

PAPER

SOCIAL CHARACTERISTICS OF THE DEVELOPMENT OF SOFT SKILLS COMPETENCIES IN THE PROFESSIONAL TRAINING OF FUTURE TEACHERS

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Abstract

In this article, the social features of the development of soft skills competencies in the process of professional training of future teachers are analyzed in depth from a scientific-theoretical and practical point of view. Within the framework of the research, the influence of the social environment, relations between educational subjects, pedagogical cooperation, communicative culture and reflexive activity on the personal and professional development of future teachers will be revealed.

Key words: soft skills, professional training, future teacher, social competence, pedagogical environment, socialization, communication.

INTRODUCTION

In today's globalization conditions, the education system is manifested as one of the main driving forces of society's development. In particular, the quality of human capital, the issue of competitive personnel training is directly related to the strategic development goals of each country. In this process, the professional training of future teachers requires not only to master the basics of science, but also to develop soft skills competencies such as being able to work effectively in the social environment, showing maturity in interpersonal communication,

working in a team, making the right decisions in problematic situations.

Modern pedagogical research shows that the professional success of a teacher is largely determined by his socio-psychological training, communicative culture and level of flexibility. Therefore, the issue of formation of soft skills competencies in future teachers is considered today not only as an individual professional quality, but also as a social phenomenon. Because these competencies are closely related to the pedagogue's relationship with the team in the educational institution, cooperation with students and parents,

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and social responsibility in the educational process.

Modernization of the education system in the Republic of Uzbekistan, improvement of the quality of training of pedagogic personnel is one of the priorities of the state policy. In his speeches, the President of our country, Shavkat Mirziyoyev, pays special attention to the issue of training modern-thinking, enterprising, responsible and socially active pedagogues, and emphasizes that the quality of education directly depends on the personal and professional potential of the teacher. In particular, it is noted that the role of the teacher as an educator and guide is important in preparing young people for independent thinking and life, not only as an educator. This increases the importance of soft skills competencies in pedagogical activities.

The social characteristics of the development of soft skills competencies in the professional training of future teachers are explained, first of all, by adaptation to the social requirements of the educational environment, effective communication and cooperation in the pedagogical process. The complexity of social relations in society, the increase in the flow of information and the expansion of interactions between educational subjects require a high level of communicative and social activity from the pedagogue. From this point of view, soft skills competencies are manifested as an important component in the professional training of the future teacher. The relevance of this topic is that in higher pedagogical educational institutions, mainly theoretical knowledge is emphasized, and the issue of developing socio-communicative skills is not organized on the basis of a sufficiently systematic approach. As a result, graduates face certain difficulties in solving social problems, working with a team and managing conflicts that arise in the educational process in a real pedagogical environment. Therefore, it is important to analyze the social characteristics of the development of soft skills competencies on a scientific basis and put them into practice in the professional training of future teachers.

MAIN PART

In modern pedagogical literature, the concept of “soft skills” is interpreted as a set of social, communicative, personal and emotional skills that are important in the process of a person’s

professional activity. These competencies, unlike traditional academic knowledge and professional skills, are related to a person’s behavior in society, ability to communicate, adaptation to problematic situations and effective work in a team. The formation of soft skills competencies in the person of the future teacher brings his professional training to a qualitatively new level.

Pedagogical activity is unique in that it is constantly carried out within the framework of the “human–inson” system. This requires not only science knowledge from the teacher, but also a high level of communication culture, empathy, social responsibility and flexibility. Therefore, soft skills competencies are considered as an integral part of the professional competence of the pedagogue. Scientific research shows that it is these competencies that ensure the effectiveness of the teacher in the educational process, the positivity of his interactions with students and stability in the pedagogical environment.

The issue of developing soft skills competencies in the process of professional training of future teachers is directly related to updating the content of pedagogical education. In the traditional approach, emphasis is placed mainly on theoretical knowledge and scientific competencies in higher education institutions, but in the current period, the person-oriented, competency-oriented approach is gaining priority in the educational process. Within the framework of this approach, the personal development, social activity and communicative potential of the future teacher are recognized as important criteria.

Soft skills competencies are manifested in the professional training of the future teacher through the following aspects: the ability to communicate effectively, teamwork skills, leadership qualities, critical and creative thinking, stress tolerance and constructive decision-making in problematic situations. These qualities play an important role not only in the organization of the educational process of the pedagogue, but also in the improvement of the social environment in the educational institution. Also, the formation of soft skills competencies in future teachers increases their professional flexibility. Various social situations, problems related to students and parents, and relationships within the team that arise in the

process of pedagogical practice are effectively solved through these competencies. Therefore, soft skills competencies appear as an important social factor in the professional training of the future teacher.

The social characteristics of the development of soft skills competencies are primarily derived from the social nature of pedagogical activity. The educational process is constantly carried out within the framework of the system of social relations, in which the teacher appears as a central person. Therefore, the formation of soft skills competencies in future teachers is inextricably linked with the social needs of society and modern requirements for the education system. Today, the acceleration of the information process in society, the complexity of social relations and the expansion of interactions between educational subjects require a high level of social activity from the pedagogue. In his professional activities, the future teacher communicates with various social groups, cooperates with people with different views and interests.

In such conditions, soft skills competencies are an important tool that ensures social adaptation and professional stability of the pedagogue. Socially, the development of soft skills competencies serves to strengthen the social position of the future teacher in society. The teacher's communication culture, social responsibility and ability to work in a team create a positive environment in the educational institution. This has a direct impact on the effectiveness of the educational process.

