



IMPROVING SOCIAL ACTIVITY COMPETENCE OF PROSPECTIVE TEACHERS THROUGH PROJECT-BASED AND REFLECTIVE LEARNING

Salayev Temur

Independent researcher at Urgench State Pedagogical Institute
<https://doi.org/10.5281/zenodo.21508218>

Abstract: This article provides a scientific and pedagogical analysis of developing the social activity competence of prospective teachers through project-based and reflective learning approaches. The concept of social activity competence and its structural components are examined. The practical potential of project-based learning oriented toward real social problems, along with the role of reflective learning in consciously drawing lessons from experience, are analyzed, and a step-by-step integrative model combining both approaches is substantiated from a scientific and practical perspective.

Keywords: social activity competence, project-based learning, reflective learning, prospective teacher, civic consciousness, social responsibility, collaboration, experiential learning, professional training, competence-based approach.

Introduction. In modern society, the teaching profession is viewed not only as a source of knowledge but also as a person who actively participates in the life of society and is capable of fostering a sense of civic awareness and social responsibility in students. Therefore, one of the priority tasks of higher pedagogical education is the development of social activity competence in future teachers—that is, the ability to see societal problems, maintain an active, responsible attitude toward them, and achieve socially beneficial results in cooperation with others.

Traditional educational methods, based mainly on theoretical lectures and reproductive tasks, do not sufficiently form the student's practical skills inherent in social activity[2]. From this perspective, interest in project-based learning and reflective learning approaches in pedagogy has been growing in recent years, as these two approaches together allow students not only to participate in practical social activities but also to draw conscious conclusions from this experience.

While project-based learning allows a student to work on a real social problem and implement a practical initiative aimed at its solution, reflexive learning ensures a deep, systematic understanding of this experience and the process of extracting lessons from it for future activities[3]. The application of these two approaches in an organic connection is considered a promising way to effectively and sustainably develop the competence of social activity in future teachers, which determines the relevance of this article.

The level of study of the problem. The theoretical foundations of project-based learning methodology are thoroughly covered in the classical works of W. Kilpatrick regarding the project method, as well as in the works of modern researcher J. Thomas dedicated to the criteria for the effectiveness of project-based learning. Their research is based on the basic principles of project-based education, such as focusing on real problems and ensuring active student participation.

One of the founders of reflexive education theory is D. Kolb[3], whose experimental learning cycle (Experiential Learning Cycle) - a model consisting of concrete experience, reflexive observation, abstract conceptualization, and active experimentation - forms the methodological basis of reflexive education theory. D. Shyon's concept of "reflection-in-action" justifies the importance of self-analysis during professional activity. In domestic pedagogical science, the works of R. Yunusov[5] and other authors highlight the general pedagogical principles of forming professional and social competencies in future teachers.

Nevertheless, an analysis of scientific research shows that there is still a lack of specialized methodological research combining project-based and reflexive educational approaches as a complementary, consistent integration system specifically for the purpose of developing the competence of social activity in future teachers. Filling this gap and developing a step-by-step model that combines both approaches determines the scientific and practical significance of this study.

Discussion. When analyzing the concept of social activity competence, it is advisable to consider it as the ability of an individual to participate actively, responsibly, and usefully in the life of society. This competence includes several interconnected components: civic awareness (the ability to see and be sensitive to societal problems), social responsibility (consciousness of the impact of one's actions on society), the ability to work in cooperation (effective collaboration with people with different opinions and interests), initiative (proposing an active solution to a problem without waiting for it), and communication skills (conveying one's idea to the public). For a future teacher, this competence is of particular importance, as they will need to develop a similar civic position in their students in the future.

Project-based learning is considered one of the most effective practical tools for developing social activity competence, as it encourages the student to work on a social problem existing in real, everyday life rather than within the framework of abstract theory[2]. First, the student identifies a pressing problem within their community (school, neighborhood, city) - this can be an environmental problem, assistance to socially vulnerable groups, youth employment, or any other socially significant issue. Then he develops an idea for a practical project as a solution to this problem and tries to implement it in real life as much as possible. This process develops not only theoretical knowledge but also practical social skills, such as teamwork, resource mobilization, and overcoming real obstacles.

However, the project activity itself, if not accompanied by deep reflection, can remain in the student's mind only in the form of a superficial, casual experience[3]. It is here that the importance of reflexive education is manifested. According to D. Kolb's model of the experimental learning cycle, the effective learning process consists of four stages: concrete experience (practical action within the framework of a project), reflexive observation (analysis of this experience backward), abstract conceptualization (drawing general conclusions and concepts from the experience), and active experimentation (testing a new concept in subsequent practice). This cycle allows the student to draw a conscious, systematic lesson from each project experience and improve it in their future activities.

Reflection can take various forms - it can be in the form of keeping a written reflexive journal (diary), conducting an oral discussion within a group, reviewing a video-recorded activity, or in the form of an individual conversation with a teacher[4]. The important point is that reflection should be carried out not only at the end of the project, but at all its stages - at

the beginning (why this problem is important), during the process (what is going well, what obstacles are there), and at the end (what have I learned, what will I do differently next time). Such continuous reflection forms a student's habit of analyzing and improving not only their social activities within a specific project but also their social activities as a whole.

