

PEDAGOGICAL CONDITIONS FOR DEVELOPING SOCIAL ACTIVITY COMPETENCE IN FUTURE EDUCATORS

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Annotation. The article analyses the pedagogical conditions for developing social activity competence in future teachers. Proceeding from the connection between social activity competence and the process of socialization, the author substantiates five key pedagogical conditions that ensure its effective development and reveals the possibilities of applying them in the practice of teaching the “Social Pedagogy” course.

Key words: social activity, competence, pedagogical condition, socialization, educational environment, reflection, future teacher, social pedagogy.

At the current stage of societal development, the rapid change in socio-economic relations, the development of civil society, and the modernization of the education system place the task of training educators who are active participants in social life, proactive, responsible, and possess modern professional competencies before higher pedagogical education.

The Law of the Republic of Uzbekistan No. ZRU-637 "On Education" dated September 23, 2020 [1] defines the main goal of education as the realization of an individual's intellectual, spiritual, moral, scientific, and professional potential, the formation of necessary competencies for their continuous education, and active participation in the life of society. These norms substantiate the need to develop not only the professional but also the social competencies of future educators within the higher pedagogical education system. Also, in the Resolution of the President of the Republic of Uzbekistan dated February 27, 2020, No. PP-4623 "On measures for the further development of the field of pedagogical education" [2], the training of teaching staff based on advanced international standards, the improvement of educational content, the introduction of modern pedagogical technologies, and the development of teachers' professional competencies are defined as priority areas for reforming pedagogical education.

At meetings dedicated to the training of pedagogical personnel, President Shavkat Mirziyoyev emphasizes that the training of educators with modern knowledge, high professional skills, initiative, and social responsibility is a decisive factor in improving the quality of education. This approach indicates the need to consider the development of social activity competence in future educators as one of the priority tasks of higher pedagogical education. However,



an analysis of the practice of higher pedagogical education shows that the traditional educational process, primarily aimed at acquiring knowledge, does not create sufficient opportunities for the comprehensive development of future educators' qualities such as social initiative, civic responsibility, cooperation, leadership, and participation in public activities. Therefore, the scientific substantiation of pedagogical conditions serving the development of social activity competence and their integration into the educational process is of current scientific and practical importance.

Pedagogical conditions are understood as a system of organizational, substantive, methodological, psychological, and didactic factors that ensure the achievement of the goals and expected results of the educational process. Identifying these conditions on a scientific basis is one of the important theoretical and practical foundations for improving the methodology for developing social activity competence in future educators.

The competence of social activity is formed in the process of personality socialization: it is precisely under the influence of society and the social environment that qualities such as humanity, patriotism, social activity, and responsibility are formed in a person [3; 8]. This pattern serves as the primary methodological direction for determining the pedagogical conditions for the development of this competence. Below are five main pedagogical conditions for the development of social activity competence.

The first condition is the creation of a socially oriented educational environment. Social activity is formed not only through the provision of theoretical knowledge but also in an environment that involves the student in the system of real social relations. In our national traditions, the mahalla is an important mechanism of socialization, in which the values of the public consciousness are transmitted from the mahalla to the family and the individual, and moral education is carried out through the introduction of practical activities [4; 52]. Therefore, organizing the educational environment in a higher educational institution in cooperation with the family, the mahalla, and the public is a primary pedagogical requirement.

The second condition is the implementation of a competency-based approach and the clear definition of the competence structure. To develop social activity, it is necessary to divide it into clear, measurable components. In international practice, particularly in the Council of Europe's model of democratic culture competencies, competencies are divided into groups of values, attitudes, skills, and knowledge and critical awareness [5]. Based on this, in our study, social



activity competence was divided into cognitive, communicative, axiological, and practical-activity components. The second important pedagogical condition is the purposeful development of each component.

The third condition is to involve students in practical socio-pedagogical activities. Competence is formed only in the process of activity. Therefore, it is advisable to introduce into the educational process methods that encourage the student to take active action—analysis of social cases, a project-reflexive portfolio, and methods for replacing social roles. The subject "Social Pedagogy" serves as the primary platform for organizing this activity, as its content directs the student toward participating in real social processes.

The fourth condition is to provide the educational process with continuous diagnostics and reflection. To manage the process of competence development, it is necessary to measure it regularly. Methods such as observation, interview, questionnaire, and pedagogical experiment play an important role in this; in particular, the pedagogical experiment serves as the basis for scientific and pedagogical research and serves to verify the reliability of hypotheses [6; 9]. Reflection based on diagnostic results ensures the student's understanding and improvement of their social activity.

The fifth condition is the training of professors and teachers and their harmony with national values. The development of social activity competence requires appropriate methodological training and a specific example of social activity from the teacher. In modern sources, the development of social competencies in students based on innovative pedagogical technologies is recognized as one of the important tasks facing higher education institutions [7; 3-b]. This process is more effective when carried out in harmony with national values and educational traditions (see Table 1).

1-table

No	Pedagogical conditions	Content	Expected pedagogical result
1	Integration of competency-based content into the educational process	Systematic integration of knowledge, skills, and values related to social activity into the content of science	Students develop cognitive and axiological components of social activity.



2	Use of interactive and practice-oriented methods	Application of case studies, projects, debates, problem situations, service learning, training, and other active methods	Students develop initiative, cooperation, and practical experience.
3	Organizing a reflexive learning environment	Establishing a reflective portfolio, self-assessment, group discussion, and analytical thinking	Students develop reflexive competence and a need for self-development.
4	Organization of the educational process based on social partnership	Establishing cooperation with the mahalla, educational institutions, public organizations, and social institutions	Social responsibility, civic stance, and social activity will be strengthened.
5	Ensuring the methodological training of professors and teachers and their harmony with national values	Developing the competence of professors and teachers in applying modern pedagogical technologies, harmonizing educational content with national values and educational traditions	A stable and effective pedagogical environment for the development of social activity competence is formed.

These five pedagogical prerequisites constitute an interconnected integrated system. The educational environment creates the foundation, the competency-based approach defines the goal, practical activity serves as the primary tool, diagnostics and reflection guide the process, and teacher training and national values ensure its effectiveness.

The development of social activity competence in future educators is effective provided that the following five pedagogical conditions are met: creating a socially oriented educational environment; implementing a competency-based approach and clearly defining its components; involving students in practical socio-pedagogical activities; providing the educational process with continuous diagnostics and reflection; and improving the training of faculty and harmonizing the process with national values. The systematic implementation of these conditions into the teaching process of the discipline "Social Pedagogy" creates a





scientifically grounded and effectively applied mechanism for the development of this competence.

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