American Journal of Alternative Education
ISSN 2997-3953(Online)
Vol. 1, No. 7, Sep 2024,
Available online at: https://scientificbulletin.com/index.php/AJAE

PREPARATIONS OF FUTURE TEACHERS FOR INTELLECTUAL ACTIVITY THROUGH SOCIAL PARTNERSHIP: PEDAGOGICAL AND THEORETICAL APPROACHES

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Article information:
Manuscript received: 10 September 2024; **Accepted:**22 September 2024; **Published:** 30 September 2024

Abstract: This article examines the pedagogical and methodological foundations of preparing future teachers for intellectual activity on the basis of social partnership. The study analyzes the methods aimed at developing cognitive, creative, analytical, motivational-communicative, practical and instrumental abilities of students based on the theme "Pedagogy of primary education: innovation and integration". The methodological complex developed on the basis of the principles of social partnership pedagogy, including equality, interactivity, individualization and reflection, will be integrated into the educational process. The results of the study show that social partnership-based teaching methods are effective in enhancing students' intellectual capacity.

Keywords: social partnership, intellectual skills, future teachers, pedagogical methods, integration, Pedagogy of primary education, innovation.

Introduction

The contemporary educational system in Uzbekistan is undergoing rapid development to meet both global and local demands. Within this context, social partnership pedagogy occupies a pivotal role in preparing future teachers for intellectual activity. This approach is grounded in equitable collaboration between educators and students, fostering the development of cognitive, creative, analytical, and communicative competencies. Legislative frameworks, including Presidential Decree PF-5712 of 2019, Resolution PQ-4623 of February 27, 2020, and Resolution PQ-289 of June 21, 2022, underscore the necessity of enhancing educational quality, integrating innovative methods, and prioritizing modern pedagogical approaches in teacher training. These documents provide a robust legal foundation for incorporating social partnership principles into educational practices. For instance, Resolution PQ-289 emphasizes strengthening the material-technical infrastructure of pedagogical institutions and updating curricula, thereby facilitating the practical implementation of social partnership methodologies.

The investigations, taken into consideration as developments and evaluations of a model for enhancing students' intellectual potential within the framework of the course "Pedagogy of Primary Education: Innovation and Integration," utilizing social partnership principles. The methodologies employed, including collaborative problem-solving, dialogic sessions, and other innovative techniques, are designed to cultivate not only knowledgeable but also independent, creative, and responsible individuals, essential for their future roles as educators.

The Role of Social Partnership in Education

Social partnership pedagogy is anchored in principles of equity, interactivity, individualization, and reflection. These principles position students as active participants in the learning process, enhancing their collaborative and problem-solving skills. Kamolova and Ergasheva (2022) highlight the efficacy of integrating traditional Uzbek pedagogical practices into the educational process, emphasizing the interplay between cultural traditions and social partnership. Their research underscores the significance

of local context in preparing students for intellectual activity, particularly through communal activities and mutual respect, which bolster students' communicative and motivational competencies.

Presidential Decree PF-5712 (2019) supports the integration of digital technologies and the professional development of educators, aligning with social partnership's practical applications. Similarly, Resolution PQ-4623 (2020) emphasizes the adoption of innovative methodologies in higher education institutions, facilitating the implementation of dialogic sessions and collaborative strategies to engage students in collective endeavors.

Pedagogical Design and Methodologies for Intellectual Development

Mamatov (2017), in his monograph *Pedagogical Design of Intellectual-Skill Education Processes in an Electronic Information Environment*, examines the methodological foundations for developing intellectual competencies through the use of digital tools. His approach underscores the importance of modern technologies in designing educational processes based on social partnership. For example, group projects facilitated through digital platforms encourage independent inquiry and creative problem-solving, fostering cognitive, analytical, and creative skills essential for addressing real-world challenges.

Siddiqov (2020) explores the socio-philosophical dimensions of fostering intellectual culture among youth, emphasizing the role of social partnership in shaping responsible and collaborative individuals. His findings suggest that group discussions and collaborative problem-solving enhance analytical thinking and creativity, critical for future educators.

