

PEDAGOGICAL TECHNOLOGIES FOR DEVELOPING THE SOCIAL COMPETENCES OF FUTURE PEDAGOGUES

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Annotation. *This article examines the theoretical and practical aspects of developing social competences in future pedagogues. It highlights the integration of systemic, learner-centered, and competence-activity approaches in higher education. The study emphasizes the role of advanced pedagogical technologies—including trainings, problem-based learning, role-plays, and ICT tools—in enhancing students' professional readiness, communication skills, and personal maturity.*

Keywords: *future pedagogues, social competence, pedagogical technologies, interactive methods.*

Improving the quality of education and, as its inseparable part, the efficiency of education, is one of the urgent problems of global and local pedagogical sciences and practice.

Changes taking place in the world and in our country in the field of educational goals are, in particular, connected with the global task of ensuring human involvement in the social world and their effective adaptation to this world, which raises the need to provide education with a more complete, personally and socially integrated result.

The concept of “competence” acts as a general definition of such an inseparable social and personal behavioral phenomenon resulting from formation in the combination of motivational-value and cognitive components.

The social competence of a teacher is a generalized personal development, which includes a high level of their theoretical-methodological, psychological-pedagogical, methodical, and practical training. The professional competence of a teacher is a tool that ensures the conscious resolution of professional problems and a criterion for the formation of a professional teacher. Studying the actual state of the problem of managing the quality of pedagogical education in the work experience of pedagogical institutes allows identifying the main laws of managing the personnel training process. In the system of the educational-scientific educational pedagogical complex, they are:

1. Fundamentalization of pedagogical education, as a basis for developing the professional worldview and qualifications of specialists, and developing individual professional creativity;
2. Stimulating the activities of teachers that determine the educational and cultural initiative of students in the educational and socio-cultural environment; targeted relation defining the independence and activity of management subjects in achieving high-quality results as indicators of professional authority and prestige in the mechanisms of achieving the quality of education of graduates, where parameters of the quality of education consciously exist by teachers and students;
3. A quality management mechanism developed as a holistic algorithm of management actions aimed at stimulating personal and professional potential, ensuring the quality of the holistic pedagogical process and its results;

4. In developing a personal and pedagogical image and an individual style of pedagogical activity, we consider the formation of a personal image as a priority condition for forming a professional pedagogical image.

The development and complexity and dynamics of the modern language education sector pose new demands on all its subjects, and first of all, on the teacher. The need to form a sufficient ability for intercultural communication has led to the future teacher possessing a necessary and sufficient level of forming social competence. The main idea is to form a level of competence in the future teacher that contributes to sufficient intercultural communication in interpersonal and professional communication, and ensures the upbringing of the younger generation in the spirit of mutual understanding and mutual respect towards other cultures, which allows preserving a single social space of their country and the world as a whole.

Forming the social competence of a future teacher involves choosing a strategy, the basis of which can be a synthesis of one or more methodological approaches that combine all factors influencing the studied pedagogical phenomenon, reflecting the main directions of higher school development and social requirements placed on the future teacher. At the current stage, the search for effective methods of training future teachers in the higher education system is carried out from the perspective of systemic, personal, activity, paradigm, competence, and other approaches and their modifications. The mutual definition of systemic, learner-centered (personal), and competence-based approaches ensures the organizational complexity of the process of forming the social competence of future teachers and developing an effectively functioning system for its formation.

The learner-centered approach is aimed at self-determination, self-realization, and social adaptation in the conditions of a changing socio-cultural situation. Applying the learner-centered approach in the process of forming the social competence of future teachers allowed activating the internal reserves of a self-developing personality: understanding the natural interpersonal situations of communication, perceiving oneself as a participant in these situations, and anticipating social barriers in interpersonal and interprofessional communication.

According to the concept of the activity approach, the mastery of educational content is carried out not through the transmission of information, but in the process of the student's own activity to master its content. The competence-activity approach is understood as a Mega-approach that allows theoretically justifying the problems of goal-setting aimed at forming various competences, selecting the content of education, and solving the problems of organizing the selected content and the sequence of its study.

The integration of approaches allows studying any social phenomenon by its nature as an activity, while focusing on educational results. From the perspective of the competence-activity approach, the personal component means that the student is located at the center of education as a subject of learning activity, and the educational system involves taking into account the individual psychological, age, national, and status characteristics of the student's personality to the maximum extent.

By the process of forming the social competence of future teachers, we mean a set of sequential actions to change the structure of the personality under the influence of external factors and the person's own activity, resulting in the emergence of a new quality—social competence. It should be noted that this process belongs to the pedagogical process, because it implies a targeted, meaningfully saturated, and organizationally formalized interaction of educational subjects.

