



# THE ROLE OF INTEGRATED EDUCATION IN DEVELOPING SOCIAL-CREATIVE COMPETENCE OF FUTURE TEACHERS

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## ANNOTATION

*The article discusses the importance of vocational education as a social protection tool, the process of self-realization in various stages of life, the guarantee of sustainability, and the integration of social-creative competencies in developing teaching methods. It also highlights the integration of educational content in various scientific literature based on the principles of integration into curriculum design. The purpose and methods of pedagogical diagnostics selected to ensure the optimal reliability of results in the experimental verification stage are explained, as well as indicators for assessing the social-creative competency of teachers.*

**KEY WORDS:** *integration, vocational education, social-creative competence, ability*

## INTRODUCTION

According to the demands of modern higher education, the priority is shifting from merely providing graduates with a large quantity of knowledge or a set of competencies to preparing specialists capable of working in a rapidly changing economic environment. These specialists should be able to meaningfully perceive and critically assess socio-economic processes, predict their development, and influence processes that ensure adaptability.

This certainly requires serious changes in ensuring the quality of specialist training. Today, high-quality vocational education is a means of social protection and a guarantee of an individual's self-awareness stability at various stages of life. Efforts are being made to organize integrated education that serves the purpose of jointly educating students through the globalization of education and the establishment of a healthy and problematic educational environment. Integrated professions are emerging. Therefore, the role of integrated education in developing social-creative competencies in future teachers is particularly important. The integrative approach is the process of determining a single correct conclusion based on the inseparable interconnection of the countless small parts that make up information, their integrity, and unity. This approach involves having a didactic system of knowledge with deep content, a systematic approach to knowledge, and teaching students the most appropriate ways to master knowledge.

## ANALYSIS AND METHODS OF LITERATURE

In academic literature, the main content of education integration in teaching programs is based on the principles of integration. A. Bloom[1] emphasizes that programs structured according to the level of integrating educational content are divided into the following types:

1. Integrated. It is based on the fact that knowledge in one field relies on knowledge in another field.
2. Interrelated. It connects various subjects or major blocks based on a wide range of related disciplines.

3. Comprehensive. It emphasizes the use of knowledge in various fields of life.

A.I. Avazboev emphasizes the process of scientific integration, bringing together various groups and collections of subjects within the sciences. The content of the integration process is implemented in several stages:

1. Thematic integration (presentation of one topic content from several subject areas). This section can also be referred to as a graphic-visual section.
2. Problematic integration (students solve a problem using methods from different subjects).
3. Conceptual integration (conceptual understanding using methods and tools from different fields).
4. Theoretical integration (the mutual inclusion of various philosophical theories)[2].

The opinions of the scholars above are visible, and each opinion contains the social structural part of education. In this regard, S.S. Alimov defines it as follows: "The social competence of the teacher is an integral part of professional pedagogical competence, and it represents the integral characteristic of the specialist. It prepares the abilities and readiness to use social knowledge in their professional activities, and it provides the integration of national culture, language, religion education, and pedagogical science into their professional work"[3].

It is important to have a personal, civic, and professional lifestyle that is organized in organizational and technological terms while also achieving effective productivity through time management.[4]

In this, we utilized the criteria for identifying social qualities and creative abilities developed by the pedagogical scholar S.V. Goncharov. According to him, he brings up the general criteria for social competence. In his opinion, the criteria and empirical indicators of social-creative competence can be presented as follows:

1. An individual's valuable self-perception. This is expressed in their ability to articulate chosen values in concepts, justify them, assess events from a values



perspective, define the existence of a person, community, homeland, state, labor, and property on the basis of values; express their cultural and other similarities in concepts; set a formalized goal, social orientation of behavior, and dominant elements of lifestyle.

2. Specific social knowledge is manifested in methodological, categorical, reflexive, projective, and constructive (operational performance) thinking and gives the ability to understand the simple in the general, the general in the particular, to solve social issues in a general form and apply them in specific situations.

3. Subjective virtues are manifested in a person's thinking, will, beliefs, and emotions, in their ability to self-determine, in their moral, political, professional, and other relations; in independently choosing, making decisions, taking personal responsibility for accepted and performed actions, creatively modeling new socially significant options for action and communication; in self-management, amateur performances, and self-education. The final indicator of subjectivity is considered to be personal independence.

4. The praxeological component of social-creative competence is manifested in mastering the lifestyle in personal, civic, and professional areas, in organizational and technological constructiveness, in achieving effective productivity per unit of time[5].

Together with other researchers, the experiments of other scientists have also been revealed. In particular, Z.A. Aksyutina developed assessment tools for evaluating social competence, which demonstrate the broadening of social-economic relationships in educational activities, the integration of professional relationships in the field of education, and the integration of educational space. They include:

- The presence of theoretical knowledge complexes on the social aspects of their field and their professional social activities;
- Possession of practical knowledge about professional social communication and activity tools;
- Shaping the ability to adapt to new socio-economic conditions, developing students' abilities to understand social phenomena related to humanism and tolerance;
- Creativity in developing a communicative strategy that influences making social-pedagogical decisions and affects pedagogical activity results;
- Possession of modern pedagogical skills, ability to adapt to innovative pedagogical technologies, successful use of psychological-pedagogical principles in educational and socio-cultural teaching[6].

