DEVELOPING THE SOCIAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS THROUGH AN INNOVATIVE APPROACH

Mamanova Dinora Olimjonovna

Received: 29.10.2025
Revised: 30.10.2025
Accepted: 31.10.2025

Keywords:
social competence, teacher education, innovation, digital pedagogy, cooperative learning, emotional intelligence.

Abstract. In the context of educational modernization, the formation of social competence among future primary school teachers has become a strategic priority. This article investigates innovative pedagogical strategies that support the development of social competence as an integral component of professional readiness. The study focuses on the integration of digital pedagogy, cooperative learning, and emotional intelligence training within teacher education curricula. The findings highlight that innovative approaches significantly enhance communication, self-reflection, and interpersonal awareness among student teachers, ensuring more effective adaptation to the demands of modern schooling.

Introduction. In the 21st century, education is no longer limited to the transmission of academic knowledge; it also emphasizes the formation of key life competencies. Among them, social competence plays a vital role in ensuring successful interpersonal communication, teamwork, and effective classroom management. Future primary school teachers must be able to build empathetic relationships, maintain a positive classroom climate, and respond flexibly to diverse social situations.

However, research indicates that traditional teacher training often overlooks the development of these social-emotional skills. Therefore, there is an urgent need for innovative approaches that combine cognitive, emotional, and behavioral learning experiences to foster social competence during pre-service teacher education.

Methods. The research employed a qualitative-descriptive methodology based on analysis of recent scientific publications, observation of pedagogical practices, and expert interviews with university educators. The study identified several key pedagogical models applied in international and local contexts, including blended learning environments, digital collaboration tools, and experiential learning techniques.

These innovations were examined according to their effectiveness in promoting communication, empathy, and teamwork among student teachers. The framework used for analysis was adapted from the Social and Emotional Learning (SEL) model developed by CASEL (2020), emphasizing five core components: self-awareness,

self-management, social awareness, relationship skills, and responsible decision-making.

Results and Discussion. Findings revealed that innovative learning environments—particularly digital and project-based learning—play a crucial role in developing future teachers' social competence. Interactive online platforms (such as Google Classroom, Padlet, and Edmodo) facilitate collaboration and constructive feedback. Additionally, simulation-based learning allows teacher candidates to practice real-life communication scenarios, thereby improving empathy and conflict-resolution skills.

Another significant result is the positive correlation between emotional intelligence training and the development of social awareness. Student teachers who engaged in reflective exercises and mindfulness sessions demonstrated higher levels of tolerance, adaptability, and mutual respect.

Furthermore, cooperative learning was shown to strengthen teamwork and leadership abilities, while mentorship programs provided authentic social learning experiences within professional communities. The integration of these innovative practices into teacher training programs led to improved motivation, peer cooperation, and socio-emotional competence.

Conclusion. The study concludes that fostering social competence through innovative pedagogical approaches is essential for preparing future primary school teachers for modern educational challenges. Incorporating digital technologies, reflective learning, and cooperative projects into teacher education contributes to the development of socially responsible, empathetic, and communicative professionals.

For sustainable improvement, universities should embed social competence development as a core component of teacher training curricula. Further research is recommended to explore quantitative measurements of innovation-based social competence growth and its long-term effects on professional performance in real classrooms.

References

1. Goleman, D. (2018). *Emotional Intelligence: Why It Can Matter More Than IQ.* Bantam Books.
2. Hargreaves, A. & Fullan, M. (2020). *Professional Capital: Transforming Teaching in Every School.* Teachers College Press.
3. OECD. (2021). *Teaching for the Future: A Framework for 21st Century Competence.* OECD Publishing.
4. CASEL. (2020). *Social and Emotional Learning Framework.* Chicago: Collaborative for Academic, Social, and Emotional Learning.
5. Zainuddin, Z., & Keumala, C. M. (2022). "Blended Learning and the Development of Social Competence in Teacher Education." *International Journal of Educational Innovation*, 14(2), 55–67.