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PREPARATION OF FUTURE TEACHERS FOR SOCIAL AND PEDAGOGICAL ACTIVITIES

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Abstract. The article analyzes the scientific and methodological aspects of preparing future teachers for socio-pedagogical activities on the basis of a competency-based approach to education. Socio-pedagogical competence is based on a practical process that allows the teacher to create real conditions for the implementation of large-scale social programs in the field of humanities.

Keys words: competent approach to education, socio-pedagogical competence, scientific-methodological basis, function, social experience, human activity, vocational training, modernization of education, professional competence, social competence, variability, optimality

Introduction.

In recent years, great attention has been paid to improving the legal framework for the organization of the educational process in the education system, including in higher education institutions. Including,

The new Law of the Republic of Uzbekistan "On Education" states that the main principles of state policy in the field of education are non-discrimination in education, equal opportunities for education, inculcation of national and universal values in education and upbringing, humane and democratic nature of education [5]. In particular, the "Concept of development of the higher education system of the Republic of Uzbekistan until 2030" identifies a number of important areas related to the preparation of future teachers for socio-pedagogical activities. These are:

to be able to take responsibility for solving important tasks facing the state and society, to train young people as professionals, to use educational methods that require new approaches in this regard;

development of national and moral values, socio-political and economic activity, formation of a strong civic position in young people, along with universal values;

to prevent students from being exposed to various information attacks, foreign ideas, socially dangerous acts, effective methods of education in order to unite them for the future of our country, the widespread use of modern information and communication technologies, the organization of spiritual and educational activities. take into account their interests and support their initiatives;

Within the framework of the concept "School - the hearth of spirituality and enlightenment" to develop cooperation between higher education institutions and secondary schools on the basis of mentoring model on issues such as formation of spiritual and enlightenment worldview, legal literacy, career guidance and preparation for independent life [3], etc.

A competent approach to education is important in the implementation of such tasks, the essence of which is reflected in the modernization of education (the interaction of education and upbringing), its qualitative transformation, the creation of a new system of human values as a priority of education. The idea and ideology of national independence of the Republic of Uzbekistan, "National Training Program" [1], Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No 4947 "On the Strategy for further development of the Republic of Uzbekistan" [2], in the new edition [5], "Concept of development of the higher education system of the Republic of Uzbekistan until 2030" [3], "Concept of continuing education" [4] adopted at the state level as a methodological basis for a competent approach to improving the quality of education serves. Defining educational goals as individual results of human activity, creating conditions for "growth" of new personality traits, the ability to solve problems independently in different areas of activity, based on the acquired social experience, radically changes the attitude to pedagogical activity, its

orientation and place in the education system. In this context, education involves addressing issues that are important to the individual by understanding their own experiences, existing in the culture and society.

This means that the formation of knowledge alone is no longer the goal of education. Knowledge becomes one of the components of education because of the problems that arise in a particular activity, the need to solve tasks.

World educational practice today links learning outcomes to human qualifications. Therefore, the problem of a competent approach to the professional training of future teachers in terms of new priorities remains relevant at the same time.

Literature review.

A number of documents on the modernization of education define a competency-based approach as one of the important conceptual rules for the modernization of the content of education, including vocational education. Recently, the results of the educational process have been increasingly associated with the concept of "competence". In modern educational practice, competence is manifested in three situations: the value of education, the goal, and the outcome. Because competence, first, incorporates the intellectual and skill components of education; second, the concept of competence includes the idea of interpreting the content of education that is formed "as a result"; third, competence is integrative in nature [6; 10-15.].

Zimnyaya I.A emphasizes that as a result of education a person will have to form a certain integrated socio-professional quality that will allow him to successfully perform production tasks, to interact with other people. This quality is defined by I.A. Zimnyaya as a holistic socio-professional competence of a person. It is a personal, integrative, formative quality that is manifested in the interplay of different social and professional tasks [8; 14-22.]. As can be seen, socio-pedagogical competence involves two aspects. The first is the pedagogical profession, i.e. professional competence, while the second is social competence.

Family Paaso and Katie Corento have practical work experience as important aspects of developing professional competence; describes in connection with professional knowledge and skills and continuous education of the specialist aimed at personal and professional development [20; 224.]. Indonesian scholar Adnan Hakim explains that "professional competence is the ability of a person to perform a certain type of activity in accordance with the requirements of the job based on his knowledge, worldview, skills and abilities" [19].

German scientists J.Baumert, M.Kunter, W.Blum, U.Klusmann, S.Krauss and M.Neubrand, who conducted research on professional competence, professional competence of the teacher, assessed the professional competence of the teacher as a necessary unit of professional knowledge, skills and professional ethics. social analysis, diagnosis of pedagogical situations, reflection, and professional behavior have been recognized as its main components [21].

