

SOCIAL COMPETENCE IN THE FORMATION OF PROFESSIONAL SKILLS OF FUTURE PRESCHOOL EDUCATORS

D.F. Khalilova

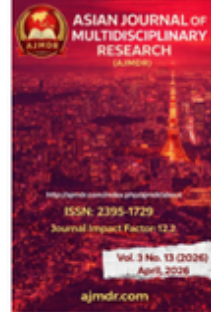
Nizami National Pedagogical University of Uzbekistan,
Tashkent, Uzbekistan

ABSTRACT

This article examines the role of social competence in the formation of professional skills of future preschool educators. In the context of modern educational transformations and increasing societal expectations, the preparation of highly qualified pedagogical specialists requires not only subject knowledge and methodological training but also a well-developed level of social competence. The study analyzes the structural components of social competence and their influence on the development of key professional skills, including communication, emotional regulation, cooperation, and ethical responsibility. The paper highlights the importance of integrating social competence into teacher training programs and identifies effective pedagogical approaches for its development. The findings confirm that social competence is a fundamental factor in ensuring professional readiness and improving the quality of preschool education.

Keywords: social competence, preschool education, professional development, communicative skills, emotional intelligence, teacher training.

Introduction: The modern stage of educational development is characterized by rapid social changes, globalization, and increasing demands on the professional training of educators. Preschool education, as the first stage of lifelong learning, plays a crucial role in shaping children's cognitive, emotional, and social development. Therefore, the formation of professional skills in future preschool educators must meet contemporary social and pedagogical requirements. Today, a preschool educator is not only a transmitter of knowledge but also an organizer of social interaction, a communicator, and a mediator between children, parents, and the educational environment. In this context, social competence becomes a key component of professional training, as it ensures effective communication, emotional stability, cooperation, and the ability to resolve conflicts. Thus, the formation of social competence should be considered an essential element in the development of professional skills of future preschool educators. It provides the foundation for successful professional performance and continuous personal and professional growth.

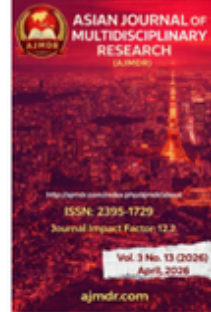


Research objective: The objective of this study is to analyze the pedagogical role of social competence in the formation of professional skills of future preschool educators and to identify its main components as well as effective methods for its development within higher pedagogical education institutions.

Materials and methods: The research is based on theoretical and empirical methods, including analysis of pedagogical and psychological literature, observation, interviews, and pedagogical experimentation. The study involved students majoring in preschool education. During the training process, interactive and practice-oriented methods such as role-playing, group discussions, situational tasks, and reflective exercises were applied. The levels of communicative skills, emotional regulation, teamwork, and professional responsibility were assessed before and after the implementation of targeted pedagogical interventions.

Discussion and results: The results show that students who participated in interactive and practice-based learning demonstrated significant improvement in their professional skills, particularly in communication, emotional stability, and teamwork. Social competence contributed to greater confidence during teaching practice, more effective interaction with children, and improved cooperation with parents. The findings confirm that social competence plays a crucial role in shaping professional skills. The study confirmed that social competence directly influences professional performance. Educators with well-developed social competence create a psychologically safe and supportive learning environment, which positively affects children's socialization and emotional well-being.

However, the research also identified certain challenges. Some students experienced difficulties in conflict resolution and emotional self-regulation. This highlights the need for systematic and purposeful development of social competence throughout the entire period of professional training. Today, rapid social changes and modernization of the education system require a new generation of educators who are socially active, communicatively competent, and professionally responsible. Preschool education is the first and most important stage of continuous education, where the foundation for a child's intellectual, emotional, and social development is formed. Therefore, the professional training of future preschool educators must respond to contemporary pedagogical and social requirements. In modern preschool institutions, educators work not only with children but also closely interact with parents, colleagues, and the wider community. In such a professional environment, social competence becomes one of the key determinants of pedagogical effectiveness. It ensures constructive communication, emotional stability, cooperation, conflict resolution, and ethical responsibility. The relevance of this study is determined by the growing need to develop socially competent educators capable of organizing a supportive educational environment



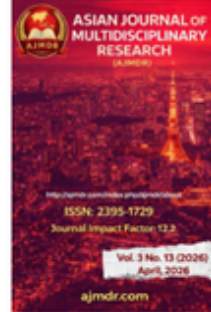
and fostering children's holistic development.

