

Integrative Approach To Developing Social Competence In Prospective Tutors

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Abstract: This article analyzes the theoretical and methodological foundations of the integrative approach and its role in developing the social competence of prospective tutors. The integrative approach is interpreted as a key factor that ensures interdisciplinary, inter-activity, and interpersonal coherence within the educational process, thereby shaping an individual's social experience, communication culture, and teamwork skills. The article defines social competence as an integral quality that reflects a person's ability to establish effective communication with others, engage in constructive collaboration, and demonstrate empathy and social responsibility. Furthermore, the article substantiates the components of a pedagogical model designed to improve the tutor training system based on the integrative approach — including goals, content, methods, interactive forms, and expected outcomes. As a result, it is proven that developing social competence in future tutors deepens their professional preparedness and contributes to the formation of a humanistic, reflective, and empathetic pedagogical environment in the educational process.

Keywords: Integrative approach, tutoring activity, social competence, pedagogical integration, interdisciplinary approach, communicative culture, empathy, social responsibility, reflective pedagogy, professional preparedness.

Introduction: The education system of the 21st century requires approaches that are based on human capital, competence-oriented, and integrative in nature. The process of an individual's successful socialization, professional growth, and achievement of sustainable results in pedagogical activity directly depends on the level of social competence. In particular, for tutors who manage students' educational and upbringing activities both individually and in groups within educational institutions, social competence is one of the central components of professional preparation.

The social competence of a future tutor includes not only the ability to build pedagogical relationships based on communication, cooperation, and empathy, but also the skills to manage students' (or learners') adaptation to the socio-cultural environment, create a constructive atmosphere within the group, and resolve conflicts peacefully. Therefore, the use of an integrative approach in the development of social competence is considered one of the urgent scientific issues in modern pedagogical practice.

The effectiveness of a tutor's activity is measured by the student's increased intrinsic motivation to learn

and the transformation of education into an effective process. In essence, the efficiency of the teaching and educational process in higher education is ensured through the collaboration among "professor – teacher – student – tutor." Naturally, a person occupying the tutor position — a mentor, teacher, or a specialist in the student's field of study — must be pedagogically, psychologically, ethically, and aesthetically mature, self-aware, broad-minded, intellectually capable, and rational in thinking.

Tutoring activity includes identifying the causes of professional difficulties and developing a plan to overcome them, designing and supporting an individual educational trajectory for professional development. Tutoring is not only the transfer of skills but also a process of continuous communication between the tutor and the young teacher.

In today's context of globalization and digital transformation, the education system requires the training of humane, communicative, socially active, and responsible professionals. From this perspective, developing social competence based on an integrative approach serves as a methodological foundation not

only for improving the professional qualities of future tutors but also for fostering their personal growth, social engagement, and leadership potential within the educational environment.

LITERATURE REVIEW AND ANALYSIS

According to the Russian scholar T. M. Kovaleva, “a tutor is a historically established special pedagogical position that ensures the professional development of a young and motivated teacher through the design of an individual educational trajectory.”

The purpose of tutoring activity is to support future teachers in following their individual educational trajectories, as well as to foster their self-awareness and self-development [2]. A number of directions in tutoring activity can be distinguished: tactical tutoring, strategic tutoring, individual tutoring, online tutoring, group tutoring, academic tutoring, private tutoring, and tutoring in problematic situations. These directions differ in their specific features, yet they share a unifying principle — the common position and idea of assisting future teachers.

In British and American higher education, tutoring manifests in various forms: academic tutoring, private tutoring, volunteer tutoring, peer tutoring, and computer-based tutoring.

Academic Tutoring.

Academic tutoring is aimed at helping students adapt, for instance, by developing their ability to learn independently upon entering a higher education institution; ensuring that they understand the required academic programs, the necessary skills, and the assessment systems in their field. This type of tutoring also helps students identify their learning needs in accordance with university requirements, determine their academic direction, and develop essential skills for achieving their goals. Academic tutors assist in monitoring students' progress, identifying difficulties encountered at the initial stages of study, and ensuring the successful completion of all phases of university education.

