

**INNOVATIVE TECHNOLOGIES IN THE PROFESSIONAL TRAINING OF
FUTURE SOCIAL EDUCATORS**

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Abstract: The article examines the development of professional competence of future social educators in the context of current innovations in pedagogical education. The relevance of the topic is determined by the transformation of higher education, the expansion of digital pedagogy, the growing importance of inclusive practices and the need for practice-oriented training of specialists who work with children, families and educational communities. The article clarifies the content of professional competence of future social educators, identifies its main structural components and substantiates the role of innovative teaching technologies in its formation. Special attention is paid to practice-oriented learning, case studies, project-based learning, digital tools, inclusive education and reflective methods.

Keywords: social educator, professional competence, social pedagogy, pedagogical innovations, practice-oriented learning, digital pedagogy, inclusive education.

Annotatsiya: Maqolada pedagogik ta’limdagi zamonaviy innovatsiyalar sharoitida bo’lajak ijtimoiy pedagoglarning kasbiy kompetentligini rivojlantirish masalasi ko’rib chiqiladi. Mavzuning dolzarbligi oliy ta’limning transformatsiyasi, raqamli pedagogikaning kengayishi, inklyuziv amaliyotlarning ahamiyati ortib borishi hamda bolalar, oilalar va ta’lim jamoalari bilan ishlaydigan mutaxassislarni amaliyotga yo’naltirilgan holda tayyorlash zarurati bilan belgilanadi. Maqolada bo’lajak ijtimoiy pedagoglarning kasbiy kompetentligi mazmuni aniqlashtiriladi, uning asosiy tarkibiy komponentlari belgilanadi va uni shakllantirishda innovatsion pedagogik texnologiyalarning roli asoslanadi. Amaliyotga yo’naltirilgan ta’lim, keys-stadi usuli, loyiha asosida o’qitish, raqamli vositalar, inklyuziv ta’lim va refleksiv metodlarga alohida e’tibor qaratiladi.

Kalit so’zlar: ijtimoiy pedagog, kasbiy kompetentlik, ijtimoiy pedagogika, pedagogik innovatsiyalar, amaliyotga yo’naltirilgan ta’lim, raqamli pedagogika, inklyuziv ta’lim.

Аннотация: В статье рассматривается развитие профессиональной компетентности будущих социальных педагогов в контексте современных инноваций в педагогическом образовании. Актуальность темы определяется трансформацией высшего образования, расширением цифровой педагогики, растущей важностью инклюзивных практик и необходимостью практико-ориентированной подготовки специалистов, работающих с детьми, семьями и образовательными сообществами. В статье уточняется содержание профессиональной компетентности будущих социальных педагогов, определяются ее основные структурные компоненты и обосновывается роль инновационных педагогических технологий в ее формировании. Особое внимание уделяется практико-ориентированному обучению, тематическим исследованиям, проектному обучению, цифровым инструментам, инклюзивному образованию и рефлексивным методам.

Ключевые слова: социальный педагог, профессиональная компетентность, социальная педагогика, педагогические инновации, практико-ориентированное обучение, цифровая педагогика, инклюзивное образование.

Introduction. Modern pedagogical education is developing in conditions of rapid social, technological and institutional changes. The professional activity of a social educator is also changing: today this specialist is expected not only to organize educational and preventive work, but also to support children and families, participate in the prevention of social risks, cooperate with teachers and psychologists, and help create an inclusive and safe educational environment. The problem of developing professional competence of future social educators has become one of the important issues in higher pedagogical education.

The relevance of the topic is connected with the fact that the traditional model of professional training, focused mainly on theoretical knowledge, is no longer sufficient. A future social educator needs the ability to analyze real socio-pedagogical situations, communicate with different participants of the educational process, work with vulnerable children, use digital tools and reflect on the results of professional actions. Recent studies confirm that the formation of professional competence of future social educators requires an integrated and practice-oriented approach [1].

The research problem lies in the contradiction between the growing complexity of the professional functions of social educators and the insufficient integration of innovative, digital, inclusive and practice-oriented methods into their university training. Many students acquire theoretical knowledge, but experience difficulties when they need to apply this knowledge in real professional situations: in communication with parents, in preventive work, in inclusive support, or in the analysis of social risks.

The purpose of the article is to theoretically substantiate the development of professional competence of future social educators in the context of innovations in the education system.

The objectives of the article are:

- to clarify the concept of professional competence of future social educators;
- to define its main components;
- to analyze the role of innovative teaching technologies in professional training.

The theoretical basis of the article includes modern research on social pedagogy, professional competence, practice-oriented training, digital competence of future teachers and inclusive education. The scientific novelty of the article is reflected in the interpretation of professional competence as an integrated system that combines cognitive, practical, communicative, digital and inclusive components.

Main Part. Professional competence of a future social educator can be defined as an integrated personal and professional quality that includes knowledge, skills, values, practical experience and readiness to solve socio-pedagogical tasks in changing educational conditions. It is not limited to subject knowledge. It also includes the ability to diagnose social problems, organize preventive work, support children and families, cooperate with other specialists and evaluate the results of professional activity.