The contemporary stage of educational development is characterized by rapid social transformation, globalization, digitalization, and increasing societal expectations toward teachers. Preschool education, as the initial and foundational stage of lifelong learning, plays a decisive role in shaping a child's cognitive, emotional, and social development. Therefore, the professional training of future preschool educators must respond to modern social and pedagogical challenges. Today, a preschool educator is not only a transmitter of knowledge but also a facilitator of social interaction, a mediator of values, a communicator, and a partner for families. In such a multifaceted professional context, social competence becomes a fundamental component of pedagogical professionalism. It ensures effective communication, empathy, cooperation, conflict resolution, ethical responsibility, and adaptability. The issue of developing socially competent educators is particularly actual in higher pedagogical education institutions, where future teachers acquire not only theoretical knowledge but also professional identity and social maturity. Thus, the formation of social competence should be considered a strategic objective of teacher training programs. Social competence is widely studied in pedagogy, psychology, and sociology. It is generally understood as an integrative personal quality that enables individuals to interact constructively and ethically in various social situations. In the context of preschool education, social competence is closely related to communicative culture, emotional intelligence, professional ethics, and collaborative skills.

From a psychological perspective, social competence includes empathy, self-regulation, adaptability, and interpersonal sensitivity. From a pedagogical perspective, it encompasses professional communication, classroom management, conflict prevention, and cooperation with parents. In preschool settings, educators constantly engage in dynamic social interactions. They must understand children's emotional states, support their socialization, and create a psychologically safe environment. Therefore, social competence becomes not an optional attribute but a core professional requirement.

An analysis of scientific literature has shown that social competence consists of a body of knowledge about society and the specifics of the development of social relationships in it, practical skills to apply this knowledge in educational processes, as well as to develop the abilities of a socially active personality in preschool children. Consequently, the socially active personality of the future educator is a creative, professionally determined, mobile personality open to innovation.

The formation of professional skills in future preschool educators is directly influenced by several interrelated components of social competence:



Communicative Component. This includes verbal and non-verbal communication skills, active listening, clarity of speech, and the ability to adapt communication according to the age and individual characteristics of children. Effective communication is essential for building trust and ensuring successful pedagogical interaction.

Emotional Component. Emotional stability, empathy, tolerance, and stress resistance are crucial for working in preschool settings. Educators frequently encounter emotionally sensitive situations, requiring patience and self-control. This component directly contributes to the formation of professional skills related to emotional support and classroom climate management.

Social Interaction and Cooperation. Professional skills of educators include the ability to collaborate with parents, colleagues, and administration. Teamwork, negotiation, and constructive conflict resolution are essential elements of effective professional activity.

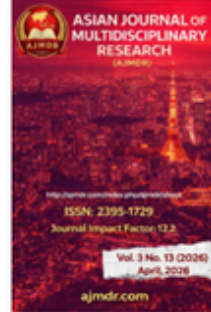
Ethical and Value-Oriented Component Professional ethics, respect for diversity, responsibility, and fairness form the moral basis of pedagogical activity. These values guide educators in making appropriate professional decisions and maintaining ethical standards.

Reflective Component. Reflection enables future educators to analyze their actions, evaluate their professional performance, and continuously improve their skills. It plays a key role in professional growth and self-development.

Social competence directly affects:

- Classroom climate and emotional safety;
- Quality of teacher–child interaction;
- Parental trust and cooperation;
- Professional reputation and career growth;
- Prevention of professional burnout.

