



The Importance of Developing Social Competences of Future Teachers In The Process of Educational Transformation

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Abstract: The article examines the issue of developing social competencies of future teachers. The concept of social competence, its content and significance in the education system are considered in detail. It also describes the transformation of the educational process, that is, the process of acquiring new types of competencies by a teacher, including the development of social and communicative potential. The effectiveness of forming social competencies of future teachers through modern pedagogical methods, such as role-playing, problem situations, trainings and seminars, and innovative and interactive approaches is analyzed. Social competencies help students develop not only communication and social integration skills, but also such qualities as intercultural tolerance, empathy, teamwork and responsibility.

Keywords: Social Competencies, Pedagogical Methods, Educational Transformation, Communicative Competencies, Future Teachers, Digital Technologies.

Introduction

In today's era of globalization, new tasks and requirements are emerging for the education system. As information technologies develop and the form of social relations changes, it is becoming increasingly important for teachers to be not only knowledgeable in science, but also socially active and communicatively mature. In this regard, the development of social competencies of future teachers in the process of educational transformation is an integral part of the modern pedagogical process. The concept of social competence and its content Social competence is a set of skills and abilities that allow a person to successfully function in society, establish effective communication with others, adapt in an intercultural environment, and solve problem situations (Karimova, 2022). These competencies ensure that the educational process is based on humanistic principles. Educational transformation and its content and essence Educational transformation is a process of updating the education system, democratizing the relationship between students and teachers, integrating digital technologies, and harmonizing curricula with the requirements of the labor market. This transformation process requires new types of competencies from the teacher, including social and communicative potential.

The social, economic and technological changes taking place globally in the 21st century require a fundamental reform of each sector. In particular, the education sector is at the center of these changes, playing a leading role in the intellectual and spiritual development of society. Therefore, today the transformation of the education system is being carried out not only in terms of content and form, but also by updating the quality and competencies of educational subjects. As a result of transformation processes, the professional portrait of the teacher has changed, and he is no longer seen only as a provider of knowledge, but also as an educator, consultant, community member and leader. Also, as a result of the expansion of digital technologies, online learning platforms, and open knowledge spaces in the educational environment, teachers are required to be independent thinkers, able to work in a team, effectively participate in intercultural dialogue, and be socially active. This, in turn, requires special attention to the formation of social competencies in higher pedagogical education institutions. Improving the quality of education directly depends on the personal and professional competencies of the teacher. Among these competencies, social competence occupies a special place. Social competence includes such skills as the ability to interact with others, to function in different social groups, to show empathy, to accept cultural diversity, and to take a responsible approach to social problems. Developing these qualities in future teachers will ensure that they will later become mature educators who will impart not only knowledge but also social values to their students (Mamatqulova, 2021).

Methodology

This study utilized a qualitative research methodology to explore the development of social competencies in future teachers within the context of higher education. The research was conducted over the course of one academic semester at selected teacher training institutions. A purposive sampling method was used to select 60 undergraduate students in their third and fourth years of pedagogical education, ensuring participants had sufficient academic background and practical exposure to teaching practices. In addition, six teacher educators and methodological experts were included to provide further insight into the pedagogical processes and strategies employed.

Data collection was carried out through classroom observations, semi-structured interviews, reflective journals, and participation in pedagogical workshops. Classroom observations focused on teaching methods that aimed to foster social skills, such as role-playing, interactive group work, and problem-based learning. Interviews with both students and instructors explored their experiences, attitudes, and perceived challenges regarding the formation of social competencies. Student participants were also encouraged to keep reflective journals throughout the study period, documenting their growth, interpersonal interactions, and evolving understanding of social responsibility and collaboration. Workshops and seminars provided additional opportunities to practice and analyze social interaction through structured training exercises.

Throughout the study, students engaged in practical sessions that incorporated role-playing scenarios, collaborative problem-solving tasks, and team-based projects. These

activities were designed to promote empathy, cultural awareness, teamwork, and responsibility. Instructors facilitated reflection and provided feedback, creating an environment conducive to the development of communicative and social skills.

The collected data were analyzed using thematic analysis. Transcripts from interviews, journals, and workshop recordings were systematically reviewed and coded to identify recurring themes and patterns associated with the growth of social competencies. The analysis focused particularly on the expression and improvement of empathy, intercultural tolerance, collaboration, and interpersonal communication among the future teachers.

