



FORMATION OF SOCIAL-PEDAGOGICAL COMPETENCIES OF FUTURE TEACHERS IN HIGHER EDUCATION INSTITUTIONS

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Abstract

This article analyzes the theoretical and practical foundations for the formation of social-pedagogical competencies of future teachers in higher education institutions. The essence and content of the concept of social-pedagogical competence are explained, and its structural components—communicative, social, reflective, and emotional-intellectual aspects—are scientifically interpreted.

Furthermore, the pedagogical conditions and effective methods for developing these competencies in future teachers are identified. In particular, the implementation of a competency-based approach, the use of interactive teaching methods, the strengthening of practical activities, and the development of reflective processes are substantiated as important factors.

The results of the study contribute to improving the professional training of future teachers in the system of higher pedagogical education, developing their social-pedagogical potential, and enhancing the quality of education.

Keywords: Social-pedagogical competence, future teacher, higher education, competency-based approach, pedagogical technologies, professional training.

Introduction

In the Republic of Uzbekistan, several important normative and legal documents have been adopted to ensure the consistent development of science and education systems and their improvement based on modern requirements. In particular, by Presidential Decree PF-6097, the “Concept for the Development of Science until 2030” was approved, defining the priority directions of scientific research activity, mechanisms of innovative development, and strategic tasks for increasing scientific potential.



In addition, Presidential Decree PF–5712 approved the “Concept for the Development of the Higher Education System until 2030,” which identified strengthening the position of higher education institutions in international rankings, improving the quality of education, developing scientific activity, and implementing modern pedagogical technologies as priority directions.

Furthermore, the “Action Strategy,” approved by Presidential Decree PF–4947, covered five priority directions for the socio-economic development of the country, paying special attention to the modernization of the education system, development of human capital, and preparation of knowledgeable and competitive personnel.

These documents constitute the legal foundation for the systematic development of science and education in Uzbekistan and determine the strategic directions of the country’s development.

In the modern educational system, the professional training of future teachers is directly connected not only with pedagogical knowledge and skills but also with their social-pedagogical competencies. Under conditions of globalization, humanization of education, and the priority of competency-based approaches, teachers are required not only to transmit knowledge but also to act as managers of the social environment, organizers of educational processes, and active subjects oriented toward personality development.

From this perspective, the formation of social-pedagogical competencies in future teachers at higher education institutions emerges as an urgent pedagogical issue.

The Concept of Social-Pedagogical Competence

Social-pedagogical competence is the ability of a teacher to function effectively in a social environment, properly organize interaction with students, manage educational processes, and make pedagogical decisions corresponding to social requirements.

This competence includes the following structural components:

Communicative competence (communication culture and establishment of social interaction);

Social competence (active participation in society and social adaptation);

Reflective competence (analysis and evaluation of one’s own activity);

Emotional-intellectual competence (management and understanding of emotions).

The issue of preparing future teachers for social-pedagogical activity in pedagogical higher education institutions is interpreted as one of the priority directions of modern



pedagogical science. This process includes not only acquiring theoretical knowledge but also forming practical skills, developing professional competencies, and mastering innovative approaches.

Uzbek scholar O.N. Imomkulova comprehensively analyzed issues related to improving the methodological and mathematical preparation of future primary school teachers. Her studies scientifically substantiated the importance of effectively using modern pedagogical and information technologies in the formation of teachers' professional competence.

In particular, her studies conducted in 2010 systematically clarified the requirements for teachers' methodological preparation, while later studies analyzed how this preparation has been transformed under the influence of informatization processes.

Imomkulova's research (2018) also extensively examined the preparation of future teachers under conditions of informatization of education. The author scientifically proved that the effective use of modern pedagogical technologies in this process is an important factor in improving educational quality. Her scientific views demonstrate that innovative approaches play a decisive role in developing teachers' professional preparation.

In addition, the author's later studies (2020) deeply analyzed the methodological aspects of developing mathematical preparation based on innovative technologies and highlighted scientific-practical ways of effectively organizing this process.

The analysis of local scientific literature indicates that the use of pedagogical diagnostics, differentiated approaches, and project methods in the preparation of future teachers possesses high effectiveness. In particular, materials from scientific-practical conferences held in 2019 interpreted organizing the educational process based on pedagogical diagnostics as an important tool for individualizing educational activity and forecasting educational outcomes.

At the same time, studies conducted in 2018 scientifically substantiated the importance of the project method in developing students' research skills, independent thinking, and practical orientation. These approaches serve as important pedagogical factors in improving future teachers' readiness for social-pedagogical activity.

Moreover, issues related to developing professional competencies in pedagogical higher education institutions have also been widely discussed in scientific research. For instance, scientific works published in 2021 emphasized that improving future teachers' mathematical preparation can increase their adaptability to professional



activity. Research aimed at developing creative competencies in differentiated education also provides an important theoretical basis for organizing teachers' social and professional activity effectively.