In educational and methodological literature, social pedagogy is considered as a field focused on supporting the child, family and educational environment through preventive, diagnostic, communicative and corrective work [2]. Therefore, the training of future social educators should combine theoretical preparation with practical forms of learning. Zhoomartova emphasizes that the professional preparation of specialists in the social sphere must be connected with the formation of practical skills, ethical responsibility and readiness to work with different groups of people [3].

Kazakhstan researchers also pay attention to the need to modernize the training of social educators. Utegenova et al. show that the development of professional competence of future social educators is more effective when an integrated approach is used. Their study included students of L.N. Gumilyov Eurasian National University and demonstrated the importance of combining theoretical courses, practical tasks and professional reflection [4]. Magauova, Makhambetova and Lukashova, comparing educational programs for training social pedagogues in Kazakhstan, Lithuania and Germany, note that the competence-based approach should be reflected not only in learning outcomes, but also in the content of practice and professional modules [5].

The first structural component of professional competence is the cognitive component. It includes knowledge of social pedagogy, developmental psychology, family pedagogy, inclusive education, prevention of social risks and methods of socio-pedagogical diagnostics. This component creates the theoretical foundation for professional action. Without it, the future specialist cannot correctly analyze the child’s social situation or select appropriate methods of support.

The second component is the practical component. It reflects the ability to apply theoretical knowledge in real or simulated professional situations. Practice-oriented training is especially important in this regard. Zhanybekova, Zhukenova and Taubaeva argue that practice-oriented learning helps future social educators form both personal and professional qualities necessary for solving socio-pedagogical tasks at school and in other educational settings [6]. This means that professional training should include not only lectures and seminars, but also case analysis, project work, role-playing, observation, pedagogical practice.

The third component is the communicative component. The activity of a social educator is based on interaction with children, parents, teachers, school administration and external organizations. A future specialist must be able to conduct dialogue, listen actively, resolve conflicts, provide support without pressure and build trust. Communication is especially important when working with children who experience adaptation difficulties, bullying, family problems or social exclusion.

The fourth component is the digital component. In the modern educational environment, social educators need to use digital tools for communication, documentation, monitoring, online counseling and educational projects. Galimullina et al. emphasize that digital competence of future teachers includes not only technical skills, but also the ability to use digital technologies in accordance with pedagogical goals, to evaluate information critically and to act responsibly in a digital environment [7]. For future social educators, this component is directly connected with digital ethics, data protection and the ability to choose appropriate online forms of support.

The fifth component is the inclusive component. The social educator must be ready to work with children with special educational needs, children from socially vulnerable families, migrant children and learners who face difficulties in communication or adaptation. Inclusive competence includes respect for diversity, the ability to organize a supportive environment, cooperation with families and specialists, and prevention of exclusion. Research on inclusive professional competence confirms that teachers and educational specialists need targeted preparation for inclusive practice [8].

Table 1. Comparative characteristics of innovative technologies in the professional training of future social educators

Innovative technology	Main pedagogical purpose	Competencies developed in future social educators	Possible application in training
Practice-oriented learning	To connect theoretical knowledge with real professional tasks	Practical, diagnostic, communicative and reflective competencies	Analysis of school situations, observation tasks, pedagogical practice, preparation of support plans
Case-study method	To teach students to analyze complex socio-pedagogical situations	Analytical thinking, decision-making, ethical responsibility	Discussion of cases related to family difficulties, bullying, adaptation problems and inclusive support
Project-based learning	To develop students' ability to design socially significant activities	Organizational, creative, communicative and preventive competencies	Development of social projects, preventive programs, family support initiatives and inclusive activities
Digital tools	To support communication, monitoring, feedback and electronic documentation	Digital competence, information literacy, data responsibility	Use of electronic portfolios, online surveys, educational platforms and digital feedback tools
Simulation and role-playing	To prepare students for professional communication in difficult situations	Communicative competence, emotional stability, mediation skills	Role-playing conversations with parents, children, teachers and multidisciplinary teams

Innovations in the education system create favorable conditions for developing all these components. Project-based learning allows students to design preventive programs, social projects, family support activities and inclusive initiatives. Case-study methods help students analyze real professional situations and compare possible solutions. Simulation and role-playing make it possible to practice communication with children, parents and colleagues. Digital platforms support collaboration, electronic portfolios and feedback.

Conclusion. The development of professional competence of future social educators is an important condition for the transformation of pedagogical education. The modern social educator works in a complex educational environment and must be prepared for preventive, diagnostic, communicative, inclusive, digital activity.

The article shows that professional competence has an integrated structure. Its key components are cognitive, practical, communicative, digital and inclusive. These components are interrelated and should be developed systematically in higher education programs.

Innovative teaching technologies play a significant role in this process. Practice-oriented learning, project-based learning, case studies, simulation methods, digital tools help

students connect theory with real professional situations. They also develop independence, responsibility, analytical thinking and readiness for continuous professional growth.

Innovative technologies can be considered an important resource for increasing the quality of professional training of future social educators. Their systematic use creates conditions for the development of specialists who are able to work with children, families and educational communities in a competent, ethical and flexible way.

A comparative overview of innovative technologies also shows that each method has its own educational value. Practice-oriented learning strengthens the connection between university training and real socio-pedagogical work; case studies and simulations develop professional decision-making; project-based learning forms responsibility and initiative; digital tools expand communication and monitoring opportunities and professional growth. The effective preparation of future social educators requires a balanced combination of these methods rather than reliance on only one technology.

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