



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS
THE SYSTEM OF IMPLEMENTING TECHNOLOGIES FOR
DEVELOPING FUTURE TEACHERS' SOCIO-PEDAGOGICAL
COMPETENCIES

Yakubova Umida Sharifovna

*Senior Lecturer, Department of Pedagogy and Inclusive Education, Termez State
Pedagogical Institute*

E-mail: yakubovaumida2020@gmail.com

<https://orcid.org/0009-0005-7771-3871>

Abstract: *This article examines the system of implementing effective technologies aimed at developing socio-pedagogical competencies in future teachers. The importance of socio-pedagogical knowledge and skills in modern education is emphasized, particularly in the context of inclusive and socially responsive teaching. The author analyzes the structure and content of the subject "Social Pedagogy" and highlights practical methods such as interactive training, pedagogical cases, and social projects that contribute to the formation of students' professional competencies. It is concluded that the integration of socio-pedagogical approaches into teacher training enhances students' readiness to address social issues in the educational environment and promotes the formation of a humanistic worldview among future educators.*

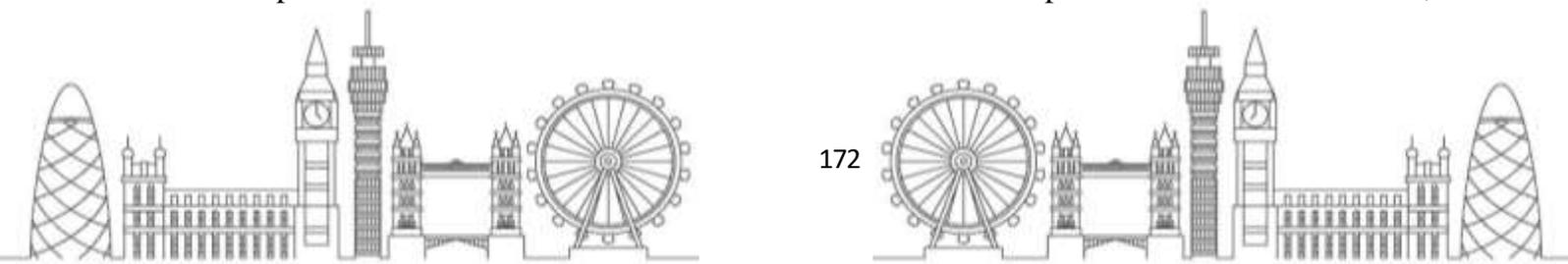
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Curricula are a means of implementing educational standards and represent an official term defined in the Law of the Republic of Uzbekistan "On Education." According to the *Pedagogical Terms Dictionary*, a curriculum is a brief explanation of the content of an academic subject [1; p. 55].

A curriculum is an official pedagogical document that defines the content and sequence of each subject in the education system, as well as the volume of knowledge and skills students must acquire. It includes a concise description of the subject content and the requirements for students' knowledge and skills.

The curriculum (or syllabus) is a normative document that specifies the requirements for knowledge and skills in a specific subject area, the content of the material, the order in which it is to be studied, and the number of hours allocated to individual topics.

Given the complex and integrative nature of the social pedagogy subject, it is essential to review its curriculum. After studying various syllabi, we identified the objectives and tasks of the proposed courses. In most of the programs, the objectives consist of two main components: providing students with knowledge of social pedagogy and preparing them for practical work in the social field. The aim is to develop humanistic social values, a





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new way of thinking in social pedagogy, and an understanding of one's own social experiences in students with regard to subjects and processes of social education.

Many of the curricula focus on the emergence and development of social pedagogy. To study this topic, the following subjects are offered as valuable and engaging for the formation of humanistic values:

- “History of the development of social pedagogy as a social science abroad,”
- “Cultural-historical and socio-legal conditions for the emergence of social pedagogy in Uzbekistan,”
- “Development of social pedagogy in independent Uzbekistan,”
- “Ideas of social pedagogy in Islamic teachings and folk pedagogy.”

The fundamental concepts students must master in social pedagogy include:

- “Social pedagogy as a science,”
- “Categories of social pedagogy,”
- “Principles of social pedagogy,”
- “Professional activity in social pedagogy,”
- “Socialization as a socio-pedagogical phenomenon,”
- “Technologies in socio-pedagogical activity,”
- “Deviations from norms in social pedagogy,”
- “Socio-pedagogical activity with preschool-aged children.”