Educators who possess high social competence are more adaptable to changes, better prepared for inclusive education, and more successful in managing diverse groups of children. The study confirms that social competence is a key determinant of professional development and pedagogical effectiveness in future preschool educators. It integrates communicative, emotional, ethical, and reflective dimensions, ensuring constructive social interaction within educational environments. The systematic development of social competence in higher pedagogical education institutions enhances students' professional readiness and



contributes to the improvement of preschool education quality. Therefore, teacher training programs must prioritize social competence as a central component of professional formation.

Social competence significantly influences the formation of the following professional skills:

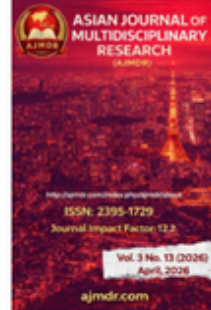
- Establishing a positive and supportive classroom environment;
- Effective teacher–child communication;
- Cooperation with parents and colleagues;
- Conflict prevention and resolution;
- Adaptation to diverse and inclusive educational settings;
- Prevention of emotional burnout.

Educators with a high level of social competence demonstrate greater flexibility, creativity, and effectiveness in their professional activities. They are better prepared to respond to challenges and to support the holistic development of children.

Conclusion: The study confirms that social competence is not an additional characteristic but a fundamental basis for the formation of professional skills of future preschool educators. It integrates communicative, emotional, ethical, and reflective dimensions, ensuring effective professional activity in educational environments. The systematic development of social competence in higher pedagogical education institutions contributes to improving the quality of teacher training and enhances professional readiness. Therefore, it should be considered a strategic priority in modern educational programs. Future research may focus on developing innovative pedagogical technologies and diagnostic tools aimed at assessing and improving social competence in digital and inclusive learning environments.

List of References.

1. Boyatzis, R. E. The competent manager: A model for effective performance (1-st ed., s. xv–308). New York, NY: John Wiley & Sons.1982.
2. Furkatovna, K. D. (2025). Effectiveness Of Improving Technologies For The Development Of Social Competence Of Future Educators. Shokh Library. <https://www.wosjournals.com/index.php/shokh/article/view/1475>
3. Khalilova, D. F. (2025). Facilitator competence of the future preschool educators. Bulletin News in New Science Society International. <https://newarticle.ru/index.php/bnss/article/view/348/321>



4. Council of the European Union. Recommendation on key competences for lifelong learning (2006/962/EC) (s. 4, 10–11, 15–16, 18–19). Official Journal of the European Union. de.scribd.com/3azkurs.org/3library.uzfi.uz/3oefen.uz. 2006
5. Furqatovna, X. D. (2024). The Role Of Social Competence In The Professional Activity Of Future Educators Of Preschool Educational Institutions. Web of Discoveries: Journal of Analysis and Inventions, 2(3), 59-61. <https://webofjournals.com/index.php/3/article/view/989>
6. Furkatovna, X. D. (2023). Bo 'lajak tarbiyachilarni ijtimoiy kompetentligini rivojlantirish pedagogik muammo sifatida. Science and innovation, 2(Special Issue 4), 57-59. <https://ilmiyanjumanlar.uz/uploads/conferences/004/1.16.pdf>
7. Khalilova, D. (2023). Innovative educational environment as a factor for improving professional competence in developing social relationships in students. Science and innovation, 2(B1), 412-414. <https://scientists.uz/fileView?id=3685>
8. Khalilova, D. (2023). Formation of social competence of future educators in preschool educational organizations. Science and innovation, 2(B3), 174-177. <https://scientists.uz/fileView.php?id=4017>
9. Khalilova, D. (2023). Possibilities of Developing Social Competence in Future Educators. Maktabgacha va maktab ta'limi jurnali, 1(1). <https://maktabgacha-va-maktab-talimi-jurnal.uz/index.php/jurnal/article/view/35>
10. Dilnoza Xalilova. (2026). Bo'lajak tarbiyachilarning ijtimoiy kompetensiyasini rivojlantirishda volontyorlik faoliyatining ahamiyati. «Maktabgacha Va Maktab Ta'limi» Jurnali, 4(4), 7–9. <https://maktabgacha-va-maktab-talimi-jurnal.uz/index.php/jurnal/article/view/5960>