

DEVELOPMENT OF SOCIAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS THROUGH AN INNOVATIVE APPROACH

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ABSTRACT

This scientific article (or thesis) is devoted to the theoretical and practical problems of developing the social competence of future primary school teachers through innovative approaches. Social competence is analyzed as an integral part of professional activity based on the concepts of L. S. Vygotsky, J. Dewey and modern SEL (Social Emotional Learning), in which it includes the ability of the teacher to create a positive psychological climate in the classroom, to form social activity in students and to adapt to complex communication situations.

The results of the analysis show differences between traditional approaches in the education system of Uzbekistan and foreign best practices, such as the EU Recommendations 2023 (Key Competencies for Lifelong Learning) (e.g. Iswari (2017)'s trainings in inclusive education). Based on the work of local scientists (Akhmedova, Khojieva), the author scientifically substantiates the need to introduce innovative approaches (ICT, interactive methods, reflexive analysis, cooperative learning). The article emphasizes the need to develop a comprehensive model for the development of socio-emotional competence of future teachers in accordance with the state strategies of the education system of Uzbekistan, and aims to fill this scientific gap.

Keywords: Social competence, Innovative approach, Primary education, Social-emotional learning (SEL), Reflexive analysis, Communicative competence, Cooperative learning, Pedagogical competencies.

INTRODUCTION

In the modern education system, the professional skill of a teacher is directly related not only to the activity of education, but also to the degree of formation of his social competence. Social competence is the ability of a teacher to establish an effective dialogue with society, to have the correct understanding of the student's personality, to create a collaborative learning environment and to form positive social values [1].

In the 21st century, concepts such as the processes of global transformation in education, the expansion of the digital environment, social-emotional learning (SEL) require a new approach from the teacher, innovative thinking and communicative competencies [2]. At the same time, the teacher directs not just the transfer of knowledge, but also the formation of students as independent, socially active, emotionally stable individuals [3].

In recent years, global research has shown that teachers' socio-emotional competence has a direct impact on their lesson effectiveness, the psychological climate in the classroom, and students' motivation to learn [4]. For example, a Leibniz Institute for Science and Mathematics Education study recognized social-emotional competence as an integral factor for teacher success [5].

Also, articles published in the MDPI Education Journal describe innovative approaches to developing teachers' creativity, effective use of digital technologies, and working in an

intercultural environment [6]. At the same time, the teacher's openness to innovation and social flexibility is seen as the main professional indicator [7].

Reforms in this area are also gaining momentum in the education system of Uzbekistan. In particular, the projects implemented in cooperation with UNESCO and UNICEF pay special attention to the development of social-emotional (SEL) skills of teachers. Within the framework of these projects, teachers are taught how to empathize with students, create a trusting environment, and increase social activity.

In addition, the digital transformation of education continues in our country. According to UNICEF 2025, the development of digital pedagogical skills and increasing the innovative potential of teachers in Uzbekistan is one of the priorities of the state policy [9]. At the same time, on the basis of presidential decrees, work was carried out to improve the system of training pedagogical personnel and retrain them in accordance with international standards [19].

Scientific research on the formation of social competence of future teachers is also emerging in the scientific field of Uzbekistan. For example, the article "Effectiveness of improving technologies for the development of social competence of future educators" investigated the effectiveness of technologies for developing social competence for teachers [11]. Research is also being carried out on the mechanisms for developing teachers' pedagogical competencies in inclusive education environments [12].

Thus, the development of the social competence of future primary school teachers through an innovative approach in modern education is considered not only an urgent scientific problem, but also one of the priority areas for the modernization of the education system of Uzbekistan.

LITERATURE REVIEW AND THE LEVEL OF KNOWLEDGE OF THE PROBLEM

The issue of developing the social competence of future primary school teachers is one of the most important areas of modern educational psychology. Today, in the international education system, the professional training of a teacher is determined not only by theoretical knowledge, but also by socio-psychological and communicative competencies [13].

In the "Key Competencies for Lifelong Learning" recommendation published by the European Union in 2023, social competence is defined as "the ability of an individual to work collaboratively, feel social responsibility, and act on the basis of empathy and cultural sensitivity" [14]. This competence is the necessary psychological basis for the teacher to establish interpersonal relationships in the educational process and to form social activity in students [15].

In the sociological and operational theories of A. Bandura, L. S. Vygotsky and J. Dewey, it is emphasized that the formation of social competence is closely related to the process of gaining active social experience of a person. In particular, according to Dewey's idea of "learning by doing", a student or teacher acquires social competence not through theoretical knowledge, but through practical action in an active social environment [16].