These topics form the basis of Module One.

Module Two, titled “The Practical Significance of Social Pedagogy,” includes the following topics:

- “Methods for increasing the social activity of school-aged girls,”
- “Social pedagogue's work with school-aged children,”
- “Socio-pedagogical activity in orphanages,”
- “Models and mechanisms of rehabilitative services by a social pedagogue,”
- “Socio-pedagogical cooperation among family, neighborhood, and educational institutions,”
- “Deviant behavior as a socio-pedagogical problem,”
- “Types and forms of families in social pedagogy.”

The practical sessions included in the social pedagogy curriculum provide students with opportunities to engage with current issues in social pedagogy, use socio-pedagogical technologies during lesson preparation, and independently work with literature and documents.

During the practical task of filling out the “Social passport of a family” and “Social passport of a family at risk”, students imagine themselves in the role of a social pedagogue. This helps them to understand the importance of their future profession and acquire skills necessary for working in a social environment. These activities develop key social pedagogical competencies and skills, while fulfilling special assignments allows students to comprehend and internalize the main methods of social education.





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Seminars and practical sessions are structured around core concepts, specific questions for each topic, tasks, and case studies. While discussing these questions, students rely on the knowledge acquired during lectures. Completing pedagogical cases and situations (cases) requires students to rethink recommended literature and apply their practical and life experiences.

Thus, the curricula being analyzed demonstrate a practical orientation in education, and the information included in them provides students with the opportunity to apply their knowledge in real-life practice.

To ensure more effective mastery of the curriculum, discussion questions, plans for seminars and practical sessions, topics for independent study and essays, and a list of required and supplementary literature are provided.

The “Social Pedagogy” curriculum is intended for students majoring in pedagogy and psychology, pedagogy (supplementary education subject teacher), and preschool pedagogy and psychology. From the perspective of our research, the objectives of the curriculum are as follows:

- To provide students with basic pedagogical training and form the psychological and pedagogical readiness of the individual to organize life activities in a rapidly changing society;
- To develop social pedagogical thinking, social competence, and pedagogical literacy, prepare students for family life, enable them to function in social settings, and independently organize and sustain their lives;
- To develop the personality of the student through professional training, reflection of life experience, and involvement in various types of social practices.

As we can see, the program is aimed at training specialists within a broad field of specialization. The development of the young specialist’s personality as a condition for their professional formation is the foundation of the program.

Compared to other branches of pedagogy, the availability of scientific literature on social pedagogy is limited. Key academic resources include:

- The *Social Pedagogy* textbook by Dr. of Pedagogical Sciences, Prof. N. Egamberdiyeva (2009);
- The textbook *Social Pedagogy* by R. A. Mavlonova and N. Kh. Vohidova;
- The book *Social Pedagogy* co-authored by M. A. Galaguzova et al. (2008);
- The textbook *Social Pedagogy* by A. V. Mudrik (2013). [33, 59, 99, 124]

Social pedagogy curricula are developed in accordance with state education standards, which we understand as a set of primary normative parameters accepted as official educational norms. The programs we are studying are primarily oriented toward training social pedagogues and social workers.

As of today, there is no official position for social pedagogues in the country. In 2021, a tutor position was introduced in higher education. According to Presidential Decree No. PQ-4860 dated October 13, 2020, “On measures to further improve the system of





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education and upbringing for children with special educational needs,” qualified volunteers and senior students of pedagogical programs in higher education institutions are allowed to work voluntarily as assistant pedagogical staff (tutors) during their teaching practice in general education institutions where inclusive education has been introduced [6].

We believe that, in addition to the areas of pedagogy and psychology, pedagogy, and preschool pedagogy and psychology, all pedagogical majors should include the social pedagogy subject in their training. Students in schools face many social problems. If these problems are not addressed in time, they may worsen and complicate the student’s life situation. To address this, every teacher should be trained to carry out social pedagogical activities.

Today, a social pedagogical approach is especially relevant, and systematic social pedagogical knowledge lies at the core of a teacher’s professional competence.

In her dissertation, the researcher S. B. Seryakova outlined the following criteria for selecting curriculum content [133]:

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