In general, according to researchers, the professional competence of the educator is his / her special scientific and theoretical knowledge in the relevant field of science and education, as well as the ability to effectively solve the assigned tasks; to find effective solutions to specific pedagogical situations arising from the interests of students on the basis of special professional ethics; is defined by a sense of responsibility and accountability to each individual for each pedagogical action in the performance of the above professional duties.

There are also different approaches to social competencies. In particular, in psychology, the following rules served as the theoretical basis for the distribution of groups of social competencies: a) a person is a subject of communication, knowledge, labor (BG Ananayev); b) man is manifested in the system of attitude to society, to other people, to himself, to work (VN Myasishev); c) there is a vector of acmeological development in human competence (NV Kuzmina); g) there is competence in professional maturity (AK Markova); d) in the cluster of socio-psychological competencies, the competence of "having one's own" is leading (O.E. Hayitov) [18]. Among these views, I.A. Zimnyaya distinguishes three groups of competencies. These are: the attitude of the person as a subject of life activities; interpersonal relationships; attitude to human activity, which manifests itself in

various forms. MM Ermolovich analyzed the historical development of a competent approach to higher education [7]. The multifaceted and multifaceted nature of pedagogical activity, the dynamics of the requirements for the level of training of pedagogical specialists have attracted researchers to study the phenomenon of pedagogical (teacher) competence. One of the most well-known and widely used views is the view of AK Markova, which distinguishes the following types of professional competence: special, social, personal, individual [11; 34-35.]. VA Sitarov presents the professional competence of the teacher as a system of separate interrelated types of competence: methodological, special, pedagogical, psychological and methodological. He noted that this is "a complex education that includes a set of knowledge, skills and characteristics of a person, ensuring the variability, optimality and effectiveness of the organization of the educational process" [15; 74-75.].

As can be seen, socio-pedagogical competence is a separate type of professional competence. Doctor of Pedagogical Sciences MT Mirsolieva defines this concept as follows: "Socio-pedagogical competence - the ability to adapt to the rapidly changing social environment in the process of professional activity, to direct their capabilities to the needs of society" [12]. N.Yu. Klimenko analyzes the socio-pedagogical competence in his work and interprets it as "a necessary description of the professional activity of a specialist in any field of social practice, reflecting the quality of professional training and the level of professional growth" [10; 23].

So, social competence is, first of all, the acquisition of knowledge, skills and abilities for the effective functioning of each person in social life and socialization in society. Socio-pedagogical competence is defined by the ability to analyze the situation in the pedagogical process, focus on personal and socially useful activities and pedagogical activities, the ethics of interaction of educational subjects and the socio-pedagogical position, the formation and development of which effectively organize the educational process. depending on.

It is well known that the problems of education need to be considered in a broad historical, socio-economic and political context. Education as a social institution has always played a special role in enriching the foundations of human culture. In the XXI century, the development of humanity, the acceleration of the

development of the social structure of society forces us to look at the education system in a new way. At present, the development of promising projects to improve its structure and basic parameters is of particular importance. The conformity of the education system to the surrounding socio-cultural realities can be achieved only on the basis of the principle of rapid, continuous, but constant gradual modernization. Reforms in education need to be carried out smoothly, updated frequently, and various options sought. In this regard, the principles, structure and functions of the entire education system are undergoing radical changes, both in public administration and in the integrated educational space.

Modern innovations in society, new directions in economics, policy development, rapid informatization and growth of society, people's need for new social skills and roles have radically changed the requirements for education, significantly increasing the contribution of education to the modernization of society. Priorities in the development of education include facilitating socialization in market conditions, counteracting negative social phenomena, ensuring social mobility in society, supporting the entry of new generations into the globalized world, open information society, increasing the role of education in the implementation of the source of freedom, choice for everyone. was determined.

Research Methodology

Emphasizing the importance of socio-pedagogical competence for the future teacher, we concluded that the development of this quality has a positive impact on his adaptation to changing socio-economic conditions, readiness to respond to these changes in a timely and pedagogically appropriate manner. The expansion of the worldview, the system of value relations, the motivation for independent learning, allows to form a holistic view of the interest in their profession. At the same time, there are qualitative changes in the development of professional pedagogical functions of teachers, the implementation of moral values, which are the basis of socio-pedagogical activity; pedagogical assistance and support to students; close assistance to the child in the process of socialization, aimed at harmonizing the relationship between all subjects of the educational process (teachers, parents,

students); is evident in respect for individual and group differences. As a rule, such teachers strive to ensure social justice, creating conditions for the social and personal development of students, striving for high standards of personal and professional ethics.

Prospective educators are a category of specialists who need to have socio-pedagogical competence, the formation of which should begin in the early years of higher education.

