



METHODOLOGY FOR DEVELOPING SOCIAL ACTIVITY COMPETENCE IN FUTURE EDUCATORS

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Abstract. This article highlights the theoretical and methodological foundations for developing social activity competence in future educators. It analyzes the content, structural components, pedagogical significance of the competence of social activity, as well as the possibilities of its formation in the process of higher education. It also substantiates methods, forms, and tools that serve the active participation of future educators in the life of society, as well as the development of initiative, communicativeness, cooperation, responsibility, and civic position.

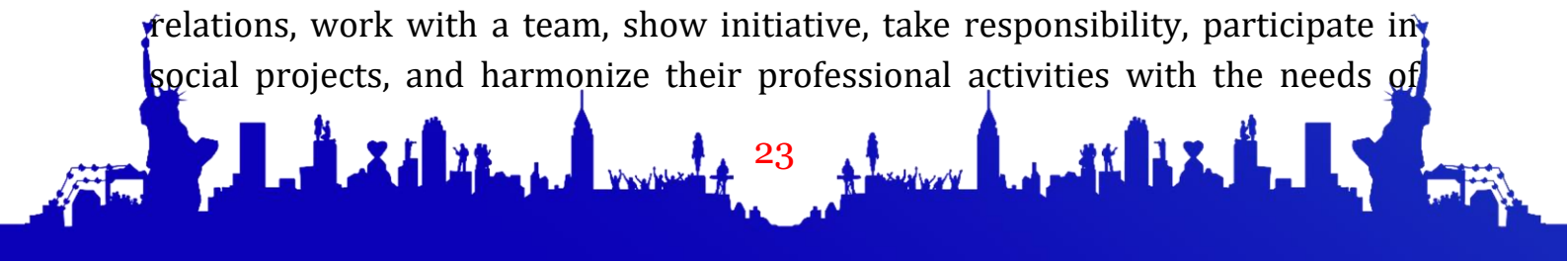
Keywords: future teacher, social activity, social activity competence, civic position, cooperation, interactive methods, project activity.

Introduction

In today's era of globalization, informatization, and the intensification of social relations, the education system faces the task of training pedagogical personnel who are not only knowledgeable but also possess an active civic position, are capable of taking an active part in the life of society, and have a deep understanding of social responsibility. In particular, the issue of developing the social activity competence of future educators is of particular importance as one of the current directions of modern pedagogical science. This is because the professional activity of a teacher is not limited to providing knowledge to students; it also plays an important role in shaping the worldview, social behavior, spiritual and moral views, and civic culture of the younger generation.

A future educator must be a person who is not indifferent to social processes occurring in society, open to innovations, capable of understanding social problems, and striving to take an active part in their resolution. Such qualities do not form on their own. They are developed through purposeful, systematic, and methodologically grounded pedagogical activities in the process of higher education. From this perspective, the development and improvement of a methodology for developing social activity competence in future educators is one of the important scientific and practical problems of the educational process.

The competence of social activity represents the teacher's ability to consciously participate in the life of society, communicate effectively in social relations, work with a team, show initiative, take responsibility, participate in social projects, and harmonize their professional activities with the needs of





society. This competence is considered an important indicator of the future teacher's professional maturity, spiritual perfection, and civic culture. If a teacher is socially active, they effectively influence the creation of a healthy social environment in the educational institution and the formation of a sense of cooperation, solidarity, patriotism, and responsibility among students.

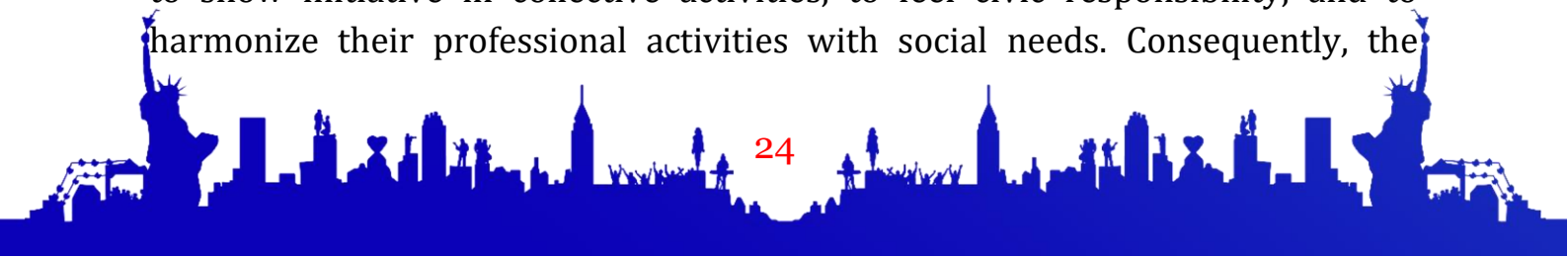
In the current process of higher pedagogical education, alongside increasing students' theoretical knowledge, special attention is paid to strengthening their readiness for practical activity, developing independent thinking, social initiative, and communicative culture. In this process, interactive methods, project-based learning, problem-based learning, training sessions, team assignments, volunteer activities, and socio-pedagogical projects serve as important methodological tools. Because it is through practical and socially oriented activities that students develop qualities such as activity, responsibility, leadership, cooperation, and creativity.

