direct impact on the process of socialization, the level of communicative activity, and the nature of social behavior. On the one hand, the digital environment expands opportunities for information exchange and interaction; on the other hand, it reduces the proportion of live communication, which may lead to a deficit of communicative and socio-cooperative competencies among young people.

The modern education system is increasingly facing the problem of developing stable attitudes toward a healthy lifestyle among young learners in educational institutions, against the background of hypodynamia, a high level of academic workload, and the predominance of virtual forms of leisure in their free time. Under these conditions, physical culture and health-improving activities become particularly significant as an effective pedagogical tool not only for strengthening health, but also for fostering socially important personal qualities necessary for the rational maintenance of a healthy lifestyle [4].

Physical culture, by its nature, is oriented toward various forms of activity that are predominantly collective—namely interaction, adherence to established rules, and the achievement of shared goals, which creates favorable conditions for the development of communicative and socio-cooperative competencies [6]. The joint performance of various physical exercises, participation in team games, and involvement in physical culture and health-improving activities require today's youth to possess the ability to negotiate, distribute roles, demonstrate responsibility, and provide mutual assistance.

At the same time, the integration of digital technologies in the field of physical education opens up new pedagogical opportunities. The use of digital platforms, mobile applications, online challenges, and remote communication tools makes it possible to expand the forms of organizing physical culture and health-improving activities, increase learners' motivation, and strengthen elements of social interaction not only during academic classes, but also during leisure time outside the educational institution.

Despite the large number of studies devoted to the issues of digitalization of education and the formation of a healthy lifestyle, the problem of developing communicative and socio-cooperative competencies of young people through physical culture in the digital environment remains insufficiently studied. In scientific and methodological literature, most often either the physical aspects of health-improving activities or issues of digital communication are considered, without their

comprehensive pedagogical conceptualization. Therefore, a contradiction arises between the increasing role of the digital environment in the life activity of young learners and the need to develop their skills of effective interpersonal interaction and cooperation. This contradiction determines the **relevance** of searching for pedagogical solutions aimed at integrating physical culture and health-improving activities with digital technologies in order to develop key social competencies [2].

The purpose of the study is to substantiate and experimentally verify the effectiveness of physical culture and health-improving activities organized using digital technologies in the development of communicative and socio-cooperative competencies among young people.

The study was conducted at Urgench state pedagogical institute with the participation of full-time students aged 18–22. To implement the pedagogical experiment, a control group (CG) and an experimental group (EG) were formed, each consisting of 25 students comparable in terms of physical fitness level (main and preparatory medical group) and social characteristics. The selection of participants was carried out randomly, taking into account their consent to participate in the study.

The experimental work included a set of physical culture and health-improving activities aimed at developing communicative and socio-cooperative competencies [3]. During the training sessions, both traditional group exercises and team games were used, as well as elements of the digital environment—online challenges, mobile applications for tracking activity, and collaborative task completion through messengers and video platforms. The control group engaged in traditional physical culture activities in accordance with the curriculum, but without the use of digital tools.

The research **methods** included pedagogical observation, questionnaires, testing, and expert assessment of communicative and cooperative skills. Pedagogical observation was carried out both during training sessions and in the participants' free time, which made it possible to record manifestations of cooperation, initiative, and responsibility. Questionnaires and testing were conducted at the initial and final stages of the pedagogical experiment in order to quantitatively measure the dynamics of competency development.

Quantitative and qualitative methods of analysis were used for data processing. Quantitative indicators included scores on the scale of communicative activity, cooperative behavior, and participation in team exercises. Qualitative analysis was carried out based on the description of observed situations, interviews with participants,

and expert assessment by instructors. The obtained data made it possible to identify positive changes in the communicative and cooperative domains among students in both the CG and EG.

The structure of the pedagogical experiment included three stages: preparatory, main, and final. At the preparatory stage, an analysis of the initial level of communicative and socio-cooperative competencies was conducted, as well as instruction of participants regarding the rules for conducting training sessions and using digital tools. The main stage included regular sessions and activities with the integration of digital technologies. The final stage involved final testing and analysis of the results, as well as comparison of the CG and EG data [5].

Thus, the combination of traditional physical culture and health-improving activities with digital tools provided a systematic and comprehensive impact on the development of key social competencies among students. The selection of observation, questionnaire, and testing methods made it possible to obtain reliable results and assess the effectiveness of the proposed methodology from the perspective of pedagogical practice and scientific analysis.

The experimental methodology was aimed at the comprehensive development of students' communicative and socio-cooperative competencies in the process of physical culture and health-improving activities with the integration of digital technologies. The methodology was based on the principles of systematicity, consistency, and the combination of collective forms of work with individual activities, which ensured maximum participant involvement and active interaction among students within the group.

