



TECHNOLOGIES FOR DEVELOPING THE SOCIAL COMPETENCIES OF FUTURE PRESCHOOL EDUCATORS

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Abstract

This article examines pedagogical technologies for developing the social competencies of future preschool educators within teacher education programmes in Uzbekistan. Social competence is understood as the capacity to communicate appropriately, cooperate with others, interpret social situations, manage interpersonal disagreements, and establish respectful relationships with children, families, and colleagues. The article adopts a conceptual approach to explore how these capacities can be supported through collaborative learning, role play, case analysis, guided reflection, and supervised teaching practice. Digital scenarios and video analysis are considered supplementary tools for examining interactions and discussing alternative responses. Particular attention is given to connecting university coursework with the interpersonal responsibilities of preschool education, including communication with families, inclusive participation, and cooperation within teaching teams. The proposed framework organizes learning around explicit competency goals, realistic professional situations, supported practice, feedback, and reflective assessment. It also considers how language, cultural expectations, and institutional conditions may influence the design of learning activities in Uzbekistan's pedagogical universities. No empirical measurements or intervention outcomes are reported; the framework offers propositions for subsequent classroom application and evaluation. The analysis addresses the need for coherent opportunities to practise social interaction throughout professional preparation and identifies possible assessment approaches, including observation, reflective portfolios, and performance tasks. These considerations provide a basis for investigating how pedagogical



technologies can support the interpersonal development of future preschool educators.

Keywords: Social competence, future preschool educators, pedagogical technologies, teacher education, collaborative learning, role play, case analysis, reflective practice, interpersonal communication, conflict resolution, family–educator partnerships, inclusive education.

BO‘LAJAK TARBIYACHILARNING IJTIMOYIY KOMPETENSIYALARINI RIVOJLANTIRISH TEXNOLOGIYALARI

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Annotatsiya:

Ushbu maqolada O‘zbekistonda pedagog kadrlar tayyorlash dasturlari doirasida bo‘lajak tarbiyachilarning ijtimoiy kompetensiyalarini rivojlantirishga xizmat qiluvchi pedagogik texnologiyalar ko‘rib chiqiladi. Ijtimoiy kompetensiya vaziyatga mos muloqot qilish, boshqalar bilan hamkorlikda ishlash, ijtimoiy vaziyatlarni tushunish, shaxslararo kelishmovchiliklarni boshqarish hamda bolalar, ularning oilalari va hamkasblar bilan o‘zaro hurmatga asoslangan munosabatlarni o‘rnatish qobiliyati sifatida talqin etiladi. Maqolada konseptual yondashuv asosida hamkorlikda o‘qitish, rolli o‘yinlar, vaziyatlar tahlili, yo‘naltirilgan refleksiya va rahbar nazoratidagi pedagogik amaliyot orqali ushbu qobiliyatlarni rivojlantirish imkoniyatlari yoritiladi. Raqamli ssenariylar va videoyozuvlar tahlili o‘zaro munosabatlarni o‘rganish hamda muqobil javoblarni muhokama qilishga yordam beruvchi qo‘shimcha vositalar sifatida ko‘rib chiqiladi. Universitetdagi nazariy mashg‘ulotlarni maktabgacha ta’limdagi shaxslararo munosabatlarga oid kasbiy vazifalar, jumladan, oilalar bilan muloqot, inklyuziv ishtirok va pedagoglar jamoasidagi hamkorlik bilan bog‘lashga alohida e’tibor qaratiladi. Taklif etilayotgan model ta’lim jarayonini aniq belgilangan kompetensiya maqsadlari, haqiqiy kasbiy faoliyatga yaqin vaziyatlar, pedagogik ko‘mak asosidagi mashqlar, qayta aloqa va refleksiv baholash atrofida tashkil



etadi. Shuningdek, til, madaniy kutilmalar va muassasa sharoitlarining O'zbekiston pedagogika universitetlarida o'quv faoliyatini loyihalashga ta'siri muhokama qilinadi. Maqolada empirik o'lchovlar yoki tajriba-sinov natijalari keltirilmaydi; model keyingi amaliy qo'llash va baholash uchun konseptual takliflarni taqdim etadi. Tahlilda kasbiy tayyorgarlik davomida ijtimoiy o'zaro munosabatlarni muntazam mashq qilish zarurati yoritilib, kuzatish, refleksiv portfoliolar va amaliy topshiriqlar kabi baholash usullari ko'rsatiladi. Mazkur yondashuvlar pedagogik texnologiyalarning bo'lajak tarbiyachilar ijtimoiy kompetensiyalarini rivojlantirishdagi imkoniyatlarini tadqiq etish uchun asos yaratadi.

