

## TECHNOLOGIES FOR DEVELOPING SOCIO-PEDAGOGICAL COMPETENCE OF FUTURE TEACHERS

<https://doi.org/10.5281/zenodo.20511894>

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### **Abstract**

This paper substantiates the need for modern teacher training models focused on developing socio-pedagogical competence in the context of global transformations; it considers international initiatives and national measures aimed at improving the quality of pedagogical education. The value of the profession for qualification requirements is critically examined, as are its limitations in describing deep-seated readiness, which justifies the integration of operational and socio-pedagogical components. A structural model of this competence is proposed (personal qualities; professional pedagogical knowledge; general pedagogical skills; functional actions), and a conclusion is drawn about the necessity of a systematic approach aimed at developing its value-motivational, cognitive, and practical-activity components.

### **Keywords**

social-pedagogical competence, professional teacher training, profession, didactic conditions, general pedagogical skills, professional pedagogical knowledge, inclusive education, humanistic focus, modernization of education, tolerance and intercultural competence.

Modern models of preparing future teachers for professional activities are being introduced in educational institutions around the world. In the interests of improving work efficiency and developing communicative competencies, the principles of the European Council's "Partnership Strategies" in the field of education and training until 2030 are being implemented; The information systems centers of the European Association of higher professional educational institutions (EURASHE), as well as the ENIC-NARIC network and the international educational organization Education International, on the basis of normative and

methodological materials, systematic work is being carried out to improve approaches to the formation of socio-pedagogical competence of future educators.

In recent years, our republic has been experiencing a steady increase in the quality of higher education and an increase in the level of socio-pedagogical competence of future teachers in their professional activities. At each stage of preparation, a system of didactic conditions is being formed that aims to increase the effectiveness of the learning process through clear decomposition of goals and coordinated interaction between them. This will serve to develop pedagogical and psychological mechanisms for mastering knowledge and create a regulatory and legal framework for their implementation. The main task is to ensure access to quality and affordable education for young people at all levels, as well as to create conditions for the development of inclusive education in the regions. As a result, it is expected that the forms and channels of presenting educational information will expand and the methods of forming the socio-pedagogical competence of teaching staff will improve.

B. S. Abdullayev, S. S. Babadjanov, D. Sh. Baratov, O. Yu. Bozorov, N. A. Valikanov, N. A. Muslimov, L. R. Hayitov, Sh. Sh. Shomuradov, I. S. Danilov, I. A. Zimnyaya, N. V. Kuzmina, A. K. Markov, V. A. Sitarov, V. A. Slastenin, V. A. Kan-Kalik, B. D. Elkonin, E. F. Zeer and Yu. G. A number of studies by scientists such as Tatur have analyzed general approaches to the formation of professional competence of teachers.

Issues of competence occupy one of the central places in pedagogical science. The uniqueness of competence-based approaches is noted by a number of researchers, in particular, B. S. Abdullayeva, D. Sh. Baratova, A. G. Eminov, A. X. Mahmudov, S. S. Bobojonov, N. A. Valikhanova, D. D. Oribboyeva, M. A. Ahmedova, A. Bermus, R. Jo'rayev, I. Zimnyaya, O. Lebedev, N. Kuzmina, N. Muslimov, O. Musurmonova, N. This is reflected in the scientific works of scientists such as Chomsky, A. Shukhin and N. Egamberdiyeva. They have made a significant contribution to the theoretical understanding and methodological justification of the issues of forming the professional competence of teaching staff.

Competence is the conscious acquisition of relevant competence based on the systematic and in-depth mastery of knowledge and skills in a particular subject or professional field. Competence is demonstrated through the ability to purposefully apply accumulated knowledge in practical activities and ensure professional performance of tasks.

Social competence is understood as the ability to actively and adequately act in social relationships, possessing communicative skills and practical skills in

establishing interaction with subjects of professional activity. Social competence for the teacher includes a feeling of readiness and responsibility to participate in the development and implementation of projects and solutions throughout his professional career, respect for ethnomanguage and religious differences and a tolerant attitude towards them, as well as the ability to act in accordance with the requirements of the team and educational institution.