Another scientist O.V. Barkunova defines social competence in her approach as a systematic characterization of a person's activities, which is based on the system of professional competencies. This complex system and actions (skills) are aimed at performing professional function[7]. The author may appeal to professional social competencies in presenting the quality of the work:

- Appreciative-motivational competence is a competence in the field of education that is related to the

subject's (our current situation, history) and the role of the profession, the importance of work results, professional orientation, and reflective abilities;

- Cognitive competence is the ability to systematically deliver one's knowledge through self-education, analyze social relationships in an organized manner, formulate educational and social-cultural tasks, and identify acceptable ways to achieve them;

- Social-psychological competence includes the following: reflective skills, establishing relationships according to pedagogical goals, quick decision-making and finding the most effective means of pedagogical influence;

- Creative competence is the ability to select the most effective forms of social work with students based on individual characteristics in a personalized manner, demonstrate the final result of their activities in a predictive manner, and be capable of organizing social-cultural mutual influence situations.

## RESULTS AND DISCUSSION

In order to ensure the optimal level of confidence in the results obtained during the experiment phase, the following were identified:

- Measures for selecting suitable methods for the purpose;
- Determination of measurement criteria (students' individual characteristics, their abilities, learning performance indicators, their efforts and creative outputs, etc.);
- Utilization of methods of pedagogical diagnostics.

Based on the above, it is possible to formulate the following conclusions in assessing the social-creative competence of classroom teachers:

- The complex nature of evaluating students' attitudes and activities in various aspects, which allows for a comprehensive assessment and expansion of their abilities through the use of various sources of information and resources;
- Continuity in teaching, monitoring and evaluation of students' attitudes and activities;
- Analysis of classroom specialists' attitudes and activities based on suitability for their interests and preferences in various activity directions (involving youth in specially organized subject-game activities, attracting them to various thematic activities, etc.).

Our research identified social-creative competence houses. They consist of the following:

- Worldly: a significant component of personal and activity (structural part), the system of views on surrounding diversity, establishment of social, creative personality complexes and the personal experience and social experience's image as well as belonging to culture;
- Cognitive: presence of theoretical knowledge collection about professional educational activities, continuous filling of knowledge and social-creative portfolio, understanding and foundation of social events, ability to objectively evaluate them;
- Motivational-valuable: interest, attitude towards the subject, social events, curiosity, evaluation, acceptance and internalization of moral-ethical content of motivational values;



- Activity-methodological: participation in own social-creative experiences and expanding them, description, explanation, utilizing appropriate technologies, ensuring social-creative knowledge management, managing information flow, evaluating social situations based on understanding and providing insights;

- Practical pedagogical interview tools.

The indicators for developing social-creative competence among teachers were determined as follows:

Cognitive-intellectual: - developing analytical skills with social events; - integrity of the knowledge system in education; - problem-solving; - oppositional and alternative thinking; - questioning-and-changing style.

Motivational: - interest, curiosity; - goal-orientedness; - motivational persistence; - orientation towards social (practical, moral) values.

Emotional-valuable: - emotional attitude towards facts, events, situations and societal influences; - emphasizing important values; - transcending the positive aspects in incidents.

Creative (innovative): - creative thinking; - innovation readiness; - independence; - research ability; - creating new ideas.

Communicative: - objective understanding various ideas and views in a team setting; - respecting others' opinions; - teamwork skills; - communication and debate etiquette.

One direction for improving teachers' social-creative competence was using the "Competitive Environment" during lessons. The term "competitive" refers to selecting one or more versions from author's options. In our work we focused on two aspects in class sessions: first – analyzing competitive situations that arise in society; second – analyzing how different authors' works evaluate significant historical figures' works.

In our study material acquisition and systematization during student learning activities is considered crucial. Analyzing the "Competitive Environment" requires teacher assistance because students are not always prepared for analysis of societal publications but often give daily life or habitual evaluations.

Based on these characteristics we utilized the following technology for using "competitive environment" during lessons:

- creation of a competitive environment;  
- clarification by students about learning tasks;  
- identification of suitable competitive environments;  
- analysis and evaluation according to selected environments;

- fundamental proposals by teachers based on student issues;

-analysis by teachers regarding student work results.

In our experience-based work, the following pedagogical methods were used to stimulate students' research activity:

1. The teacher does not declare or dictate their knowledge and activities, but directs students towards independent acquisition of various concepts and goals.

2. The teacher does not express their point of view as the most correct answer, but creates situations where students get acquainted with different ideas and historical events evaluations.

3. When getting acquainted with social events and processes, opposite (even conflicting) viewpoints are taken into account.

4. In choosing the method of working on the material being studied, the main role is given to students themselves.

5. Working with sources of information allows students to explore new goals and topics for discussion, which are then elaborated on during class discussions.

## CONCLUSION

In conclusion, it has been determined that developing social-creative competencies, which embody social activity skills and creativity abilities in future educators, requires systematicity, principledness, and consistency based on integrative education. It is clear that teaching pedagogical sciences and establishing a pedagogical process demand an approach that stems from the requirements and possibilities of integrative education.

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