Kalit so'zlar: Ijtimoiy kompetensiya, bo'lajak tarbiyachilar, pedagogik texnologiyalar, pedagog kadrlar tayyorlash, hamkorlikda o'qitish, rolli o'yinlar, vaziyatlar tahlili, refleksiv amaliyot, shaxslararo muloqot, nizolarni hal etish, oila va tarbiyachi hamkorligi, inklyuziv ta'lim.

Introduction

Preparing future preschool educators involves more than developing knowledge of child development, curriculum planning, and classroom organization. It also requires the ability to build relationships, interpret interpersonal situations, and respond constructively to the needs of others. Preschool educators communicate with young children, negotiate expectations with families, and cooperate with colleagues throughout their working day. These responsibilities make social competence an important dimension of professional preparation. For pedagogical universities, the educational challenge is to create opportunities through which students can practise these abilities, examine their own responses, and connect theoretical understanding with the complex social situations encountered in preschool education settings.

Social competence encompasses several related capacities, including attentive listening, clear communication, empathy, cooperation, emotional self-regulation, and constructive approaches to disagreement. These capacities should not be reduced to friendliness or willingness to speak in public. A socially competent educator needs to recognize different perspectives, maintain appropriate



professional boundaries, and choose responses suited to a particular situation. For example, discussing a child's difficulty with a parent requires sensitivity, clarity, and a shared focus on the child's needs. Collaborating with another educator may require negotiation and openness to feedback. Such situations illustrate why professional preparation should address both interpersonal understanding and practical action.

Pedagogical technologies offer ways to organize this preparation through purposeful sequences of learning activities. In this article, the term refers to structured educational approaches that connect objectives, practice, feedback, and assessment; it does not refer exclusively to digital devices or software. Collaborative projects, role play, case analysis, guided reflection, and supervised teaching practice can provide different opportunities to explore professional interactions. Digital scenarios and video recordings may complement these approaches when they serve a clear instructional purpose. The central issue is how learning experiences are designed to encourage thoughtful participation and the application of interpersonal skills across varied professional contexts.

In Uzbekistan's pedagogical universities, the development of future preschool educators' social competencies can be examined in relation to the settings where graduates will work. Preparation should allow students to consider language differences, family expectations, community relationships, and varied opportunities for participation. These considerations do not imply that all institutions or families share the same characteristics. Instead, they highlight the importance of adapting learning activities to the people and circumstances involved. Scenarios involving communication with families, cooperation among staff, or the inclusion of a quiet child can help students discuss alternative responses without treating a single communication style as universally appropriate.

This article explores how pedagogical technologies can be organized into a coherent framework for developing social competence during university preparation. It focuses on the relationship between explicit learning goals, realistic professional situations, supported practice, constructive feedback, and reflective assessment. The discussion distinguishes opportunities for practising social interaction from evidence that competence has developed, since



participation alone does not demonstrate effective performance. The article presents a conceptual analysis rather than an empirical evaluation of a particular programme. Its guiding question concerns how pedagogical universities can design and assess learning experiences that prepare future educators for respectful, responsive, and collaborative preschool practice.

Methods

This article uses a conceptual analytical approach to examine pedagogical technologies for developing the social competencies of future preschool educators. The approach organizes relevant concepts into a framework connecting professional responsibilities, learning activities, and assessment possibilities. It does not involve participant recruitment, classroom experimentation, questionnaires, or statistical testing. Consequently, no claims are made about measured improvements in students' competencies or the effectiveness of an implemented programme. Uzbekistan provides the educational context for considering possible applications, while institutional differences remain an explicit consideration. The analysis aims to formulate propositions that could subsequently be examined through carefully designed studies in pedagogical universities.

The first analytical step defines social competence through observable professional actions rather than broad personality descriptions. Five domains structure the framework: interpersonal communication, perspective taking, cooperation, emotional self-regulation, and constructive conflict resolution. Each domain is connected with responsibilities involving children, families, and colleagues. For instance, communication includes listening without interruption, explaining concerns clearly, and checking understanding. Cooperation includes sharing responsibilities and responding to feedback. These examples illustrate possible indicators rather than establish a validated measurement instrument. The domains are treated as interconnected because a single professional interaction may require several capacities, including interpreting emotions while negotiating an appropriate collaborative response.

The second step examines five pedagogical approaches: collaborative learning, role play, case analysis, guided reflection, and supervised teaching practice. Each



approach is considered according to its instructional purpose, opportunities for participation, feedback arrangements, and connection with professional situations. Collaborative learning is examined as a setting for shared decision making and responsibility. Role play provides simulated interpersonal encounters, while case analysis supports discussion of competing perspectives and possible actions. Guided reflection directs attention to reasons underlying responses. Supervised practice connects preparation with workplace interactions. Digital scenarios and video analysis are considered supplementary resources whose usefulness depends on their specific educational purpose.