Tutors ensure that students are aware of available learning resources and utilize various forms of support while helping them develop the skills necessary to become independent learners — a foundation for lifelong learning.

This activity also addresses a range of tasks, including:

- helping students select academic modules;
- discussing examination questions;
- providing consultations regarding student documentation (certificates, recommendation letters, or completion confirmations);

advising on career-related questions, professional association membership, and academic difficulties;

mediating communication between students and faculty when needed to resolve specific issues.

Foreign Experience.

Academic tutoring abroad also includes assisting students in adapting to university life — for example, through access to necessary consultations, information, and support at university career centers. This activity can be viewed as an intermediary link between the student and university administration. From the very first day of enrollment, students can expect support and a friendly attitude from academic tutors. They receive continuous guidance on all matters that contribute to their academic success.

Support may be provided not only during the learning process but also upon students' requests. In certain cases, this service may act as a student advocate within the university.

In the United States, there were two main organizations that provided free tutoring services. Later, in 2002, they merged into one organization that supported about 160,000 volunteer tutors across 1,450 programs. Educational materials were published for tutors and tutees, and tutors increasingly gained access to data on effective teaching approaches and empirically tested practices proven to yield positive outcomes.

METHODOLOGY

One of the main tasks of tutoring activity is not only to provide timely support to young specialists but also to teach them how to overcome professional difficulties independently and to contribute to the formation of a fully developed subject of professional life.

The tutor's role in the educational process can be examined from several perspectives: the **functions** of the tutor, the **roles** they perform, the **levels of competence**, the **psychological characteristics**, and the **organizational-methodological conditions** of their work.

From a **functional perspective**, we consider what a professor or instructor should do in the process of socio-pedagogical guidance for future tutors. The functions of the professor are understood as the set of tasks they must solve together with undergraduate students within the educational process.

From a **role-based perspective**, the focus is on the specific behavioral patterns that help the professor fully realize these functions.

From a **psychological perspective**, the analysis highlights the subtle aspects of the tutor's inner readiness to perform their professional activities. This

aspect complements the external side of the activity by revealing its inner processes and motivations.

The methodological foundation of this research is based on **integrative pedagogy**, the **competence-based approach**, and **learner-centered educational theories**. These methodological bases make it possible to scientifically substantiate the integral, systematic, and reflexive nature of developing social competence in the process of preparing future tutors.

The theoretical framework of the methodology is grounded in the works of **J. Dewey, L. S. Vygotsky, D. Kolb, A. V. Khutorsky, and S. McKendry**, who explored theories of integrated education, experiential learning, and social competence. According to their scientific perspectives, stable social and professional competencies in individuals are formed only when human activity, communication, and experience exchange are implemented within a unified system.

The **integrative approach** serves as the central methodological principle of this study. This approach envisions the harmonization of various components of education — theory and practice, individual and group activities, knowledge and values. Through this synthesis, the content of tutoring activity expands and transforms into a social system built upon interpersonal communication, cooperation, and empathy.

The methodological basis of the study is defined by the following **principles**:

1. **Systematicity Principle** — viewing all stages of tutor preparation for social competence development as a single, interconnected system.
2. **Integrativity Principle** — applying interdisciplinary, inter-activity, and communicative relationships within the educational process.
3. **Reflexivity Principle** — developing tutors' abilities to analyze, evaluate, and improve their professional practice.
4. **Learner-Centeredness Principle** — ensuring an approach that focuses on revealing the tutor's personal potential, fostering social activity, and cultivating a culture of communication.

In analyzing the research results, an **integration of systemic, activity-based, and competence-based approaches** was carried out. This integration made it possible to develop a **step-by-step model** for forming social competence among future tutors, as well as to identify the changes observed in the process of their transition from theoretical preparation to practical activity.

