



Scientific and Methodological Foundations for Developing the Socio-Pedagogical Competence for Future Teachers in the Context of Globalization

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ABSTRACT

In an era marked by globalization and cultural diversity, the role of teachers extends beyond subject instruction to include active participation in fostering inclusive and socially responsive educational environments. This study explores the scientific and methodological foundations for developing socio-pedagogical competence among future teachers. A quasi-experimental study was conducted with 124 students from pedagogical universities in Uzbekistan. The experimental group received a structured six-module training program integrating intercultural education, inclusive pedagogy, digital tools, and reflective practice. Data were collected using pre- and post-intervention assessments, structured observations, and interviews. Results demonstrated statistically significant improvements in all components of socio-pedagogical competence among the experimental group compared to the control group. The study confirms the effectiveness of a theoretically grounded, competence-based methodology for preparing globally competent and socially responsible educators.

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1. INTRODUCTION

Various educational studies and international frameworks have increasingly emphasized the need to integrate socio-pedagogical competencies into teacher education curricula (Beazidou, 2023; Stoeva, 2024). This shift is driven by the evolving role of teachers, who are no longer seen merely as transmitters of academic knowledge but as facilitators of inclusive learning, ethical guides, cultural mediators, and agents of social transformation (Sorkos and Hajisoteriou, 2021). Consequently, teacher education is undergoing a paradigm shift—from a content-centered model to a more holistic, humanistic, and socially responsive approach (Sorkos and Hajisoteriou, 2021). Socio-pedagogical competence encompasses skills such as intercultural understanding, empathy, collaborative communication, critical thinking, and ethical awareness—all of which are essential in preparing teachers to navigate the complexities of diverse educational settings in a globalized world (Beazidou, 2023; Stoeva, 2024).

To respond to these demands, a range of pedagogical models and instructional approaches have been introduced, including global citizenship education (Leite, 2022; Bosio & Schattle, 2023), values-based education (Huang *et al.*, 2024), reflective practice (Howell, 2021), and learner-centered pedagogy (Tzenios, 2022; Msonde, 2023). These approaches highlight the importance of equipping future teachers with the capacity to address social inequality, manage diversity, resolve conflicts peacefully, and promote sustainable development (Obodoagu & Anyaehie, 2024). The advancement of educational technology has further enabled virtual exchanges, cross-cultural projects, and access to global perspectives, thereby reinforcing the development of socio-pedagogical competencies in both physical and digital learning environments (Koehler *et al.*, 2022).

Many teacher education institutions have begun to redesign their programs to incorporate these elements through diverse and experiential strategies (Sorkos and Hajisoteriou, 2021). These include teaching practicums in multicultural settings, intercultural collaborative projects, critical reflection exercises based on field experiences, and communication training focused on emotional intelligence and active listening. The theoretical foundation of these practices often draws from social constructivist theory, transformative learning theory, and character education principles—emphasizing the co-construction of knowledge through meaningful social interaction and reflective engagement (Cummings, 2001).

Despite these positive developments, there is still a lack of a unified, evidence-based, and adaptable framework that systematically guides the cultivation of socio-pedagogical competence across diverse educational contexts. Many existing models are fragmented, context-specific, or underdeveloped in terms of scientific rigor and practical scalability. This highlights the urgent need for further research to establish robust scientific and methodological foundations that can inform and sustain the long-term transformation of teacher education programs on a global scale.

2. Literature Review

Socio-pedagogical competence is increasingly recognized as a core pillar in the professional formation of future teachers, particularly within the context of globalization. It is broadly defined as a set of professional, interpersonal, and ethical skills that empower teachers to create positive and inclusive social environments, address the diverse developmental needs of learners, and collaborate effectively with families, communities, and other stakeholders (Koukounaras Liagkis, 2022). This competence goes beyond content delivery—it encompasses

cultural responsiveness, emotional intelligence, collaborative communication, and ethical responsibility. As modern classrooms become more diverse and digitally connected, teacher education programs are being called to integrate these dimensions systematically into their curricula (Byrd & Indar, 2025).

The theoretical foundation for socio-pedagogical competence is rooted in several key paradigms that guide teacher education practices. Social constructivism posits that learning is a social and dialogic process, wherein knowledge is constructed through interaction and collaboration. This view necessitates that teacher preparation moves beyond individualistic models of learning and embraces cooperative learning, peer feedback, reflective dialogue, and real-world engagement. It is within such environments that prospective teachers begin to internalize socio-pedagogical dispositions and values (Cummings, 2001).

