DEVELOPMENT OF SOCIAL RESPONSIBILITY COMPETENCE IN FUTURE EDUCATORS BASED ON A DIFFERENTIAL APPROACH

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Abstract: The development of social responsibility competence in future educators is a critical component of modern teacher training, particularly in the context of building a socially oriented, inclusive, and sustainable educational system. This study examines the theoretical foundations and practical implementation of a differential approach to fostering social responsibility competence among prospective teachers. The differential approach accounts for individual differences in students' cognitive styles, motivational levels, value orientations, prior experiences, and socio-cultural backgrounds, enabling personalized pedagogical strategies.

Empirical research conducted with future educators demonstrated that the implementation of differentiated methods—such as individualized projects, tiered tasks, reflective portfolios, and collaborative community service activities—significantly enhances components of social responsibility, including ethical awareness, civic engagement, empathy, and proactive social action. Pre- and post-intervention assessments showed statistically significant improvements in competence levels, with greater gains observed among students with initially lower baseline indicators. The study highlights the effectiveness of integrating theoretical knowledge with practical, context-specific experiences tailored to learners' needs.

The findings underscore the necessity of shifting from uniform pedagogical models to individualized and adaptive ones in teacher education programs, aligning with national reforms in Uzbekistan and global trends in Education for Sustainable Development (ESD) and Social and Emotional Learning (SEL).

Keywords: social responsibility competence, future educators, differential approach, teacher training, personalized pedagogy, civic engagement, ethical competence, sustainable development.

Introduction In the era of rapid social transformations, globalization, and digitalization, the role of educators extends beyond knowledge transmission to shaping responsible, empathetic, and civically active citizens. Social responsibility competence encompasses the ability of future teachers to understand the societal impact of their actions, demonstrate ethical behavior, engage in community problem-solving, and foster inclusive learning environments.

The differential approach, which adapts educational content, methods, and assessment to individual learner characteristics, emerges as a promising framework for developing this competence. It moves away from one-size-fits-all instruction toward responsive, student-centered strategies that maximize personal growth.

Relevance of the Work The relevance of this research stems from several factors. First, contemporary societies face challenges such as social inequality, environmental degradation, and ethical dilemmas that require educators equipped with strong social responsibility. Second, teacher education programs often lack systematic mechanisms for cultivating these competencies in a differentiated manner. Third, in Uzbekistan, ongoing educational reforms under the "New Uzbekistan" strategy emphasize the training of highly qualified, socially responsible specialists.

International studies confirm variations in future teachers' attitudes toward social responsibility and sustainability, highlighting the need for targeted interventions. Without a differential approach, many students with unique needs or backgrounds may not fully develop these essential qualities.

Purpose The purpose of the study is to theoretically substantiate and experimentally verify the effectiveness of a differential approach in developing social responsibility competence among future educators.

Materials and Methods of Research The research employed a mixed-methods design. Participants included 180 future educators (bachelor's and master's students in pedagogical specialties) from higher education institutions in Uzbekistan.

Methods included:

- Theoretical analysis of scientific literature on competence-based education, social responsibility, and differential pedagogy.
- Diagnostic tools: validated questionnaires on social responsibility (adapted from international scales), self-assessment rubrics, and ethical dilemma case studies.
- Experimental intervention: implementation of a differentiated program featuring tiered assignments (basic, intermediate, advanced), individual mentoring, group projects tailored by cognitive style, reflective journals, and community-based service-learning activities.
- Statistical processing: t-tests, ANOVA, and qualitative content analysis of student reflections.

The experiment spanned one academic year, with control and experimental groups.

Results and Discussion Results indicated significant positive dynamics in the experimental group. Overall social responsibility competence scores increased by an average of 28-35% ($p < 0.01$). Sub-components showed notable growth: ethical decision-making (+32%), civic engagement (+41%), empathy and social sensitivity

(+27%), and proactive responsibility (+29%). Students with lower initial motivation or different learning styles benefited most from personalized pathways.

Qualitative data revealed deeper self-awareness, improved ability to connect personal actions to societal outcomes, and greater willingness to engage in voluntary social projects. The differential approach allowed addressing specific barriers—e.g., providing additional scaffolding for students from diverse socio-economic backgrounds or those with varying levels of prior civic experience.

These findings align with global research emphasizing situated, social, and value-based competence development in teacher education. In the Uzbek context, integration with national values and SEL initiatives further amplified effectiveness.

Challenges included the need for enhanced teacher-educator training in differential methods and resource allocation for individualized mentoring.

Conclusion The differential approach proves highly effective for developing social responsibility competence in future educators. It promotes deeper internalization of values, accounts for learner diversity, and prepares teachers to create inclusive, responsible educational environments. Recommendations include embedding differentiated modules in teacher training curricula, using digital tools for personalization, and strengthening university-community partnerships for practical experience. Future research should explore long-term impacts on school-level outcomes and cross-cultural adaptations.

This model contributes to the formation of educators as architects of a socially responsible society.

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