RESULTS

Many scholars emphasize that a tutor's professional image is expressed through their competencies. The manifestation of a tutor's professional competence is reflected in their ability to reveal students' talents and to guide their moral and ethical development in accordance with modern standards. Such competencies include: the ability to accurately assess students' internal states and emotions; to serve as a personal example; to inspire feelings of goodwill and gratitude; to recognize ways of meeting students' aspirations and needs; to provide educational and moral influence while considering students' individual characteristics and abilities; to strengthen students' self-confidence; to identify effective communication strategies; and to cultivate students' sense of self-respect.

In conclusion, it can be stated that today there are broad opportunities for developing tutoring activities. Accordingly, the professional competencies formed in tutors serve to enhance their capacity to integrate international experience into educational practice.

In higher education, tutors are expected to engage in activities across several domains — spiritual, moral, educational, methodological, scientific, and innovative. Tutoring, as a practice, is not new to the global education system. The tutor's relationship with students — aimed at ensuring learning quality and effectiveness — is associated with a number of key tutoring functions:

Organizing individual work with students — identifying, diagnosing, shaping, and developing their knowledge.

Providing personal support during the educational process.

Coordinating students' information search and self-development efforts.

Accompanying students in their personal formation — helping them understand and reflect on their successes and failures, define personal learning objectives, and set future goals.

Jointly setting goals with students and evaluating all types of resources necessary for their achievement.

Coordinating students' cognitive interests, determining learning pathways and methodologies, identifying appropriate disciplines, orientation courses, information and advisory activities, and career guidance systems — while selecting the most suitable organizational structures.

Assisting students in developing conscious learning strategies, overcoming difficulties, and building self-education skills [2, p.133].

A tutor's **professional competence** represents a

fundamental component of their professionalism. It reflects a harmonious combination of theoretical knowledge and practical skills. Without the formation of professional competence, a tutor cannot effectively fulfill their duties.

According to existing approaches, a tutor's professionalism holistically integrates intellectual, emotional, and volitional dimensions. These aspects encompass all directions of tutoring activity, with professional growth and mastery being most clearly manifested through this integrated system [4, p.115].

CONCLUSION AND RECOMMENDATIONS

In the modern educational process, the essence of tutoring activity extends far beyond managing learning or providing methodological support — it also encompasses the social, psychological, and communicative development of students. Therefore, developing social competence based on an integrative approach emerges as a key factor that elevates the professional preparation of future tutors to a qualitatively new level.

The study revealed that social competence is a complex, integrative quality that includes an individual's ability to communicate effectively with others, accurately evaluate social situations, create a positive environment, and participate actively in collective activities. In this regard, the integrative approach, which harmonizes components of pedagogy, psychology, communication, management, and moral education, serves as the most appropriate methodological foundation for developing this competence.

Within an integrated educational process, tutors function not only as transmitters of knowledge but also as coordinators of interpersonal relations, facilitators of social responsibility, and developers of students' self-awareness and reflective capacity. In this sense, social competence serves as a key indicator of the effectiveness of tutoring activity.

Based on the findings of the research, the following recommendations have been developed:

1. Curricular Innovation: Pedagogical higher education institutions should include modules such as "Psychology of Social Competence Development" or "Tutoring Based on the Integrative Approach" in their tutor preparation programs.
2. Practical Integration: The tutor training process should actively incorporate practical sessions, workshops, role-playing exercises, and project-based learning to connect theoretical knowledge with social practice.

3. Comprehensive Assessment: In assessing students' social competence, it is advisable to supplement traditional testing with observation, reflective journaling, and case study analysis methods.
4. Digital Engagement: The use of information and communication technologies in tutoring can enhance students' online social engagement and strengthen collective responsibility within learning groups.
5. Humanistic Orientation: Every tutor should organize their professional activity on the basis of social values, empathy, and humanistic principles, ensuring that education remains a space of ethical interaction and mutual respect.

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