Furthermore, the development of social activity competence in future educators should be considered an integral part of the educational process. In this process, the personal example of professors and teachers, the democratic nature of the educational environment, respect for students' opinions, encouraging them to make independent decisions, and involving them in socially useful activities are of great importance. A student develops a sense of social activity, initiative, and responsibility only when they feel themselves to be an active subject rather than an ordinary participant in the educational process.

Discussion

The issue of developing the competence of social activity in future educators is one of the important directions of modern pedagogical education. Because today, the requirements for the personality of a teacher are not limited only to professional knowledge, methodological skills, and didactic skills. A teacher must be an enterprising and responsible individual capable of understanding social processes in society, guiding students toward an active life position, and working with a team. Therefore, the development of social activity competence should be considered an integral part of the content of pedagogical education.

In the process of discussion, it is first and foremost important to clarify the substantive essence of the competence of social activity. This competence represents the future educator's conscious and active participation in the life of society, the ability to be not indifferent to social problems, to justify their opinion, to show initiative in collective activities, to feel civic responsibility, and to harmonize their professional activities with social needs. Consequently, the





competence of social activity is not merely a manifestation of external activity, but a complex pedagogical phenomenon closely linked to an individual's internal motivation, values, worldview, and social experience.

Combining theoretical knowledge with practical activity is of particular importance in developing this competence in future educators. Because social activity is not formed only by mastering theoretical concepts. When a student applies their knowledge in real social situations, participates in team projects, seeks solutions to problem situations, and makes independent decisions, their social activity develops gradually. In this regard, organizing the educational process in higher education institutions based on practical, problem-based, and socially oriented tasks yields effective results.

The role of interactive teaching methods in developing social activity competence is incomparable. Methods such as "Brainstorming," "Discussion," "Case Study," "Cluster," "Debate," "Role-Playing," and the "Project Method" shape students not only as listeners but also as active participants. Through such methods, students develop a culture of independent thinking, defending their position, listening to the opinions of others, compromise, teamwork, and communication. In particular, the methods of debate and debate allow future educators to critically approach social phenomena, express opinions based on evidence, and demonstrate a civic position.

Project activities are considered one of the most effective tools for developing social activity competence. The development and implementation of socio-pedagogical projects by students develops their qualities of initiative, organization, responsibility, cooperation, and leadership. For example, spiritual and educational events, environmental campaigns, volunteer projects, and social assistance programs implemented in cooperation with mahallas, schools, youth organizations, or non-governmental organizations bring students into a real social environment. As a result, the student feels the needs of society, understands the social significance of their activities, and takes a responsible approach to their future pedagogical activities.

The issue of pedagogical conditions also occupies an important place in the topic under discussion. To develop the competence of social activity in future educators, a free, open, and democratic educational environment must be created within the higher education institution. Social activity naturally develops in an environment where the student's opinion is heard, their initiative is supported, and they are given the opportunity to make independent decisions. Conversely, in





an educational process based solely on command, memorization of ready-made knowledge, and passive listening, students may become socially passive.

The personal example of the professor-teacher is also an important factor in the formation of this competence. A socially active, proactive, open to communication, and responsible teacher serves as a practical role model for students. Future educators are often influenced by their teachers' communication style, professional attitude, social position, and pedagogical culture. Therefore, in the process of higher education, a teacher must not only provide knowledge but also act as an educational subject that forms social activity.

Furthermore, in developing the competence of social activity in future educators, it is necessary to widely utilize the opportunities of educational work, clubs, student councils, scientific-practical conferences, spiritual and educational events, and the activities of public organizations. This is because extracurricular activities enrich students' social experience. In this process, they perform various social roles, acquire organizational skills, and learn to harmonize collective interests with personal ones. As a result, they develop social responsibility, leadership, cooperation, and communicative activity.

The development of social activity competence is inextricably linked to communicative competence. A teacher's social activity is primarily determined by their ability to communicate effectively with people, clearly express their thoughts, possess a culture of listening, and establish cooperation with various social groups. Therefore, when training future educators, it is necessary to pay special attention to speech culture, pedagogical communication, conflictology, psychological training, and collective tasks.

Another important aspect of this competence is related to the reflexive approach. The student must be able to analyze their own activities, evaluate their successes and shortcomings, and understand the consequences of their social behavior. Through reflection, the future educator determines their social position, sets professional goals, and chooses directions for personal development. Therefore, it is advisable to use methods such as reflexive questions, essay writing, portfolio management, self-assessment, and group analysis during the lesson.

The results of the discussion show that the development of social activity competence is not a one-time event or a process carried out within the framework of a separate discipline. It is a continuous, step-by-step, and systematic process that must be integrated into the entire pedagogical education system. At the same time, the content of academic subjects, practical exercises, pedagogical practice,





educational activities, collective projects, and independent learning tasks must be organized in harmony with each other.

In conclusion, it can be stated that the methodology for developing the competence of social activity in future educators achieves high efficiency when implemented in a combination of personality-oriented, activity-based, competency-based, and socio-pedagogical approaches. Such an approach not only prepares future educators professionally but also serves to form them as active, responsible, proactive, and socially mature individuals in the life of society.

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