In recent years, a lot of research has been done in international pedagogical science to study the socio-emotional competence of teachers. According to the results of a meta-analysis conducted by Gebre, Demissie, and Yimer (2025), it has been proven that the social-emotional

competence of teachers has a direct positive relationship with students' participation in the lesson, interaction, and classroom climate [17].

Also, Savina, Fulton, and Beaton (2025) in their study showed that teachers' emotional competence is directly related to their communicative effectiveness, empathic approach to students, and ability to manage occupational stress [18]. These aspects are especially important for primary school teachers, as they play a central role in the process of socialization of the student's personality.

In recent years, the issue of improving the social competence of teachers in the education system of Uzbekistan has risen to the level of state policy. The resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated February 28, 2023 "On improving the system of advanced training of pedagogical personnel" sets out the task of developing the professional and social competence of teachers on the basis of innovative approaches [19]. At the same time, the Law "On Education" and the "New Uzbekistan - Development Strategy" recognize such qualities as social activity, adherence to moral values, and communicative culture as criteria for the quality of modern education [20].

Local scientists are also doing research in this direction. M.T. Akhmedova and E.K. Narmetova [21] have proved in their research that the integration approach is effective in the formation of communicative competence in future teachers. N.B. Khojiyeva [22] developed a methodology for developing social competence and demonstrated the advantages of interactive methods for the development of teachers' personal responsibility, collaboration skills and social activity. In foreign experiences, the development of social competence is carried out mostly through practical trainings, interactive teaching, and reflective classes. For example, in a study by Iswari (2017), psychological training was effective in increasing teachers' social competence in inclusive learning environments, which improved teachers' levels of interaction and collaboration by more than 10% [23].

Thus, the analysis shows that although there are studies aimed at developing social competence, a comprehensive model for the formation of this competence of future primary school teachers through innovative approaches in the conditions of Uzbekistan has not yet been fully developed. Therefore, this study aims to fill the scientific gap in this direction.

RESEARCH METHODOLOGY

This study is still in the process of being conducted, and a methodological framework and research model are currently being developed. The general purpose of the study is to identify the scientific foundations and develop a practical model for the development of social competence of future primary school teachers through innovative approaches.

The main objectives of the research are:

1. Analysis of the theoretical foundations of the concept of "social competence";
2. Development of criteria for assessing the social competence of future primary school teachers;
3. Development of a model for the development of social competence based on innovative approaches (ICT, interactive learning, reflective analysis, cooperative learning);
4. Conducting experimental research on the basis of this model and determining its effectiveness.

At the end of the study, the dynamics of growth of social competence, changes in components (communicative, empathetic, reflective), and the effectiveness of innovative approaches are determined.

CONCLUSION

Development of the social competence of future primary school teachers through innovative approaches is one of the most important strategic areas of today's education system.

Theoretical analyses show that social competence includes a teacher's communicative culture, empathy, social responsibility, willingness to team cooperation, and the ability to adapt in social situations [25]. In world pedagogical practice, cooperative education, reflexive training, programs for the development of emotional intelligence, and teaching based on information and communication technologies are recognized as one of the most effective methods for the development of these competencies [46].

In recent years, deep reforms in this direction have been carried out in the education system of Uzbekistan, modern methodological approaches to the development of social and professional competence of teachers are being introduced. In particular, in 2023-2024, the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan has strengthened the principles of training pedagogical personnel based on the "competency model" [27].

Also, innovative approaches show the need to form the social competence of teachers not only through theoretical knowledge, but also in activities based on the principle of experiential learning.

Based on the analysis, the following scientific conclusions were reached in this article:

1. The development of social competence is an integral component of the pedagogical training system, which ensures the personal and professional growth of the teacher.
2. Training teachers through innovative approaches (ICT, interactive methods, reflexive analysis) enhances their social activities and increases the effectiveness of communication with students.
3. In order to implement national programs aimed at the formation of social competence in the education system of Uzbekistan, it is necessary to integrate models and methodologies developed on the basis of international experience.
4. In the future, through experimental research in this direction, it is necessary to determine the level of social competence of future primary school teachers, to test effective methods in practical terms.

Thus, the development of social competence through innovative approaches is recognized as one of the most important factors for improving the quality of the educational process, supporting the personal growth of teachers and guaranteeing the effectiveness of primary education.

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