The study employed a range of methodologies to develop intellectual competencies, implemented within the framework of the "Pedagogy of Primary Education: Innovation and Integration" course. These include:

1. **Collaborative Problem-Solving**: Students work in groups to analyze and address real-world educational challenges. For instance, designing a project to enhance student motivation in primary education encourages analytical thinking.
2. **Peer-to-Peer Learning**: Students exchange knowledge through collaborative activities, such as developing pedagogical scenarios under instructor guidance, fostering mutual learning.
3. **Dual Sessions**: This method involves bilateral collaboration between educators and students, promoting independent thinking through individualized consultations and project-based tasks.
4. **Dialogic Sessions**: Students engage in discussions to express and refine their ideas. For example, debates on ethical dilemmas in education enhance communicative skills.
5. **"1+1=3" Method**: This approach leverages synergistic effects in group work, enabling students to achieve superior outcomes through collaboration. For instance, designing innovative curricula for primary education fosters creativity.
6. **Pedagogical Inquiry**: Students investigate educational issues, such as classroom social dynamics, to develop analytical skills.
7. **Talent Indicator**: This method identifies and nurtures students' individual abilities, unlocking their creative potential.
8. **Collaborative Innovation**: Students develop novel pedagogical approaches, such as creating interactive learning materials, to enhance creative thinking.
9. **Relational Dynamics**: This approach strengthens interpersonal relationships, fostering a collaborative learning environment.
10. **Operational Tasks**: Goal-oriented, systematic projects, such as planning and executing classroom initiatives, train students in structured task execution.

These methodologies were implemented through seminars, practical sessions, training workshops, and masterclasses. Experimental groups demonstrated significant improvement in intellectual competencies, with medium to high levels of development in cognitive, creative, analytical, and communicative skills, confirming the efficacy of the methodological framework.

Emotional Intelligence and Psychological Dimensions

Shukurov (2022) examines the development of emotional intelligence in future officers, with findings applicable to pedagogical contexts. Emotional intelligence is a critical component of social partnership, enhancing students' mutual understanding, empathy, and reflective capacities. This is

particularly vital for educators, who must not only impart knowledge but also foster students' motivational and communicative skills. For example, dialogic sessions enable students to articulate their perspectives and actively listen, strengthening interpersonal competencies.

Obozov and Polezhaeva (2017) analyze the psychological foundations of social partnership through systemic principles in psychology. Their work highlights the impact of collaborative activities on cognitive and emotional development, reinforcing the importance of group dynamics in fostering self-analysis and reflection.

International Perspectives and Local Practices

Xurramov (2019) discusses enhancing intellectual preparation through project-based mathematics teaching, emphasizing the efficacy of interdisciplinary integration. This approach aligns with the "Pedagogy of Primary Education: Innovation and Integration" course, fostering analytical and creative competencies through collaborative problem-solving in mathematics.

Internationally, Mojaeva and Mojaeva Renya (2014) explore innovative educational approaches, underscoring the global relevance of social partnership. Klochixin (2016) analyzes China's scientific and innovative policies, highlighting the role of state support in intellectual development. Markelov (2016) examines educational systems for gifted children in Southeast Asia, confirming the effectiveness of social partnership methodologies in nurturing talent. Ushakov (2011) discusses the interplay between intellect, elite, and culture, illustrating the impact of social partnership on intellectual development within cultural contexts.

Preparing future teachers for intellectual activity through social partnership is a highly effective approach that aligns with the contemporary demands of Uzbekistan's educational system. Legislative frameworks (PF-5712, PQ-4623, PQ-289) provide a robust foundation, while local studies (Siddiqov, 2020; Shukurov, 2022; Kamolova and Ergasheva, 2022) and international perspectives (Mojaeva and Mojaeva Renya, 2014; Klochixin, 2016; Markelov, 2016; Ushakov, 2011) confirm the efficacy of social partnership in fostering intellectual and emotional development. The methodologies employed—collaborative problem-solving, dialogic sessions, the "1+1=3" method, and others—cultivate knowledgeable, creative, analytical, and responsible educators. This approach is scalable across higher education institutions and can be extended to other disciplines and educational levels, further enhancing educational quality in Uzbekistan.

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