The interaction between the teacher and students is aimed at conscious and continuous mastery of knowledge, skills, and abilities by future teachers, and forming the ability to apply them in practice.

The system of forming the social competence of future teachers has its own goal, tasks, content, methods, and organizational forms, to which the goals, tasks, and content of the professional training of future specialists should be directed. The main goal of the system is to form a sufficient level of social competence among future teachers. The systemic approach is based on a set of principles that define its essence (goal setting, leveling, technological feasibility, integrativity, openness, dynamism). This system of principles identified a set of requirements that the system of forming the socio-cultural competence of future teachers must satisfy:

- Ensuring the process of combining the content, forms, and methods of general professional and special training aimed at forming a “cultural-linguistic personality” oriented toward cultural communication;
- An individual approach to training the future teacher capable of implementing intercultural interaction at professional and personal levels;
- Ensuring the formation of core competences necessary for the successful socialization and acculturation of a person ready for intercultural interaction.

The system of forming the social competence of future teachers consists of the following components:

- Motivational-targeted: creating the need to form social competence among students and an attitude towards forming the ability and readiness to participate in the dialogue of cultures;
- Content-procedural component: includes blocks of general professional and special training: socio-cultural and linguistic;
- Organizational and technological component: involves distinguishing the criteria for the level of social competence formation in students;

Criterion-level component: involves distinguishing the criteria for the level of social competence formation in students;

Corrective and evaluative component: ensures the elimination of shortcomings in the process of forming the social competence of future teachers, establishing feedback from educational subjects, and obtaining timely information about the effectiveness of social competence formation, possible difficulties in mastering knowledge, developing skills and abilities, and forming professionally important qualities.

Thus, based on systemic, learner-centered, and competence-activity approaches, the system of forming social competence provides the social education of future teachers in an activity mode, using subjective experience, professional personal qualities, and the mastery of social knowledge and skills. This system ensures personal and developing pedagogical technologies for the professional training of future teachers, monitoring the dynamics of this process, and finally, justifying the psychological and pedagogical conditions and leading trends in the development of the studied competence.

When the pedagogical education process is organized on the basis of a modern approach and advanced technologies, not only knowledge and skills, but also personal and social competences are effectively formed. Developing social competences is particularly important for future pedagogues. This is because a teacher is not only an information provider, but also an educator who shapes socially adapted individuals for society.

Pedagogical technology is a process of organizing the educational-upbringing process based on a goal-oriented, systemic, clearly planned set of tools and methodologies. It serves to organize the teacher’s activity effectively and to form students’ competences step by step.

Pedagogical technologies used in forming social competence are based on the following principles:

1. Learner-centered approach;
2. Stimulating activity and independence;
3. Developing communicative interaction;
4. Reflection and self-assessment.

If we look at the main pedagogical technologies that form social competences, they are as follows:

Table 1: Main pedagogical technologies forming social competences.

Technology Name	Main Goal	Competences Developed	Practical Forms
Training technologies	Improving communication, self-awareness, and teamwork skills	Communicativeness, empathy, self-control	Team exercises, communication trainings
Problem-based learning	Identifying and independently solving problems	Analysis, decision-making, responsibility	Case studies, social problem situations
Role-playing games	Understanding social roles and reflecting them in action	Social awareness, communication, flexibility	Role-play scenes, “If I were a teacher...”
Working in small groups	Cooperation, exchange of ideas, compromise	Cooperativeness, tolerance, active listening	Team projects, group discussions
ICT technologies	Participating in virtual communication and cooperation	Digital literacy, communicativeness	Online forums, electronic portfolios, webinars
Reflection and portfolios	Self-analysis and planning development	Self-awareness, personal responsibility	Journaling, personal portfolios

The role of these technologies in the development of social competences is invaluable.

Students develop the ability to express their opinions, readiness for change, and critical analysis skills. Due to its focus on personal growth, responsibility, independence, and internal motivation are strengthened. Through openness to others' opinions, analytical thinking, and self-improvement, social activity and a reflective culture are formed.

The importance of technologies aimed at developing social competence manifests in the following:

- The future pedagogue deeply understands their professional role;
- Adapts to the socio-psychological environment;

- Maintains balance in mutual relationships;
- Develops as a mature and responsible pedagogue.

The use of modern pedagogical technologies in developing the social competences of future pedagogues increases not only their professional training but also their level of personal and social maturity. As a result of the effective application of these technologies in the educational process, pedagogues who are ready for pedagogical activity, socially active, cultured, and communicative emerge.