The sessions were based on group exercises and various games, including elements of competition and joint decision-making. Examples of exercises: general developmental exercise complexes, relay races, various elements of sports games, for coordination and endurance, strength exercises. Each type of activity was accompanied by tasks requiring coordination of actions, mutual assistance, and joint planning of strategy. To enhance motivation and engagement in the EG, digital tools were used, including mobile applications for recording results and video platforms for collaborative task completion. As a result, participants in the EG had the opportunity to track their own indicators and the team's indicators in real time, as well as discuss strategy and adjust actions through group chats and video conferences.

Special attention was paid to the development of effective communication skills during the performance of physical exercises. Students performed exercises requiring information exchange and coordination of actions in a limited

space, which contributed to the development of verbal and non-verbal communication, as well as the ability to listen, explain, and negotiate within a team.

The methodology also included digital challenges and mini projects aimed at developing cooperative behavior, not in the gym, but in the instructional classroom. In the instructional classroom, students collaboratively completed online tasks such as creating a training-plan, producing videos demonstrating teamwork, and discussing results in the digital environment. These tasks stimulated participants' initiative, responsibility, and creativity.

To assess the effectiveness of the methodology, structured tasks with elements of collaboration assessment were developed, including the performance of group exercises focusing on accuracy, reaction speed, and coordination of actions. Each exercise was accompanied by a scoring system that took into account participation, communication, and cooperation, allowing for an objective recording of students' progress.

The methodology involved a gradual increase in task complexity, starting with simple exercises for student interaction in small groups, and then progressing to complex team tasks requiring strategic planning. This approach ensured participants' adaptation to collective activities and the gradual development of stable communicative skills.

An important component of the methodology was the combination of physical activity and digital interaction, which allowed for maintaining students' interest, stimulating motivation, and fostering a habit of a healthy lifestyle. The use of digital tools provided feedback related to collective discussion and progress tracking, thereby enhancing the pedagogical effect of the sessions.

The proposed methodology represented a systematic pedagogical complex in which physical culture and health-improving activities were integrated with digital technologies to develop communicative and socio-cooperative competencies among students. This approach ensured not only the physical development of students, but also their formation as socially active, initiative-taking, and responsible participants in collective activities.

During the pedagogical experiment, a comparative analysis of the dynamics of communicative and socio-cooperative competencies of students in the CG and EG was conducted. The initial indicators of both groups were comparable, which allowed for evaluating the effectiveness of the methodology, taking into account the impact of physical culture and health-improving activities integrated with digital technologies (table).

Table

Dynamics of competency indicators of students in the control and experimental groups during the conduct of the pedagogical experiment, (%)

Indicators	Initial level CG, (n=25)	Initial level EG, (n=25)	Final level CG, (n=25)	Final level EG, (n=25)	Growth	
					CG	EG
Communicative competencies	57,8	58,2	64,7	78,4	6,9	20,2
Socio-cooperative competencies	55,9	55,6	63,5	76,9	7,6	21,3

At the initial stage, the average level of communicative competencies in the CG was 57.8%, and in the EG – 58.2%, while the level of socio-cooperative competencies was 55.9% and 55.6%, respectively. The differences between the groups were statistically insignificant ($p>0.05$), indicating the comparability of the participants' baseline status.

By the end of the pedagogical experiment, a significant positive dynamic was observed in the EG. The average level of communicative competencies increased to 78.4%, and socio-cooperative competencies to 76.9%. In the CG, the indicators also increased, but to a lesser extent: communicative competencies – to 64.7%, socio-cooperative competencies – to 63.5%.

Analysis of the dynamics of the studied indicators shows that the growth in communicative competencies was 21.3% in the EG and 20.2% in the CG. As for socio-cooperative competencies, the increase was 7.6% and 6.9%, respectively. The difference between the groups was statistically significant ($p<0.01$), indicating the high effectiveness of the applied methodology.

In addition to quantitative indicators, positive dynamics were observed in qualitative aspects: students in the EG demonstrated greater initiative, the ability to negotiate, and to distribute roles in teamwork. In the CG, changes were less pronounced, with participants less frequently initiating joint actions and showing lower levels of engagement.

Improvement in the discipline and responsibility

of EG participants was also recorded, manifested in the timely completion of tasks, active participation in digital challenges, and adherence to the rules of team games. The CG exhibited similar changes, but to a more limited extent.

Analysis of the results showed that the integration of digital tools into physical culture and health-improving activities enhanced students' motivation and promoted more active social interaction. In particular, digital platforms allowed participants to discuss strategies, coordinate actions, and record results, thereby increasing the effectiveness of teamwork.

Thus, the experimental data confirm the hypothesis that physical culture and health-improving activities using digital technologies contribute to a significant development of communicative and socio-cooperative competencies among students compared to traditional methods.

The obtained results have **practical significance** for educators and coaches, as they demonstrate the possibility of combining physical activity and digital tools to develop students' social skills and enhance their social adaptability. Moreover, these **results** can serve as a basis for the further implementation of comprehensive programs that integrate physical culture and health-improving activities with digital technologies, aiming to cultivate sustainable healthy lifestyle habits and develop key social competencies among young people.

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