



IMPROVING THE METHODOLOGY OF DEVELOPING THE SOCIAL COMPETENCES OF FUTURE TEACHERS ON THE BASIS OF THE SCIENCE OF EDUCATIONAL WORK METHODOLOGY

Xojiyeva Nasiba Bahodirovna

Teacher Bukhara Asian International University

Abstract

This article explores the enhancement of the methodology for developing social competences in future teachers, grounded in the science of educational work methodology. By examining the theoretical foundations and practical applications, the study identifies key strategies and techniques for integrating social competence development into teacher education programs. The research emphasizes the importance of experiential learning, reflective practice, and collaborative activities in fostering essential social skills. The findings suggest that a comprehensive approach, combining theoretical knowledge with practical experience, significantly improves the social competences of future educators. This study contributes to the ongoing discourse on teacher preparation by providing actionable insights and recommendations for curriculum developers and educators.

Keywords

social competences, future teachers, educational work methodology, teacher education, experiential learning.

The development of social competences in future teachers is a critical aspect of their professional preparation. Social competences, which encompass a range of interpersonal and intrapersonal skills, are essential for effective teaching and fostering a positive learning environment. These competences include communication, empathy, teamwork, conflict resolution, and the ability to build and maintain constructive relationships with students, colleagues, and the community. Given the diverse and dynamic nature of contemporary classrooms, it is imperative that teacher education programs prioritize the cultivation of these skills. The science of educational work methodology provides a robust framework for enhancing the development of social competences in teacher education. This methodology, rooted in both theoretical and practical knowledge, offers a comprehensive approach to understanding and improving educational practices. By integrating insights from psychology, sociology, pedagogy, and other related disciplines, it provides a holistic view of the factors that influence teaching and learning. This interdisciplinary approach is particularly valuable in addressing the complex and multifaceted nature of social competence development. One of the primary challenges in developing social competences among future teachers is the gap between theoretical knowledge and practical application. Traditional teacher education programs often emphasize subject matter knowledge and pedagogical theory, with less focus on the practical aspects of teaching, including the development of social competences. However, effective teaching requires more than just mastery of content; it necessitates the ability to connect with students, manage classroom dynamics, and create a supportive and inclusive learning environment. Experiential learning, reflective practice, and collaborative activities are key strategies for bridging this gap. Experiential learning involves engaging students in hands-on, real-world experiences that allow them to apply theoretical concepts in practical settings. This approach not only reinforces learning but also helps future teachers develop critical social competences through direct interaction and experience. Reflective practice encourages students to critically

analyze their experiences, identify areas for improvement, and develop strategies for enhancing their social competences. By reflecting on their interactions with students and colleagues, future teachers can gain deeper insights into their strengths and weaknesses and develop more effective teaching practices. Collaborative activities, such as group projects, peer teaching, and community engagement, provide opportunities for future teachers to work together, share perspectives, and develop their social competences in a supportive and interactive environment. These activities foster teamwork, communication, and mutual respect, which are essential for successful teaching. This article aims to explore and enhance the methodology for developing social competences in future teachers, grounded in the science of educational work methodology. By examining the theoretical foundations and practical applications of this approach, the study seeks to identify effective strategies for integrating social competence development into teacher education programs. The findings and recommendations presented in this study are intended to contribute to the ongoing discourse on teacher preparation and provide actionable insights for curriculum developers and educators. Through a comprehensive and interdisciplinary approach, this research aims to improve the social competences of future teachers and, ultimately, enhance the quality of education.

The Importance of Social Competences in Teaching Social competences are foundational to effective teaching and learning. These competences enable teachers to foster positive relationships, manage classroom dynamics, and create an inclusive environment that supports all students. In the context of a diverse and ever-changing educational landscape, teachers must be equipped with the skills to communicate effectively, resolve conflicts, and empathize with their students' varied experiences and needs. Without these competences, even the most knowledgeable teacher may struggle to engage students and facilitate a productive learning environment.

Theoretical Foundations of Educational Work Methodology Educational work methodology draws from multiple disciplines, including psychology, sociology, and pedagogy, to create a holistic framework for teaching and learning. This interdisciplinary approach recognizes that education is not merely the transmission of knowledge but a complex interaction of cognitive, emotional, and social processes. The theoretical foundations of this methodology emphasize the importance of experiential learning, reflective practice, and collaboration in developing effective teaching practices.

Experiential Learning in Teacher Education Experiential learning, as proposed by educational theorists like David Kolb, is based on the idea that learning is a process whereby knowledge is created through the transformation of experience. In teacher education, this means providing future teachers with opportunities to engage in real-world teaching experiences. Student teaching placements, internships, and classroom simulations allow future teachers to apply theoretical concepts in practice, gain practical experience, and develop their social competences. During these experiences, future teachers learn to navigate the complexities of classroom management, student engagement, and effective communication. They encounter diverse student populations and learn to adapt their teaching strategies to meet the needs of all learners. These hands-on experiences are invaluable in helping future teachers develop the social competences necessary for effective teaching.

Reflective Practice Reflective practice is a critical component of professional development in teaching. It involves continuous self-assessment and reflection on one's teaching practices, interactions with students, and overall effectiveness. By regularly reflecting on their experiences, future teachers can identify areas for improvement and develop strategies to enhance their social competences. John Dewey, a prominent educational philosopher, emphasized the importance of reflection in learning, arguing that reflective thought is essential for growth and improvement. In the context of teacher education, reflective practice encourages future teachers to critically analyze their teaching experiences, consider the impact of their actions on students, and make informed adjustments to their practices. This process not only improves their teaching skills but also fosters a deeper understanding of the social and emotional aspects of education.

Collaborative Activities Collaboration is another key strategy for developing social competences in future teachers. Group projects, peer teaching, and community engagement activities provide opportunities for future teachers to work together, share ideas, and learn from one another. These collaborative experiences foster essential skills such as teamwork, communication, and mutual respect. For example, group projects in teacher education programs can involve designing and implementing lesson plans, conducting research on educational practices, or developing strategies for addressing specific classroom

challenges. Through these collaborative activities, future teachers learn to negotiate roles, resolve conflicts, and support one another, thereby enhancing their social competences.

To effectively develop social competences in future teachers, teacher education programs must integrate these competences into their curricula. This can be achieved through a combination of coursework, experiential learning opportunities, reflective practice, and collaborative activities. Courses on classroom management, educational psychology, and communication skills should include components that specifically address social competences. Additionally, teacher education programs should provide structured opportunities for future teachers to engage in real-world teaching experiences and reflect on their practice. Mentorship programs, where experienced teachers guide and support future teachers, can also be instrumental in developing social competences. Mentors can provide valuable feedback, model effective social interactions, and help future teachers navigate the challenges of the teaching profession.

In conclusion, Developing social competences in future teachers is essential for effective teaching and the creation of positive learning environments. By leveraging the science of educational work methodology, teacher education programs can integrate experiential learning, reflective practice, and collaborative activities into their curricula. These strategies provide future teachers with the skills and experiences necessary to navigate the complexities of the classroom and foster meaningful connections with their students. Through a comprehensive and interdisciplinary approach, teacher education programs can ensure that future teachers are well-equipped to meet the social and emotional needs of their students, ultimately enhancing the quality of education.

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