The third step connects the competency domains with illustrative learning situations. Examples include discussing a child's participation with a family member, coordinating an activity with a colleague, and helping children negotiate access to shared materials. For each situation, the framework specifies an intended competency, a practice task, feedback questions, and a possible assessment indicator. Observation, reflective portfolios, and performance tasks are considered complementary assessment options. Observation addresses enacted behaviour, portfolios document interpretation and reconsideration, and performance tasks examine responses under specified conditions. These options are proposed for future application; no observation records, student portfolios, or task scores were collected or analysed.

The final step considers contextual suitability and the framework's limitations. Potential applications in Uzbekistan's pedagogical universities are examined through language accessibility, cultural expectations, placement opportunities, available teaching time, and supervisor preparation. Assessment criteria should distinguish professional effectiveness from personal expressiveness and allow appropriate responses in different communication styles. Any future use of classroom recordings would require consent, secure handling, and safeguards for children's privacy. Since the present analysis offers no empirical validation, its propositions remain open to revision. Subsequent research could examine feasibility, assessment consistency, and transfer to practice through repeated observations and feedback from students, university teachers, and supervisors.



Results

The conceptual analysis produces a framework linking social competency goals with learning activities, feedback, and assessment. Its principal outcome is the identification of alignment among these elements as a condition for purposeful professional preparation. An activity becomes relevant when students understand which interpersonal actions they are practising and how those actions relate to preschool responsibilities. For example, a discussion with a simulated parent can address listening, perspective taking, and clear explanation. The framework makes these connections explicit but does not demonstrate that alignment improves performance. Its contribution is an organized basis for designing learning opportunities and evaluating their intended purposes.

A second outcome concerns the complementary functions of the five pedagogical approaches examined. Collaborative learning creates situations requiring shared decisions and coordinated contributions. Role play allows students to rehearse responses to interpersonal challenges. Case analysis directs attention toward different interpretations of professional situations. Guided reflection supports examination of the assumptions underlying a response, while supervised practice provides opportunities to act within workplace relationships. The framework suggests combining these functions within connected learning sequences. This arrangement is a design proposition rather than evidence that combining approaches is superior to using any particular method independently under comparable instructional conditions or institutional circumstances.

The analysis also generates a sequence through which a professional situation can be revisited at different stages of preparation. Students first examine a case, identify relevant perspectives, and discuss possible responses. They then practise an interaction, receive feedback, and explain how they might revise their actions. A related situation encountered during supervised practice can provide material for further reflection. Throughout this sequence, the same competency goals guide attention while the learning conditions change. This continuity offers a way to connect university activities with professional responsibilities without assuming that successful performance in a simulation automatically transfers to authentic interactions with others.



Another output is a set of possible assessment relationships. Observation can document behaviours such as listening, inviting participation, and explaining decisions. Reflective portfolios can show how students interpret interactions and reconsider initial judgments. Performance tasks can provide structured opportunities to respond to specified interpersonal situations. Taken together, these sources could support a broader assessment than participation records alone. However, the framework supplies neither validated scoring criteria nor evidence of agreement between assessors. It therefore distinguishes proposed indicators from established measures. Assessment design would require further development to accommodate different communication styles while maintaining clear expectations for respectful and effective conduct.

Finally, the framework identifies contextual decisions that would shape its application in Uzbekistan's pedagogical universities. These include selecting appropriate languages for scenarios, representing varied family perspectives, allocating time for feedback, and preparing supervisors to discuss interpersonal performance. Digital scenarios and video analysis occupy a supporting role: their inclusion depends on whether they serve the competency goals and can be used responsibly. No institutional comparisons, student scores, or improvement percentages emerge from this analysis. The results consist of conceptual relationships, a proposed learning sequence, and assessment possibilities that require empirical investigation before claims can be made about their effectiveness or transferability.

Discussion

The proposed framework draws attention to the relationship between participation in educational activities and the development of professional social competence. Students may contribute actively to group discussions without demonstrating attentive listening, perspective taking, or constructive responses to disagreement. Conversely, less expressive students may show these capacities through careful observation and considered communication. This distinction suggests that pedagogical universities should define expected professional actions clearly instead of equating competence with confidence or sociability. However, the framework does not establish which indicators best represent



competent performance. Their appropriateness would need examination across different tasks, communication contexts, and stages of preparation within programmes.