Pedagogical technologies are a set of didactic tools and methods that ensure a goal-oriented, step-by-step planned, and effective outcome of the educational process. These technologies serve to increase the quality of education, improve the educational process based on modern requirements, and ensure development by taking into account the personal capabilities of each student.

Pedagogical technologies include modern educational approaches such as a learner-centered approach, interactive methods, ICT, cooperative learning, problem-based learning, portfolio and reflection, and creative and critical thinking. They serve to shape not only knowledge but also educational and social competences.

The importance of pedagogical technologies is seen in the following:

1. Provides personalized education: Creates the opportunity to provide education taking into account the ability, interest, and need of each student.
2. Increases educational efficiency: The technological approach ensures that lessons are organized based on clear goals, plans, and results.
3. Enhances interactivity: Students do not receive knowledge in a ready-made form, but independently search, discuss, and think.
4. Develops skills and competences: Not only theoretical knowledge, but also practical skills, communication, cooperation, and social competences such as problem-solving are formed.
5. Implements new forms of assessment: Instead of traditional assessment, self-assessment, portfolios, reflection, and project-based assessment systems are used.
6. Systematizes teacher activity: Since each stage is clearly planned, the teacher manages their activity effectively.

Applying modern pedagogical technologies in classes ensures that the content of the lesson is interesting and close to life (for example, analyzing real-life situations through problem-based learning). It improves the socio-psychological environment (for example, students learn to listen to each other by working in small groups). It increases the level of mastery (for example, reinforcing what has been learned through reflection). The teacher's role changes—they become a guide, motivator, and observer rather than just a provider of knowledge.

Pedagogical technologies are not just a tool for “conducting a good lesson” but a strategy for the comprehensive development of a person. For future pedagogues, deeply mastering these technologies and applying them creatively by adapting them is the key to professional success.

As our Head of State Sh.M.Mirziyoyev emphasized in his speech at the solemn ceremony dedicated to the 24th anniversary of the adoption of the Constitution of the Republic of Uzbekistan: “The issues of education and upbringing, science, healthcare, culture and art, sports development, ensuring that our youth have deep knowledge, thoroughly master foreign languages and modern information and communication technologies will remain our constant priority task”, which precisely points to the demand of today’s era.

Just as science does not stand still, the method of teaching these sciences does not stop either; rather, it improves and changes in accordance with the demands of the times.

Today, one of the most urgent tasks facing the education system is to train pedagogical personnel who think modernly, are socially active, professionally mature, and capable of making independent decisions. Especially, the issue of shaping and developing social competences in future pedagogues is considered one of the important directions of modern pedagogical science.

The modern education system sets the task of training innovative, socially active, communicative, culturally and professionally mature pedagogical personnel. In such conditions, the issue of shaping the social competences of future pedagogues has become one of the urgent problems of pedagogical science. The social competence of future pedagogues is an important quality that determines their approach based on effective communication in professional activity, managing social relationships in a team, and principles of pedagogical tact and ethics.

In this article, the theoretical foundations, pedagogical methodology and technologies, as well as practical aspects of developing the social competences of future pedagogues were deeply studied. Research shows that social competences are not just the ability to communicate, but a complex system of qualities that includes working effectively with people, solving problems with a team, empathy, cultured communication, and making socially conscious decisions.

The process of developing social competences is a complex pedagogical process carried out continuously, consistently, and step-by-step. To organize it effectively, innovative approaches and active teaching methods must be applied, including: role-playing games, problem-based learning, training sessions, case studies, debates, and cooperative learning technologies.

Especially, simulation games organized on the basis of social situations improve future pedagogues ability to adapt to real-life problems, understand social roles, and act accordingly.

Shaping social competence in future pedagogues not only increases their professional training but also has a positive impact on their personal development, social activity, and the stability of their life position. From this point of view, an effective methodology for developing social competences serves as an important factor for future quality education.

Thus, the following main conclusions were reached in this article:

1. Social competence is one of the main professional qualities of a modern pedagogue, which includes the ability to organize social relations, communicate, work in a team, and take into account the perspectives of others.
2. In order to develop social competences in future pedagogues, using interactive, practical, and learner-centered methodologies is relevant and effective.
3. In the educational process, social competences can be effectively developed through trainings, role-playing games, problem-based tasks, and activities based on social situations.
4. The formation of social competences ensures not only the professional training of pedagogical personnel but also their personal growth, moral position, and civic activity.

In conclusion, it can be said that in order for future pedagogues to be not only knowledgeable and qualified but also active in society, open to communication, and socially mature individuals, it is necessary to scientifically develop and implement a methodology for developing their social competences.

This serves as an important step in upbringing a competitive, humanistic, and socially responsible pedagogical generation in the continuous education system.

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