Intercultural education and global pedagogy offer complementary perspectives, especially in response to increasing multiculturalism and global interdependence. These approaches promote the development of teachers' abilities to recognize, respect, and respond to cultural diversity in their classrooms. Intercultural competence, as a component of socio-pedagogical competence, enables teachers to foster inclusive learning spaces, manage cultural differences sensitively, and incorporate multiple perspectives in their instruction (Papadopoulou *et al.*, 2022). Teacher education must therefore prepare candidates to engage meaningfully with diversity through exposure to global themes, reflective tasks on cultural identity, and cross-cultural collaboration (Sorkos and Hajisoteriou, 2021).

Meanwhile, the competence-based education (CBE) approach provides a structured framework for operationalizing socio-pedagogical development. This model emphasizes measurable learning outcomes and professional readiness, highlighting specific competencies such as emotional regulation, social responsibility, communication skills, and understanding of sociocultural contexts. These align with international standards for 21st-century education, as reflected in global frameworks like those from UNESCO and the OECD (Kalbaevna, 2021).

Furthermore, digital and inclusive pedagogies are increasingly relevant in the formation of socio-pedagogical competence. With the growing role of information and communication technology (ICT) in education, future teachers must be able to integrate digital tools to enhance social interaction, foster inclusion, and adapt instruction to diverse learning needs (Ukpe, 2023). Inclusive pedagogy, grounded in equity and participation, demands that teachers embrace all learners by differentiating instruction, reducing barriers, and promoting a sense of belonging (Guberina, 2023). Underpinning all of these is the psychological dimension of socio-pedagogical competence, which draws from emotional intelligence theory. Emotional awareness, empathy, and self-regulation are not only important for teacher well-being, but also for building trust, managing group dynamics, and supporting students' emotional development (Antonopoulou, 2024).

To synthesize these various theoretical contributions, **Table 1** summarizes the key educational theories and their specific relevance to the development of socio-pedagogical competence.

Table 1. Theoretical foundation and their contributions to socio-pedagogical competence.

Theoretical Foundation	Key Contributions
Social Constructivism	Learning through interaction, collaboration, dialogue, and social engagement
Intercultural Education	Respect for diversity, cultural awareness, inclusive and responsive pedagogy

Table 1 (continue). Theoretical foundation and their contributions to socio-pedagogical competence.

Theoretical Foundation			Key Contributions
Competence-Based Education			Focus on measurable skills, professional preparedness, and holistic competence
Digital & Inclusive Pedagogies			Use of ICT for communication and inclusion; attention to diverse learner needs
Emotional Intelligence Theory			Development of empathy, emotional self-regulation, and relational competence

3. METHODS

This study employed a quasi-experimental design with a combination of quantitative and qualitative approaches to investigate the effectiveness of a specially designed methodological framework in enhancing the socio-pedagogical competence of future teachers. The research design included both pre-test and post-test procedures to measure participants' competence levels before and after the intervention. The use of a mixed-methods approach allowed for a more comprehensive understanding by combining measurable changes with reflective, in-depth insights from participants.

The study was conducted during the 2023–2024 academic year and involved 124 third-year undergraduate students enrolled in pedagogical universities in Uzbekistan. Participants were randomly divided into two equal groups: an experimental group and a control group, each comprising 62 students. Both groups were comparable in terms of demographic and academic characteristics to ensure the reliability of the comparison. While the control group continued with the standard teacher education curriculum, the experimental group participated in a specially designed six-module training program aimed at fostering socio-pedagogical competence.

To evaluate the development of competence, three instruments were used. The first was the Socio-Pedagogical Competence Diagnostic Questionnaire (SPCDQ), constructed based on internationally recognized frameworks from UNESCO and the OECD, which measured components such as emotional intelligence, cultural awareness, social responsibility, and communication skills. The instrument demonstrated high reliability, with a Cronbach's alpha coefficient of 0.89. Second, a structured classroom observation sheet was utilized to assess observable teaching behaviors and interpersonal practices in practical teaching contexts. Third, an interview guide was applied to collect qualitative data, capturing students' reflections, experiences, and perceived changes resulting from the intervention.