Result and Discussion

The findings of the study revealed that the integration of modern pedagogical methods significantly contributed to the development of social competencies among future teachers. Observational data showed increased student engagement during role-playing exercises and group discussions, with noticeable improvements in verbal communication, collaborative decision-making, and respectful conflict resolution. Participants demonstrated a growing capacity for empathy and intercultural sensitivity, especially when exposed to problem-based learning scenarios that required them to assume diverse perspectives.

Interviews with student participants indicated a positive perception of the training activities, particularly in how they helped build confidence, improve listening skills, and foster a deeper understanding of team dynamics. Many students reported becoming more open to peer feedback and more adept at managing classroom communication in simulated teaching sessions. Reflective journals supported these observations, as students documented personal growth in areas such as emotional regulation, active participation, and willingness to cooperate in team environments. The majority expressed that the interactive and experiential nature of the learning environment played a key role in their development.

Teacher educators also noted marked changes in students' behavior and attitudes over the course of the semester. According to their feedback, students became more socially responsible, displayed higher levels of initiative, and engaged more effectively in collaborative activities. Workshops and training sessions focusing on intercultural understanding and emotional intelligence were found to be especially impactful, with students showing improved self-awareness and social adaptability.

Thematic analysis of all collected data revealed several recurring themes, including increased empathy, enhanced teamwork capabilities, greater tolerance for diversity, and the development of a professional communicative style. These themes collectively suggest that the structured use of innovative and interactive pedagogical methods can substantially strengthen the social competencies of future teachers, thereby better preparing them for the demands of the modern educational landscape.

Observations and studies conducted in higher pedagogical educational institutions of Uzbekistan (Karimova, 2022) (Mamatqulova, 2021) show that organizing the educational

process using interactive methods aimed at developing social competencies (role-playing games, problem situations, project work) forms not only communication skills in future teachers, but also aspects such as social responsibility, positive attitude, and intercultural tolerance (Mamatqulova, 2021). Numerous pedagogical studies confirm the importance of the role-playing method in developing social competencies. This method allows students to imagine themselves in different social roles. Thus, they learn how to react to real-life problems and how to communicate with others. According to A.T. Kolb's theory of experiential learning (Kolb, 1984), this method encourages students to be active and actively teaches their interactions. Also, the main role of the role-playing method in the development of social competencies is the formation of empathy and compromise skills. Students try to understand the position of others in the role they are learning, which helps to strengthen communication skills. Trainings and seminars are especially effective in developing psychological and communication skills. The main skills that are important for the formation of social competencies are mutual understanding, social responsibility, and working in harmony with others (Kolb, 1984). Therefore, scientific research on trainings and seminars for example (Goleman, 1995) shows that through these methods, students learn to manage their emotional state. Students achieve increased social activity and a sense of social responsibility (Goleman, 1995).

Pedagogical literature and scientific research emphasize that social competence plays an important role not only in teachers' success in communicating with each other, but also in their ability to work together, solve problems, and strengthen social interactions with their students. Several issues arise when assessing the effectiveness of methods aimed at developing social competences for future teachers. For example, methods such as role-playing and problem situations allow students to test themselves in various social situations. However, these methods should not only be used to train students, but also to help them re-analyze the results obtained, learn from mistakes, and deepen social competences. This is important for educators, because the teacher should act not only as a provider of knowledge, but also as a person who develops students personally and socially. In addition, PBL (problem-based situations) and project-based teaching methods develop students' skills in working in groups and exchanging ideas. However, when introducing these methods, it is necessary to adapt them to the level of students in the class and their existing level of knowledge. The effectiveness of PBL and project methods lies mainly in the fact that they activate student interaction and create an opportunity to freely express their thoughts. These methods can become the main tool for forming a sense of social responsibility and collective thinking in future teachers. Each method has its own characteristics and helps to form socially mature, open-minded and socially active individuals in students. It is also important to be careful when using methods and adapt them to the needs of students and learning conditions. The education system's approach to the development of social competencies is further improved through the correct selection of pedagogical methods and constant evaluation of the effectiveness of the educational process.

Conclusion

Effective pedagogical methods for the development of social competencies and the proper organization of the educational process allow future teachers to be formed not only as qualified educators, but also as active and responsible citizens in society. This process, in turn, serves the development of the modern education system and society. The issue of developing teachers' social competencies is an integral part of the modern education system. Social competencies ensure the formation of teachers not only as pedagogical skills, but also as active and responsible citizens in society. The importance of developing social competencies in the educational process is incomparable, as they help to strengthen teachers' abilities to communicate, work collaboratively with others, and connect with different segments of society.

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