L. F. Spirin defines the general pedagogical profессиogram as a holistic and idealized model of the teacher's personality, which embodies the basic qualities necessary for the implementation of professional activities and the solution of educational and upbringing tasks in any pedagogical system.

Based on the analysis, the structure of the socio-pedagogical competencies of future teachers, which is based on the general pedagogical profессиogram, is shown to consist of four interconnected blocks.

The formation of the characteristics highlighted in the first block reflects the socio-pedagogical nature of the teacher's personality and his professional development, which, in turn, ensures the high effectiveness of the teacher's educational influence on students. These qualities help to democratize the organization of the pedagogical system and implement the process of developmental teaching and humanistic education.

The professional and pedagogical knowledge presented in the second block serves as the basis for the formation of general pedagogical knowledge and skills. General pedagogical competence is an integral quality inherent in each subject of pedagogical activity, representing the ability to effectively solve a wide range of pedagogical problems that cover various components of the educational system. Pedagogical actions are considered as an empirical indicator of the level of competence. The main criteria for successfully solving pedagogical problems are the humanistic orientation of the activity, professional competence, the relevance and innovativeness of the methods, the originality of the solutions, as well as the level of mastery of pedagogical actions and their timely implementation.

According to the research results, the profессиogram was found to be suitable as a reference for the qualification requirements for teachers; however, its practical significance was limited to describing operational competence. Therefore, we believe that in modern conditions, the profессиographic approach alone is not enough to comprehensively model a mature teacher. In the system of training future teachers, the task of forming readiness to perform not only educational and methodological, but also socio-pedagogical activities is relevant, the need for which is determined by the requirements of educational institutions and the social

environment. It is advisable to analyze the issues of socio-pedagogical competence from the perspective of modern trends in the reform and modernization of the national education system.

The socio-pedagogical competence of a future teacher is a key quality that helps him or her to effectively adapt to changing socio-economic conditions and ensures his or her readiness to respond to these changes quickly and pedagogically soundly.

The formation of this trait expands and deepens the professional worldview of the future teacher, stimulates the emergence of a holistic system of values, and strengthens the motivation for independent learning. As a result, the teacher's professional interest increases, which positively affects his or her willingness to continuously improve his or her professional activities, as well as the quality of his or her interaction with learners and the educational community.

In the process of a teacher's professional formation, qualitative changes occur in the content of his professional and pedagogical functions. These changes are reflected in the actualization of the spiritual and moral foundations of socio-pedagogical activity; in the ability to organize and provide pedagogical support, as well as ensure its practical application by students; in helping the child in the process of socialization; It is manifested in directing activities towards harmonizing relationships between all subjects of the educational process and respecting individual and group differences. Such educators are distinguished by their commitment to the principles of social justice, their purposeful creation of conditions for the socio-personal development of students, and their adherence to high professional and personal ethical standards.

**Conclusion:** This study confirmed the relevance of transitioning to an integrated model of teacher training aimed at the targeted formation of socio-pedagogical competence. The analysis of international and national regulatory guidelines indicates that effective training requires combining the valuable-motivational, cognitive and practical-activity components in the form of interconnected blocks: personal qualities, professional-pedagogical knowledge, General pedagogical skills and functional actions. The professionogram retains its practical value as a means of describing a profession, but its resources are limited in modeling in-depth professional training; it is necessary to move from a purely professionographic approach to a systematic, context-oriented design. The formation of socio-pedagogical competence helps teachers adapt to socio-economic changes and develop tolerance, inclusiveness, and innovative readiness in educational practice. To improve the quality of training, it is advisable to strengthen the

didactic conditions of training, integrate international experiences with normative recommendations, and ensure the continuity of professional development through practice-oriented programs and assessment mechanisms. Future research should clarify the methods of diagnosing and developing socio-pedagogical competence, taking into account regional characteristics and modern requirements of educational policy.

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