The intervention provided to the experimental group spanned 12 weeks, consisting of six modules, each delivered over two weeks. The modules included: (i) cultural awareness and sensitivity; (ii) fundamentals of inclusive education; (iii) use of digital collaboration tools such as Padlet, Zoom, and Moodle; (iv) training in conflict resolution and empathy; (v) implementation of service-learning projects in real social contexts; and (vi) reflective teaching practices supported by peer feedback and journal writing. These modules were designed to integrate theory with practice, encourage self-awareness and collaboration, and build key socio-pedagogical competencies through experiential and reflective learning strategies.

Data collected from the SPCDQ were analyzed using SPSS version 26. Statistical procedures such as paired sample t-tests were conducted to examine within-group differences between pre-test and post-test scores, while ANCOVA (Analysis of Covariance) was used to assess differences between the experimental and control groups, controlling for initial competence levels. Meanwhile, qualitative data from interviews and reflective journals were analyzed

through thematic analysis, allowing researchers to identify recurring patterns related to growth in cultural sensitivity, emotional engagement, communication, and ethical understanding. This triangulated methodological approach enabled a robust evaluation of the training program's effectiveness in fostering socio-pedagogical competence in future teachers.

4. RESULTS AND DISCUSSION

4.1. Quantitative Analysis

The results of the study clearly demonstrate the effectiveness of the developed methodological framework in enhancing socio-pedagogical competence among pre-service teachers. In the pre-test phase, both the experimental and control groups showed no significant differences in their initial competence levels, with the experimental group scoring a mean of 62.5 (SD = 6.1) and the control group scoring 61.9 (SD = 5.8). The similarity in baseline scores ($t(122) = 0.62$, $p = 0.54$) confirms the initial equivalence of the two groups, thus validating the integrity of the subsequent intervention comparison.

However, the post-test analysis revealed a significant improvement in the experimental group's competence level ($M = 84.7$, $SD = 5.4$), representing an increase of +22.2 points, compared to the control group's more modest gain of +6.5 points ($M = 68.4$, $SD = 6.2$). The results of the ANCOVA test, which controlled for pre-test scores, confirmed the statistically significant impact of the intervention ($F(1,121) = 210.45$, $p < 0.001$) with a large effect size ($\eta^2 = 0.635$). These findings are further illustrated in **Table 2**, which presents the pre- and post-test scores and significance levels for both groups.

Table 2. Pre- and post-test score of socio-pedagogical competence.

Group	N	Pre-Test Mean (SD)	Post-Test Mean (SD)	Mean Difference	t-value	p-value
Experimental	62	62.5 (± 6.1)	84.7 (± 5.4)	+22.2	16.82	<0.001
Control	62	61.9 (± 5.8)	68.4 (± 6.2)	+6.5	5.34	<0.001

To gain deeper insights, the analysis further disaggregated the post-test scores of the experimental group into five core components of socio-pedagogical competence. The highest average score was in Emotional Intelligence ($M = 18.5$ out of 20), with an achievement rate of 92.5%, indicating strong internalization of emotional awareness, regulation, and empathy. Intercultural Communication (88.4%) and Inclusive Teaching Strategies (86.5%) also scored highly, reflecting participants' strengthened ability to manage diversity and implement equitable practices in the classroom. Meanwhile, Collaborative Problem-Solving showed an achievement rate of 86.0%, indicating students' growth in teamwork, negotiation, and conflict resolution. The lowest component score was observed in Digital Pedagogical Tools (74.0%), suggesting that while digital competence improved, it remains an area requiring further emphasis. This breakdown is summarized in **Table 3**.

Taken together, the statistical analysis demonstrates that the intervention not only elevated the overall competence level but did so across all key dimensions, validating the multidimensional structure of the training framework.

4.2. Qualitative Analysis

The qualitative findings of this study provide a rich, nuanced understanding of how the methodological intervention was experienced and internalized by participants in the experimental group. Based on thematic analysis of semi-structured interviews and reflective

teaching journals from 20 students, four interrelated themes emerged that reflect the multidimensional development of socio-pedagogical competence. First, participants demonstrated a significant increase in cultural sensitivity, as they reported a deeper appreciation for diversity and a heightened ability to recognize and overcome personal biases. This translated into improved confidence in managing diverse classrooms and employing inclusive communication techniques—reinforcing the intercultural competence measured in the quantitative data.