Overall, the analysis of existing scientific literature demonstrates that preparing future teachers for social-pedagogical activity requires a multifaceted and systematic approach. In this process, improving methodological preparation, implementing innovative pedagogical technologies into educational practice, effectively using pedagogical diagnostic tools, and developing students' creative competencies should be carried out in close interrelation.

The integration of these components elevates future teachers' readiness for professional activity to a qualitatively new level. From this point of view, scientifically improving the process of social-pedagogical preparation in pedagogical higher education institutions appears as one of the urgent scientific-pedagogical problems of the modern era.

Research Methodology

Within the framework of this study, a comprehensive methodological approach was applied to determine and evaluate the level of future teachers' readiness for social-pedagogical activity. The research design had an integrative character, ensuring the combination of quantitative and qualitative methods. This made it possible to conduct a multifaceted analysis of the studied phenomenon and increase the reliability of the results.

1. Strategy for Collecting Empirical Data

Empirical data were collected through the following main methods:

Survey — conducted among students and teachers to determine the level of formation of social-pedagogical competencies;

Semi-structured interview — enabled an in-depth study of respondents' individual experiences, views, and professional reflections;

Pedagogical observation — focused on analyzing students' behavior and activities related to social-pedagogical activity within real educational processes under natural conditions.

The combination of these methods was selected based on the principle of triangulation and served to increase the internal validity of the data.



2. Analysis of Theoretical and Documentary Sources

To strengthen the theoretical basis of the study, the following materials were analyzed using the content-analysis method:

educational curricula;
methodological manuals;
normative-legal documents.

Through content analysis, the educational content, the level of implementation of competency-based approaches, and the degree of reflection of social-pedagogical components were clarified. This made it possible to identify methodological gaps in the existing education system.

Results and Discussion

The results of scientific research and systematic observations demonstrated that the use of information and communication technologies in organizing the educational process in higher education institutions has higher effectiveness compared to traditional pedagogical approaches.

At the same time, the findings revealed that despite the availability of opportunities for using computer technologies and social-didactic innovative tools in education, insufficient attention is still being paid to them.

This situation places new requirements and tasks before the modern higher pedagogical education system. In particular, it becomes necessary to:

improve educational quality;
ensure educational effectiveness;
strengthen openness and humanization of education;
widely implement a learner-centered educational model.

Alongside this, ensuring continuity between all stages of the education system and integrating it into the global educational environment emerge as urgent strategic tasks. The twenty-first century, regarded as the age of information technology, requires completely new approaches from the education system. In modern society, it is important to form the younger generation not only as possessors of knowledge but also as individuals with high intellectual potential, creative thinking abilities, and readiness for innovative activity.



Therefore, creating pedagogical and organizational conditions necessary for preparing specialists capable of enriching science and production with new technologies becomes a priority task.

The professional preparation of future teachers primarily depends on the quality of teacher training in higher education institutions. Teachers' level of competence, professional mastery, and ability to scientifically organize and manage pedagogical processes are decisive factors in the comprehensive development of students' personalities.

From this perspective, there arises a need for deeper scientific investigation into improving future teachers' professional preparation for organizing and managing pedagogical activities aimed at forming harmoniously developed individuals.

Pedagogical Conditions for Forming Social-Pedagogical Competencies

The effective formation of social-pedagogical competencies in future teachers depends on the following pedagogical conditions:

1. Implementation of a Competency-Based Approach

In the educational process, priority should be given not merely to transmitting knowledge but to developing competencies oriented toward practical activity.

2. Use of Interactive Methods

Methods such as debates, training sessions, case studies, and role-playing games increase students' social activity.

3. Strengthening Practical Activity

Real experience is acquired through pedagogical practice, social projects, and volunteer activities.

4. Development of Reflective Activity

It is important to form students' skills of analyzing and evaluating their own activities.

Modern Approaches

Today, the following approaches are especially important in forming social-pedagogical competencies:

competency-based approach;



learner-centered education;
activity-oriented approach;
innovative pedagogical technologies.

These approaches contribute to shaping teachers not only as transmitters of knowledge but also as social leaders.

Conclusion

In conclusion, the formation of social-pedagogical competencies in future teachers within higher education institutions is one of the important directions of the modern educational system. This process plays a significant role in effectively organizing teachers' professional activities, developing socio-psychological relationships with students, and improving the quality of education.

Based on the above analysis, scientifically grounded, systematic, and integrated organization of the educational process in pedagogical fields is an important factor in developing the professional competence of future teachers of exact and natural sciences. This approach enables the comprehensive formation of teachers' theoretical knowledge, practical skills, and readiness for innovative activity.

At the same time, the qualitative organization of educational processes contributes to increasing future specialists' competitiveness and preparing them as highly qualified professionals adaptable to the requirements of the modern labor market.

As a result, necessary conditions are created for achieving high efficiency in the education system, consistently developing the potential of pedagogical personnel, and preparing specialists who meet the needs of society.

Therefore, it is necessary to widely implement innovative methods and technologies aimed at developing social-pedagogical competencies in the higher education system.

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