USING MIND MAPS AS A MEANS OF DEVELOPING THE SOCIAL-PEDAGOGICAL COMPETENCE OF FUTURE TEACHERS

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Abstract: The article substantiates the relevance of the problem of forming the social-pedagogical competence of future primary school teachers in the context of the requirements of global educational agendas (the Incheon Declaration, SDG 4). The psychological and didactic potential of mind maps (Mind Maps) is analyzed as an innovative tool for the systematic organization of educational information and for the development of cognitive, activity-based, and axiological components of competence. A structural-functional model of SPC is proposed, and the technology of integrating mind maps into the university educational process is described, including specific methodological cases. The results of experimental work are discussed, confirming the effectiveness of this approach in preparing highly qualified specialists capable of solving current social-pedagogical tasks.

Keywords: social-pedagogical competence, future primary school teachers, mind maps, Mind Maps, competence-based approach, didactic tool, visualization.

Scientific research is being conducted worldwide on the development of the social-pedagogical competence of future teachers and on increasing students' ability to fully assimilate new scientific innovations. UNESCO's "Education 2030" Programme and the Incheon Declaration (2015) require the preparation of teachers as socially responsible, inclusive, and fair individuals in ensuring quality education for all. This document particularly emphasizes the role of teachers in the development of citizenship, gender equality, and respect for cultural diversity [8]. Special attention is given to organizing and developing the teacher-training process based on innovative approaches, ensuring the quality of educational content and expanding its pedagogical and didactic possibilities. Systematic work is carried out to ensure the effectiveness of teacher activity through the development of the social-pedagogical competence of future educators.

In educational institutions across the world, scientific studies are being conducted on developing the social-pedagogical competence of future teachers and improving students' ability to fully assimilate new scientific innovations. UNESCO's "Education 2030" Programme and the Incheon Declaration (2015) require preparing teachers as socially responsible, inclusive, and just individuals capable of ensuring quality education for all. The document highlights the importance of teacher contributions to the development of citizenship, gender equality, and respect for cultural diversity [9]. Particular attention is paid to organizing and developing personnel training processes based on innovative approaches, ensuring the quality of educational content, and expanding its pedagogical and didactic functions. Systematic work is undertaken to ensure the effectiveness of teacher activity through the development of social-pedagogical competence.

Among scholars in our country, research in the pedagogical-psychological field of competence has been conducted by N.A. Muslimov, B.S. Abdullaeva, S.S. Babajanov, D.Sh. Baratova, O.Yu. Bozorov, N.A. Valikhanova, Sh.Sh. Shomuradov, and N.S. Hakimova [3, p. 6]. Among scholars from CIS countries, general approaches to developing the professional competence of educators were analyzed by M.A. Danilov, N.V. Kuzmina, A.K. Markova, V.A. Sitarov, V.A. Slastenin, and Ya.G. Tatur. Foreign scholars such as R. White, Jacques Delors, A.G. Seni, E.J.

Maksimovich, D. Raven, R. Short, S.B. Parry, L.M. Senser, R.J. Mirabella, and R.E. Boyatz [6] dedicated their research to studying the problem of competence.

The modern state educational standard of higher education sets requirements for the development of universal and general professional competencies (GPC), among which social-pedagogical competence occupies a special place [4, p. 7]. Today, the primary school teacher acts as the child's first social navigator, performing the functions of a mediator and a prevention specialist within the "child–parent–school" system, which requires a high level of SPC [2].

We consider SPC as an integrative personal-professional characteristic that reflects the readiness and ability of a future teacher to effectively perform the functions of social education, protection of children's rights, mediation, and preventive work in the conditions of primary school [5].

We distinguish a structural-functional model of SPC that includes three interrelated components:

1. Cognitive Component (Knowledge)

A set of theoretical, methodological, and regulatory-legal knowledge. It includes fundamental concepts of socialization (A.V. Mudrik), knowledge of developmental psychology of younger school-age children (6–11 years), features of adaptation and school maladaptation, as well as knowledge of legal acts [2].

2. Operational-Activity Component (Skills)

Represents the operational apparatus of the teacher necessary for practical action:

- **Diagnostic Skills (GPC-3):**
- The ability to collect, analyze, and interpret information about the child's social environment and problematic factors in the class.
- **Projective Skills (GPC-6):**
- The ability to develop and plan individual educational and socio-pedagogical programs and projects (e.g., bullying prevention, work with families in difficult life situations).
- **Communicative-Mediative Skills (UC-5):**

Skills for organizing subject-to-subject interaction with parents and resolving conflict situations using techniques of neutralization and achieving consensus [7].

3. Axiological (Personal) Component

Determines the professional position and value-based attitude toward activity. It includes empathy, tolerance, reflexivity (the ability to self-analyze and adjust one's own activity), and ethical stability in complex social situations.

A mind map is an effective technology for developing social-pedagogical competence (SPC), based on the concept of radiant thinking (T. Buzan). It is a method of visually representing information, starting from a central idea and branching outward using concepts, keywords, images, and colors. A mind map is an efficient tool for developing social-pedagogical competence, as a number of its features contribute to the formation of professional skills and qualities of future social educators. It is a method of visual presentation of information through concepts, keywords, images, and colors, expanding from the central idea. It is a highly effective instrument for organizing, memorizing, analyzing information, and generating new ideas. It displays the main sections, categories, or subtopics of a central theme, branching out from it. These branches are also marked with words or short phrases and colors [9].

Each branch is labeled with one or several keywords or short phrases that convey essential meanings. This helps the brain focus on the main ideas. Mind maps use the maximum possible number of images, signs, symbols, and codes. They make information more vivid and memorable and visually demonstrate connections between different ideas. Another advantage of mind maps is that students who cannot participate in group work during class, or who are introverted, can complete the task individually and prepare their presentations.

The psychological-didactic potential of mind maps is revealed in the following:

1. **Reducing cognitive load and simultaneous thinking:**

The use of color, images, and spatial organization engages both hemispheres of the brain simultaneously— the left (logic, structure, words) and the right (images, creativity, associations). This ensures simultaneous assimilation of information and its effective transfer into long-term memory, which is crucial when studying complex interdisciplinary topics typical for SPC.

2. **Holographic coding and systemness:**

Unlike linear notes, mind maps allow for encoding a large amount of interconnected information as a holistic picture. The student sees all causal relationships and the hierarchy of concepts (for example, from Problem → Factors → Methods) at the same time. This directly develops systemic thinking, which is essential for comprehensive social-pedagogical diagnostics.

3. **Operationalization and design:**

The radial structure of the map is ideal for algorithmizing actions. From each branch (for example, "Work with parents"), rays lead to specific operational steps (interview, consultation, mediation), which translates theoretical knowledge into ready-to-apply practical skills (the operational-activity component).

4. **Development of creativity and reflection:**

Constructing a mind map is not passive reproduction but active visual modeling of one's own thinking process. The map becomes an external instrument of reflection, enabling the student to objectify, analyze, and adjust the solutions and strategies they propose [10].

Thus, mind maps represent a thinking technology that provides a productive transition from theoretical knowledge to the formation of a holistic and operational system of social-pedagogical skills in future primary school teachers.

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