Table 3. Post-test score by competence components in the experimental group.

Competence Component	Max Score	Mean Score (SD)	Achievement Rate (%)
Intercultural Communication	25	22.1 (± 2.3)	88.4%
Inclusive Teaching Strategies	20	17.3 (± 1.8)	86.5%
Emotional Intelligence	20	18.5 (± 1.5)	92.5%
Collaborative Problem-Solving	15	12.9 (± 1.6)	86.0%
Digital Pedagogical Tools	20	14.8 (± 2.4)	74.0%
Overall	100	85.6 (± 6.3)	85.6%

Secondly, the intervention led to an increase in digital confidence. Initially, many participants expressed discomfort with technology; however, as they progressed through structured digital learning tasks involving platforms like Zoom, Moodle, and Padlet, they began to view these tools as meaningful enablers of inclusive and collaborative pedagogy. Although some students still felt the need for further training, most described a growing willingness to integrate digital tools in their future teaching. This complements the quantitative finding that digital competence, while improved, remained the lowest among the measured components—highlighting both progress and areas for continued development.

The third theme centered around emotional awareness and empathy, with many students describing how the training prompted them to become more attuned to the emotional dynamics in their future classrooms. Through journal reflections and class discussions, participants recounted moments where they practiced empathy, active listening, and de-escalation strategies. This emotional growth contributed not only to better classroom management potential but also to deeper student–teacher relationships, aligning with the outstanding quantitative results in emotional intelligence.

Lastly, the value of collaborative learning emerged strongly. Participants highlighted how peer feedback, group discussions, and cooperative assignments not only improved their interpersonal communication but also fostered a sense of mutual support and collective responsibility. These social dimensions of learning created a space for authentic dialogue, critical thinking, and shared growth, which participants viewed as central to their development as future educators.

Collectively, these qualitative themes confirm that the intervention did more than just impart knowledge; it facilitated a process of experiential and transformative learning. Students actively constructed their understanding of socio-pedagogical competence through meaningful interactions, reflection, and applied practice. The findings underscore the importance of integrating reflective, collaborative, and culturally responsive strategies in teacher education to cultivate educators who are emotionally intelligent, socially aware, and globally competent.

4.3. Discussion

The findings of this study provide compelling empirical and theoretical evidence that a structured, integrative, and theory-driven methodological framework can significantly enhance the socio-pedagogical competence of future teachers, particularly in response to the complex demands of globalization and 21st-century education. The substantial quantitative gains observed in the experimental group—reflected in a mean score increase of over 22 points—demonstrate the effectiveness of the intervention in fostering both knowledge and applied skills across key domains. Notably, all five measured components of socio-pedagogical competence—intercultural communication, inclusive teaching strategies, emotional intelligence, collaborative problem-solving, and digital pedagogy—showed marked improvement, confirming the multi-dimensional reach of the framework. This indicates not only cognitive gains but also deeper transformation in participants' professional dispositions and pedagogical practices (Billett, 1998; Boston & Smith, 2009).

The intercultural communication component, which achieved an 88.4% success rate, signifies a major breakthrough in preparing future teachers for culturally diverse classrooms. In a globalized education landscape where migration, internationalization, and multiculturalism are increasingly common, this competence is no longer optional but essential. The participants' ability to understand, respect, and mediate between cultural differences highlights the success of the intervention in instilling cultural awareness and responsiveness. These outcomes align with global education standards and reflect the practical translation of theories such as intercultural pedagogy into observable behaviors and attitudes (Kalbaevna, 2021).

Equally significant is the outstanding achievement in emotional intelligence, with a 92.5% attainment rate. This result validates the integration of emotional and psychological components into teacher education, confirming that socio-pedagogical growth must include affective development alongside cognitive and social skills. Emotional intelligence is central to building trust, sustaining positive student-teacher relationships, and managing classroom dynamics with empathy and sensitivity. These findings resonate with the theoretical framework of emotional intelligence theory (e.g., Goleman) and affirm the critical role of self-awareness, emotional regulation, and social competence in the professional identity of teachers (Antonopoulou, 2024).