The set of science-based professional knowledge and skills that a university graduate must possess is usually included in the qualification requirements of a specialist. However, this implies general requirements for the professional competence of the future teacher [22; 42]. Therefore, in order to determine the indicators that characterize the socio-pedagogical competence, it is necessary to analyze the nature of socio-pedagogical activities in which students of pedagogical higher education institutions are trained.

Strengthening the social function of education not only changes the requirements for the personality of the modern teacher, but also to some extent reshapes the essence and structure of his professional activity.

Analysis And Results.

The modern teacher actively carries out social and pedagogical functions in the course of professional pedagogical activity. In the process of work, the teacher creates conditions for a favorable "social state of personal development", taking into account the analysis of social and biological factors, transforms the child into an active modifier of the surrounding socio-pedagogical microenvironment and educator, changes in social and value -stimulates self-awareness "[16; 9]

The study developed a generalized list of the most important socio-pedagogical functions performed by a general secondary school teacher at each stage of students' education based on a comparison of the qualifications of a teacher and a social pedagogue.

For a more accurate description, the content of the teacher's socio-pedagogical functions is given in Table 1.1. At the same time, in accordance with the new version of the Law "On Education", the following stages of general secondary education (grades I - XI) were taken as a basis: primary education (grades I - IV); basic secondary education (grades V - IX); secondary education (grades X - XI) [5].

All of the above necessitates the development and justification of the structure of socio-pedagogical competence of the primary school teacher.

Table 1.1

The content of the socio-pedagogical functions of the teacher

Objects	Primary education teacher	Basic secondary education teacher	Secondary education teacher
Diagnosis and analysis of the educational process, the study of psychological and age characteristics of students, their interests and abilities, the scope of communication, the study of living conditions, the identification of positive and negative effects on the child's development and his problems.			
School	Work on adapting the child to the school environment; pedagogical support of the student in the learning process; to involve the child in the system of additional education and upbringing	Solving students' social problems; assisting and supporting adolescents to achieve high achievement rates; involvement of adolescents in Youth Union and organizational work	Orientation of high school students to the target profession; creating conditions for the formation of the worldview of high school students; organizing positive behavioral and communication experiences in informal groups
Family	Pedagogical education of parents; involving the child's parents in class activities; teaching parents parenting skills	Increasing the educational potential of the family; Support and assistance to at-risk families; involvement of public organizations in family upbringing	Family psychological and pedagogical counseling; counseling parents with specialists (psychologist, doctor, lawyer, etc.); informing parents about various issues.

Microsociety	Helping the child plan their free time; development and implementation of socio-pedagogical projects and programs with primary school students and their families	Collaborate with the public and other organizations to help solve the socio-pedagogical problems of adolescents; Informal neighborhood - the organization of children's social experience in a friendly environment	Participate in the work of local self-government bodies on behalf of the school; cultural, educational, leisure, sports and public activities with children and their parents
Working with different categories of children	Working with socially vulnerable children; protection and assistance to children in difficult living conditions; arranging additional lessons to master.	Working with socially disadvantaged children; prevention of school maladaptation and social neglect; working with gifted children, developing children's curiosity and creative activity.	Supporting, assisting, and protecting high school students when they have problems finding their place; protecting the rights and interests of students

In our opinion, the socio-pedagogical competence of the primary school teacher serves as the basis for the development of socio-pedagogical competence of any teacher-specialist. This is because the primary school teacher creates the fundamental foundations for the social formation of the student's personality, on the basis of which the child develops in the later stages of schooling. Another important aspect is the teacher's interaction with the students' parents, that is, close contact with the students' parents, the cooperation of most

parents with the teacher, trust in him, the peculiarities of the conflict-free relationship with the teacher in most cases. It is these features that help the primary school teacher to form the attitude of parents in relation to the educational process, to interest them, to turn them into active participants in school life.

Thus, based on the analysis of the concepts of "competence", "pedagogical competence", "socio-pedagogical competence", the characteristics of the professional activity of primary school teachers, the specifics of its socio-pedagogical functions, we identified the structure of socio-pedagogical competence of primary school teachers (Figure 1.2 see). A tiered approach was used in describing the proposed structure, as competence is a multifaceted feature of the specialist that requires the use of a set of interrelated parameters.