The integrated model, combining project-based and reflexive learning, allows for the gradual, consistent development of all components of the future teacher's social activity competence[5]. At the stage of problem identification and planning, the student develops civic consciousness and the ability to see the problem, the ability to work together at the stage of collective design, initiative and responsibility at the stage of practical social activity, constructive communication at the stage of group discussion, and social responsibility and continuous self-development at the stages of final presentation and reflection. This model prepares the future teacher not only for a one-time social initiative but also for maintaining a socially active position throughout their entire professional career.

Results. As a result of the analysis of the integrated model combining project-based and reflexive educational approaches, six sequential stages of this process were systematized, along with the project-based and reflexive components at each stage, the social activity skills developed, and the results achieved. The results of the analysis are summarized in the table below:

No	Integration stage	Project-based learning component	Reflective learning component	Developmental social activity skills	Achievable result
1	Social problem identification and planning	Selection of a real-life or local community-related social problem, project defining goals and objectives	Written justification of one's personal attitude toward the problem and its significance (introductory reflection)	Civic consciousness, social sensitivity, ability to see the problem	Formation of a conscious, personal attitude toward social problems in students
2	Team design	Working in small groups, distributing roles, and jointly developing the project plan	Record relationships within the group and one's role in the journal (study diary).	The ability to work collaboratively, negotiate, and listen to others' opinions	Developing the ability to work effectively in a team and reach an agreement
3	Practical social activity (implementation of a project)	Implementation of the developed project in a real environment	Analysis of difficulties encountered during practical	Initiative, taking responsibility, flexibility	The ability to apply theoretical knowledge in

Nº	Integration stage	Project-based learning component	Reflective learning component	Developmental social activity skills	Achievable result
		(in cooperation with a school, mahalla, or public organization)	activities and ways to solve them (process reflection)		real social practice
4	Group discussion and exchange of ideas	Discuss the interim results of the project with the group members and the teacher	Listening to the feedback of others and reassessing one's own performance (interactive reflection)	Accepting constructive criticism, respecting others' points of view, and open communication	Development of the ability to objectively evaluate oneself and others
5	Presentation of project results	Presentation of project results to a wider audience (classmates, the public)	Analyze the feedback received after the presentation and identify strengths and weaknesses	Social responsibility, the ability to reliably convey results to the public	Strengthening the sense of achieving a socially useful result and social activity

As seen from the analysis presented in the table, at each integration stage, the project-based and reflexive components complement each other organically - the project component allows the student to gain practical experience, while the reflexive component ensures the conscious understanding of this experience and learning from it. This ensures the formation of social activity competence not only at the level of practical skills but also at the level of deep, conscious understanding.

Additionally, the analysis results showed that the final reflection stage is of particular importance, as it is at this stage that the student perceives the experience gained throughout the entire project as a holistic system and is ready to consciously apply this experience to their future independent professional and social activities. Furthermore, as a result of observations, it was established that the combined use of various forms of reflection (written, oral, group) is much more effective than relying on only one form, as different forms of reflection correspond to the student's different way of thinking. Overall, the developed integration model has shown that it is a tool that can be practically applied for the consistent and effective development of social activity competence in future teachers.

Conclusion

Developing the competence of social activity in future teachers by combining project-based and reflexive educational approaches is one of the promising and effective directions of

modern pedagogical education. The results of the study showed that project-based learning allows the student to work practically on real social problems, while reflective learning ensures a deep and conscious understanding of this experience, and the combination of both approaches serves the consistent and sustainable development of all components of social activity competence.

The developed six-stage integration model serves to form a socially active position in the future teacher not only temporarily but throughout life, which ensures the ability to cultivate the same civic consciousness and social responsibility in students in their future professional activities. In future research, it is advisable to study the features of this integration model specific to students in various pedagogical fields, as well as the effectiveness of digital reflection tools (electronic portfolio, online journal) in this process

References:

1. Kilpatrick W.H. The Project Method // Teachers College Record. – 1918. Vol. 19, No. 4. – P. 319–335.
2. Thomas J.W. A Review of Research on Project-Based Learning. – San Rafael: The Autodesk Foundation. – 45 p.
3. Kolb D.A. Experiential Learning: Experience as the Source of Learning and Development. – New Jersey: Prentice Hall. – 256 p.
4. Schön D.A. The Reflective Practitioner: How Professionals Think in Action. – New York: Basic Books. – 384 p.
5. Yunusov R. Formation of professional competencies in future teachers. - Tashkent: O'qituvchi, 2017. – 202 p.
6. Yuldashev J.G. Educational technologies and the competency-based approach. - Tashkent: O'qituvchi, 2011. – 216 p.
7. Ochilova M. Fundamentals of applying the project method in primary education. – Tashkent: O'qituvchi, 2018. – 148 p.