However, the digital competence component, while improved, showed the lowest achievement rate (74%), indicating that although the intervention succeeded in increasing familiarity with digital tools, full integration into pedagogical thinking and inclusive practices requires more time and reinforcement. This gap reveals that many pre-service teachers may still perceive digital tools as supplementary rather than transformative. Given the current and future reliance on digital technologies for instruction, communication, and inclusion (especially in post-pandemic education), this finding underscores the urgency of embedding ongoing digital pedagogy training in teacher education curricula—not only as technical skills but as part of a pedagogical and ethical framework (Falloon, 2020).

The qualitative themes provide deeper insight into the internalization process of these competencies. Participants did not merely complete modules; they underwent transformative learning experiences. The emergence of themes such as enhanced cultural sensitivity, emotional awareness, increased digital confidence, and the perceived value of collaborative learning indicates that the framework was successful in shifting mindsets and professional values. Reflective practices, such as teaching journals and peer feedback, played a central role in this transformation, fostering metacognitive engagement and helping

students critically evaluate their roles as inclusive educators. These reflective and social dimensions align with social constructivist principles, reinforcing that competence is constructed through interaction, reflection, and experience rather than through isolated instruction.

Moreover, the incorporation of collaborative learning strategies—as highlighted in both the training and student testimonies—illustrates the effectiveness of dialogical and cooperative environments in shaping interpersonal and pedagogical skills. Participants cited peer learning not only as a source of knowledge but as a space for validation, challenge, and mutual growth. This dimension is particularly relevant for socio-pedagogical competence, which relies heavily on relational abilities, social negotiation, and ethical engagement (Mialkovska *et al.*, 2023).

In summary, the discussion of results supports the central premise of the study: that a theoretically sound and experientially grounded methodological approach—drawing from social constructivism, intercultural education, competence-based learning, and emotional development—can substantially improve the readiness of future teachers to meet global educational challenges. The integrated model does not simply add new content to teacher education, but reorients the pedagogical paradigm toward social responsibility, cultural inclusion, emotional intelligence, and digital fluency. These findings have far-reaching implications, suggesting that teacher education reform must go beyond technical competence and subject-matter mastery, toward the cultivation of whole educators—who are reflective, compassionate, culturally competent, and future-ready.

5. CONCLUSION

This study offers a substantial contribution to the discourse on teacher education by demonstrating that a well-structured, theoretically grounded methodological framework can significantly enhance the socio-pedagogical competence of pre-service teachers. Anchored in principles of social constructivism, intercultural education, and competence-based learning, the intervention provided a multidimensional approach to developing the interpersonal, emotional, ethical, and pedagogical capacities required for 21st-century teaching. The quantitative results revealed significant gains across all key competence domains—most notably in emotional intelligence and intercultural communication—while the qualitative findings affirmed that students experienced not just skill acquisition, but meaningful professional transformation through reflective and collaborative learning processes.

The study's implications are both practical and systemic. It underscores the urgent need for curricular reform in teacher education programs, advocating for the deliberate integration of five core elements: (i) intercultural awareness modules to cultivate cultural responsiveness, (ii) inclusive education strategies to ensure equity in diverse classrooms, (iii) digital pedagogical tools to promote technological fluency, (iv) emotional intelligence development to support affective and relational teaching, and (v) reflective, experiential learning environments that promote self-awareness, adaptability, and ethical decision-making. These components are not peripheral enhancements, but central pillars in preparing educators to navigate the complexities of globalization, technological disruption, and socio-cultural change in modern education systems.

Furthermore, the research highlights that socio-pedagogical competence is not developed in isolation or through theoretical instruction alone. Rather, it requires immersive, dialogical, and metacognitive engagement, which enables future teachers to internalize values, build relational capacity, and adopt inclusive pedagogical mindsets. The findings advocate for a

paradigm shift in teacher education—one that moves beyond technical preparation toward the formation of emotionally intelligent, culturally competent, and socially responsible educators.

While the study demonstrated strong short-term impacts, it also opens pathways for further exploration. Future research is recommended to examine the long-term sustainability of the acquired competencies, particularly through longitudinal studies that investigate their influence on actual classroom practices and student learning outcomes across varied cultural and institutional contexts. Such work will be crucial for understanding how socio-pedagogical competence evolves over time, how it is influenced by professional experience, and how it ultimately contributes to educational equity, inclusion, and quality on a global scale.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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