Within the framework of educational reforms implemented in the Republic of Uzbekistan, special attention is paid to improving the quality of training of pedagogues, developing their professional and personal competencies. In his speeches, the head of state Shavkat Mirziyoyev emphasizes the need to educate independent-thinking, proactive and socially responsible young people as the main goal of the education system. These ideas further increase the relevance of developing soft skills competencies in future teachers. The reforms carried out in the educational system are aimed at strengthening the role of the pedagogue in society, and require the teacher to work not only as an educator, but also as a social guide and educator. In this process, soft skills competencies are manifested as the main social resource in the professional training of the

pedagogue.

DISCUSSION

The analysis of the development of soft skills competencies in the professional training of future teachers shows that these competencies are one of the important factors determining the effectiveness of pedagogical activity. The analysis of scientific sources and practical experiences confirms that future teachers with soft skills competencies show a high level of social flexibility in the educational process, take an active position in working with the team, and use a constructive approach to solving pedagogical problems.

During the discussion, it was found that insufficient formation of soft skills competencies in the professional training of future teachers leads to a number of problems in the educational process. In particular, the lack of communicative skills prevents effective communication with students, and the lack of experience in team work can cause social conflicts in the pedagogical team. These situations complicate the process of professional adaptation of the pedagogue and reduce the effectiveness of his work. At the same time, research shows that targeted pedagogical approaches aimed at developing soft skills competencies ensure positive results in the professional training of future teachers. Practical training, education organized on the basis of problematic situations, use of interactive methods serve to develop communication culture, critical thinking and social activity in future teachers. In this process, it is important that the teacher works not only as a provider of knowledge, but also as a partner and guide.

The results of the discussion show that the process of developing soft skills competencies is inextricably linked with the social environment, and it should not be limited only within the audience. Participation of future teachers in pedagogical practice, social projects and collective activities allows them to form soft skills competencies in real social conditions. Especially the real situations that arise in the process of pedagogical practice play an important role in strengthening the communicative and social competencies of future teachers. Also, during the discussion, the problem of insufficient development of mechanisms for evaluation and development of soft skills competencies in the

educational system is identified.

In many cases, the professional training of future teachers is evaluated only on the basis of academic indicators, and insufficient attention is paid to their social and communicative competencies. This leads to a violation of balance in the educational process. Therefore, the development of criteria for evaluating soft skills competencies and their introduction into the pedagogical education system is an urgent task.

The results of the discussion show that they are in line with the priorities set in the state education policy. In particular, in the strategic documents aimed at the development of the education system in the Republic of Uzbekistan, it is noted the need for comprehensive development of professional and personal competencies of pedagogues. This once again confirms the theoretical and practical importance of the development of soft skills competencies in the professional training of future teachers.

SUMMARY AND PRACTICAL RECOMMENDATIONS

The conducted scientific analysis shows that the development of soft skills competencies in the professional training of future teachers is one of the important and indispensable requirements of the modern education system. The social nature of pedagogical activity requires not only deep theoretical knowledge and professional skills from the teacher, but also a high level of communicative culture, social activity, flexibility and responsibility. In this respect, soft skills competencies are manifested as an important social resource in the professional training of the future teacher.

The results of the research confirm that the insufficient formation of soft skills competencies complicates the process of adaptation of future teachers to pedagogical activities, prevents effective solution of social and communicative problems arising in the educational process. On the contrary, in the conditions where these competencies are developed, the pedagogue takes an active, proactive and responsible position in the educational environment and can establish effective cooperation with students and the pedagogical team. Also, the analysis showed that the process of developing soft skills competencies in the professional training of future teachers requires a systematic and targeted

approach. This process should be supported not only by classroom training, but also through pedagogical practice, social projects and collective activities.

The educational reforms carried out in the Republic of Uzbekistan and the demands placed on the modern pedagogue put forward by the head of state increase the relevance of this issue. In general, the development of soft skills competencies in the professional training of future teachers increases the social efficiency of the educational process, serves the comprehensive development of the pedagogue's personality, and makes it possible to reach a qualitatively new level in the educational system.

Practical recommendations

Based on the results of the research and the conducted scientific analysis, the following practical recommendations aimed at developing soft skills competencies in the professional training of future teachers can be put forward:

- Improvement of pedagogical educational programs. It is appropriate to include special modules and topics aimed at developing soft skills competencies in the curriculum and science programs in higher pedagogical educational institutions.
- Wide use of interactive educational methods. The use of problem situations, discussions, role-playing games and team projects in the training process serves to form communication, cooperation and leadership skills in future teachers.
- Social orientation of pedagogical practice. Analyzing real social problems and giving tasks aimed at solving them in the process of pedagogical practice of future teachers helps to strengthen the competencies of soft skills.
- Improvement of evaluation criteria. When evaluating the professional training of future teachers, it is necessary to introduce criteria that evaluate their communicative, social and personal competencies, not limited to academic indicators.
- Formation of a positive social environment in the pedagogical team. It is appropriate to organize trainings and seminars aimed at developing the teamwork skills of future teachers in higher education institutions.
- Development of scientific research works. Increasing the quality of pedagogical education by

increasing scientific research, methodical manuals and practical recommendations dedicated to the development of soft skills competencies.

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