Combining pedagogical approaches offers a plausible way to connect understanding with action, but combination alone does not ensure educational coherence. A case discussion, role play, and reflective exercise could remain disconnected if each addresses unrelated objectives. The framework therefore emphasizes continuity in the competencies being practised and the feedback students receive. For example, identifying a parent's perspective during case analysis should inform how a student listens during a simulated conversation. Subsequent reflection can examine whether that understanding influenced the response. This sequence requires purposeful coordination by university teachers rather than simply increasing the number or variety of activities students complete.

Feedback introduces another important consideration because interpersonal performance can be interpreted differently by participants and observers. Comments about personality may discourage participation without clarifying how an interaction could improve. Feedback should instead address specific actions, their apparent effects, and possible alternatives. Students also need opportunities to explain their intentions and consider whether others experienced the interaction differently. Such dialogue may support reflection, although its effectiveness cannot be inferred from the present analysis. Preparing teachers and placement supervisors to provide consistent, constructive feedback would be an implementation requirement, particularly when several assessors contribute to judgments about a student's developing professional competence.

Application within Uzbekistan requires attention to contextual variation without presenting cultural expectations as fixed or universally shared. Language choice, family preferences, institutional routines, and relationships between students and supervisors may influence how learning situations unfold. Scenarios should therefore represent varied perspectives and allow discussion of more than one professionally appropriate response. At the same time, contextual adaptation should preserve expectations for respectful communication, inclusive participation, and attention to children's needs. Universities would need to



examine whether their proposed activities are accessible to all students and whether assessment rewards relevant professional conduct rather than conformity to one preferred style of interaction.

The absence of empirical evidence limits the claims that can be drawn from this framework. It cannot demonstrate that the proposed sequence improves social competence, produces lasting changes, or transfers successfully into preschool practice. Future studies could investigate these questions through repeated performance tasks, placement observations, and interviews with students and supervisors. Comparisons should consider prior experience, opportunities for practice, and the quality of feedback rather than attributing change solely to a named teaching method. Research should also examine feasibility, including staff workload and available placement support, to determine which arrangements can be maintained within particular university programmes over time.

Conclusion

Developing the social competencies of future preschool educators requires purposeful attention throughout university preparation. Communication, perspective taking, cooperation, emotional self-regulation, and constructive conflict resolution are interconnected aspects of professional interaction. Their development should be linked to the responsibilities educators encounter when working with children, families, and colleagues. This article has presented a conceptual framework that connects these responsibilities with learning activities, feedback, reflection, and assessment. Its central conclusion is that pedagogical technologies should be selected and organized according to explicit competency goals, with opportunities for students to examine their understanding and practise appropriate responses across different situations during professional preparation.

Collaborative learning, role play, case analysis, guided reflection, and supervised teaching practice offer complementary possibilities within this framework. Each approach directs attention toward particular aspects of interpersonal learning, from interpreting a situation to acting within it and reconsidering the response. Connecting these approaches around shared objectives can provide continuity between university coursework and placement experiences. Nevertheless, the



proposed sequence should be treated as a design option requiring evaluation. The present analysis does not establish that any method, or combination of methods, produces superior outcomes. Educational value depends on implementation conditions that must be examined within the setting where preparation occurs.

Assessment should focus on professional actions and informed judgment rather than general impressions of personality. Active participation, confidence, and verbal fluency cannot independently demonstrate social competence. Observation, reflective portfolios, and performance tasks may provide different forms of evidence about how students listen, explain, cooperate, and respond to disagreements. Clear criteria and constructive feedback are necessary for making these expectations understandable. Students should have opportunities to revise their responses and explain the reasoning behind them. Further work is needed to develop assessment procedures that are consistent, sensitive to context, and fair to students with different communication styles and levels of experience.

For pedagogical universities in Uzbekistan, applying the framework requires consideration of local curricula, available practice settings, language needs, and supervisory capacity. Learning scenarios should reflect varied family and professional perspectives while maintaining expectations for respectful relationships and inclusive participation. Teacher and supervisor preparation should accompany the introduction of new activities so that feedback and assessment remain connected with the intended competencies. Digital scenarios and video analysis can serve supporting purposes where resources and appropriate safeguards are available. Their inclusion should follow educational need, and institutions should assess whether simpler activities can provide equally relevant opportunities for practice, discussion, and reflection.

The contribution of this article is conceptual rather than empirical. It provides an organized basis for designing and investigating social competency development without claiming measured improvements in student performance. Future research should examine feasibility, assessment consistency, and the transfer of learning into preschool interactions. Repeated observations and perspectives from students, university teachers, and placement supervisors could help clarify how development occurs and which conditions support it. Findings from such research should inform revisions to the framework. Sustained, context-sensitive



preparation grounded in explicit objectives and evidence offers a direction for supporting future preschool educators in their interpersonal responsibilities throughout professional practice.

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