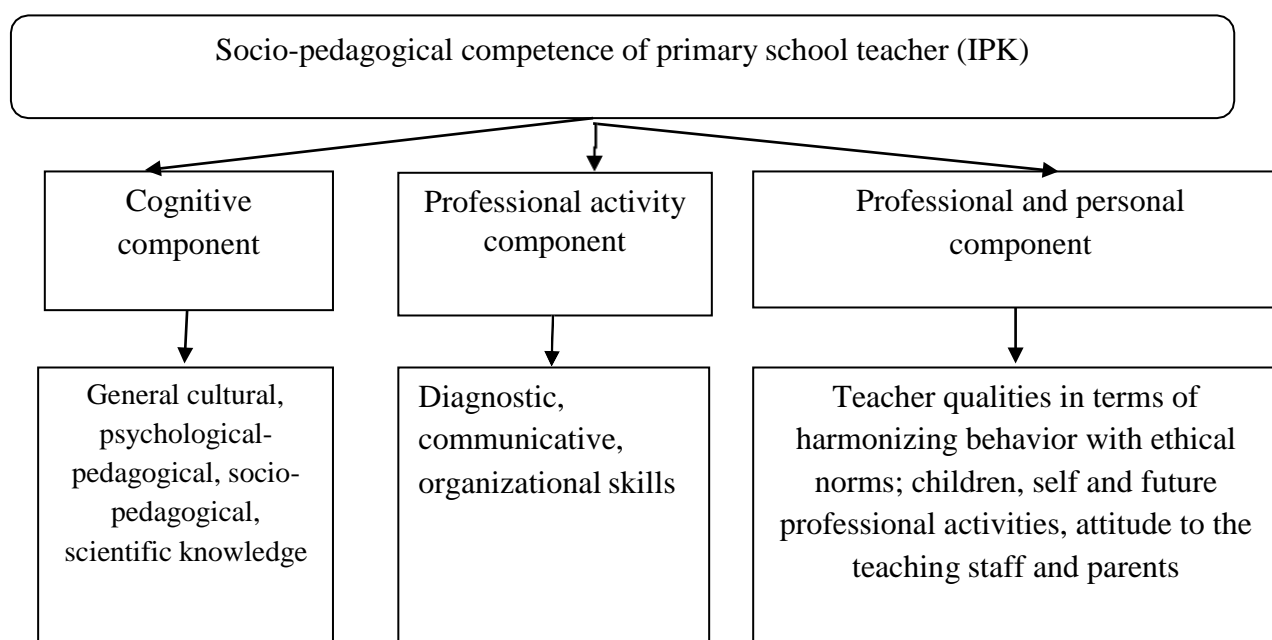


Figure 1.2. The structure of socio-pedagogical competence (IPC) of a primary school teacher

Thus, the cognitive component of the socio-pedagogical competence of the primary school teacher includes knowledge of general cultural, psychological-pedagogical and socio-pedagogical sciences.

Conclusion/Recommendations: This structure of socio-pedagogical competence proposed by us has a number of peculiarities: the cognitive and professional-professional, professional-professional and professional-personal components of the IPC are mutually

compatible. The structure determines which levels of competence are formed on the basis of psychological laws of mental and personal development of the person and which ones are mastered of professional pedagogical activity. The competency structure also determines what needs to be formed through specific tasks and what needs to be shaped in the learning process.

Within the framework of our research, this structure serves as a basis for the development of socio-pedagogical competence, the implementation of which is influenced by many factors of the pedagogical process: study of general subjects and special training, interpersonal communication of students, interaction with faculty, students' research. works, independent work system. To better understand the proposed structure of the IPC, attention should be paid to the interpretation of the component structure of competence: competence is broader than knowledge and skills, it encompasses them; the content of competence is important for the object of its implementation; as a manifestation of human activity, competence is characterized by a willingness to implement it in any situation.

Recommendations. Based on the above, it is possible to draw the following conclusions and recommendations:

1. A competent approach to education is important in preparing future teachers for socio-pedagogical activities. Not only is the formation of knowledge no longer the goal of education, but knowledge becomes an integral part of education. World educational practice today links learning outcomes to human qualifications. Therefore, the problem of a competent approach to the professional training of future teachers in terms of new priorities, at the same time, remains relevant. The category of specialists who need to have socio-pedagogical competence are, first of all, future teachers, the formation of which should begin in the early years of education in higher education;

2. The modern teacher performs socio-pedagogical functions in the process of professional pedagogical activity. At each stage of students' education, the general secondary school teacher performs certain functions in the family, school, micro-society and working with different categories of children, and it is necessary to form competencies for future teachers to apply them in practice;

Больше информации об этом исходном тексте

3. The professional activity of a primary school teacher has its own characteristics, based on the specificity of its socio-pedagogical functions, the socio-pedagogical competence of a primary school teacher consists of cognitive, professional and professional-personal components.

Thus, as a competent person in the field of socio-pedagogical activity, we should understand not a teacher with more experience in this field, but a specialist with specific knowledge in this area, a special type of work organization and the ability to make pedagogically based decisions in difficult social situations. Taking into account all aspects of pedagogical influence, socio-pedagogical activities to solve complex problems related to the social development of the child in the context of general secondary school can be carried out by a specialist with a high level of socio-pedagogical competence. Having a high level of socio-pedagogical competence allows the teacher to create real conditions for the implementation of large-scale social programs in the field of humanities, which helps to stimulate the personal development of the student, the family, educational institution, other social institutions and services.

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