INNOVATIVE APPROACHES TO THE DEVELOPMENT OF SOCIAL COMPETENCE AMONG FUTURE PRIMARY SCHOOL TEACHERS

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Abstract. This scientific article explores the methodological foundations for developing the social competence of future primary school teachers through an approach based on action research and reflective practice. Drawing on V. A. Slastenin's [1] theoretical framework, social competence is conceptualized as a form of "social-emotional immunity" against complex situations in the school environment. The study integrates innovative perspectives derived from Canadian Critical Social Literacy and the Japanese/Chinese Lesson Study experience. The main goal is to identify criteria for a complex model focused on self-development that incorporates Design Thinking methodology, grounded in John Hattie's theory of Collective Teacher Efficacy [12].

Introduction. In the modern education system, teachers are expected not only to possess theoretical knowledge but also to master practical skills—especially social competences. This is particularly crucial for primary school teachers, who are responsible for developing children's initial communicative abilities, understanding of social behavior, and adaptability to the community. Therefore, in the process of preparing future teachers, special attention should be given to the development of social competence as a key component of professional formation.

Relevance and Theoretical Foundations. Under conditions of global transformation and digitalization, the teacher's role has expanded from transmitting cognitive knowledge to guiding students' socio-emotional and professional development [3].

According to V. A. Slastenin [1], professional competence is an integration of personal, social, and special competencies. Therefore, the teacher's ability to resolve conflicts constructively, and collaborate effectively with parents and colleagues, has become a major determinant of educational success.

The decisive role of emotional intelligence (EI) in this process was justified by D. Goleman [3], who emphasized that a high level of EI enables a teacher to

create a "safe and supportive social classroom environment." Building on these theoretical foundations, this study proposes a practice-oriented, collaborative model aimed at developing social competence among future primary school teachers.

ANALYSIS OF LOCAL AND INTERNATIONAL APPROACHES TO SOCIAL COMPETENCE DEVELOPMENT

Research in Uzbekistan

- **Pedagogical Communication Culture (Qurbonov A. S.):** Qurbonov emphasizes that strengthening pedagogical communication skills plays a central role in developing the social-professional readiness of future teachers [6].
- **Emotional Self-Regulation (Urunova L.):** Urunova's research focuses on developing self-regulation competence among primary school teachers [7].
- **Ethical Communication in Digital Environments (Tursunov E.):** Tursunov identifies digital ethics, online responsibility, and virtual communication as new components of social competence [8].

International Educational Practices

- **Canada (Critical Social Literacy):** Canadian teacher education promotes inclusivity, cultural diversity, and social justice through the Critical Social Literacy approach [9].
- **South Korea (Gamification):** Korean programs employ game-based learning to build collaboration, mutual support, and healthy competition among learners [10].
- **The Netherlands (Problem-Based Learning):** Dutch universities integrate real-life classroom conflicts and dilemmas into Problem-Based Learning (PBL), thus enhancing teachers' applied social skills [11].

CRITERIA OF THE INNOVATIVE MODEL FOR DEVELOPING SOCIAL COMPETENCE

The proposed model is based on three fundamental methodological pillars: Collective Teacher Efficacy, Design Thinking, and Action Research.

Collective Teacher Efficacy and Design Thinking

The model builds upon John Hattie's theory of *Collective Teacher Efficacy* [12], which highlights the collective belief in teachers' ability to positively impact student learning.

To achieve this, the study incorporates Design Thinking methodology [13], encouraging teachers to approach social problems through the following stages:

1. Empathize – understanding the learners' and colleagues' perspectives;
2. Define – identifying core challenges;
3. Prototype – creating and testing social-communication strategies;
4. Test – evaluating and reflecting on outcomes in classroom practice.

Lesson Study and Action Research Mechanism

The Lesson Study model, originating from Japan [15], forms the practical basis of this approach. It integrates with Action Research principles [14], enabling

teachers to transform real classroom issues into research objects. This process enhances reflective thinking, leading teachers to deeply understand the causes and consequences of their professional actions.

CONCLUSION

Developing the social competence of future primary school teachers through an innovative approach requires a paradigm shift—from traditional preparation to reflective-practical engagement. The combined use of Collective Teacher Efficacy, Design Thinking, Action Research, and Lesson Study mechanisms can significantly improve the quality of teacher education in Uzbekistan, fostering educators capable of navigating complex social dynamics in schools.

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