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AS A SYSTEM OF PREPARING FUTURE TEACHERS FOR SOCIAL PEDAGOGICAL ACTIVITY BASED ON SOCIAL TECHNOLOGIES

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Abstract

The pedagogical training of future teachers primarily depends on the quality of training of pedagogical personnel in higher educational institutions. The level of competence, professional skills, and ability to correctly and purposefully manage pedagogical processes of specialists determine the success of the formation of the student's personality. This poses an urgent task for the entire system of higher pedagogical education, as well as for all organizations responsible for education and personnel training, to further study the issues of professional training of future teachers in organizing and managing the processes of raising a harmonious personality.

Keywords: Pedagogy, pedagogical problem, education, professional skills, competence, harmonious personality, future teachers.

Introduction

BO‘LAJAK O‘QITUVCHILARNI IJTIMOIY TEXNOLOGIYALAR ASOSIDA IJTIMOIY PEDAGOGIK FAOLIYATGA TAYYORLASH TIZIMI SIFATIDA

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Annotatsiya

Ushbu bo‘lajak o‘qituvchilarini pedagogik tayyorlash avvalo, oliy ta’lim muassasalarida pedagog kadrlarni sifatli tayyorlashga bog‘liq. Mutaxassislarning kompetentlik darajasi, kasbiy mahorati, pedagogik jarayonlarni to‘g‘ri va maqsadli boshqara olishi o‘quvchi shaxsini tarkib toptirish muvaffaqiyatini

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belgilab beradi. Bu oliy pedagogik ta’lim tizimi, umuman ta’lim va kadrlar tayyorlash uchun mas’ul bo‘lgan barcha tashkilotlar oldiga bo‘lajak pedagoglarning barkamol shaxsni tarbiyalash jarayonlarini tashkil qilish va boshqarishga kasbiy tayyorgarligi masalalarini yanada mukammal tadqiq qilishdek dolzarb vazifani qo‘yadi.

Kalit so'zlar: pedagogika, pedagogik muammo, ta`lim, kasbiy mahorati, kompetentlik, barkamol shaxs, bo‘lajak o‘qituvchilar.

КАК СИСТЕМА ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ К СОЦИАЛЬНО-ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ НА ОСНОВЕ СОЦИАЛЬНЫХ ТЕХНОЛОГИЙ

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Аннотация
Педагогическая подготовка будущих учителей в первую очередь зависит от качества подготовки педагогических кадров в высших учебных заведениях. Уровень компетентности, профессиональных навыков, умение специалистов правильно и целенаправленно управлять педагогическими процессами определяют успешность формирования личности студента. Это ставит перед всей системой высшего педагогического образования, а также перед всеми организациями, ответственными за образование и подготовку кадров, актуальную задачу дальнейшего изучения вопросов профессиональной подготовки будущих педагогов по организации и управлению процессами воспитания гармоничной личности.

Ключевые слова: педагогика, педагогическая проблема, образование, профессиональные навыки, компетентность, гармоничная личность, будущие учителя.

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Today, social pedagogical processes are becoming one of the important components of the educational activity of an educational institution. This is not in vain. Because social pedagogical processes not only create the basis for the competitiveness of a particular educational institution in the market of educational services, but also perform such tasks as intensive development of the personality of the teacher and student, democratization of joint activities and communication of teachers and students, humanization of the educational process, orientation of the student to active learning and comprehensive self-development, improvement and modernization of technologies, methods and tools used in the educational process, strengthening of the material and technical base of education, determining the directions of development of the professional skills of teachers, their creativity, and inquisitiveness, and playing an important role in the development of students as individuals.

There are various interpretations of the concept of "innovation", and in most cases it is interpreted as the concept of "innovation". That is, "innovation" means novelty, change, and implies the introduction of some kind of innovation as a tool and process. So, innovation is a tool (new procedure, style, method, methodology, technology, etc.), and innovation is the process of mastering this tool.

One of the criteria for assessing the work of a modern teacher is the teacher's regular familiarization with news related to his subject, the latest adopted educational regulatory documents, and maintaining working documents based on them.

In practice, the nature of social pedagogical processes is determined by:

- the content of the results obtained;
- the degree of novelty of the proposals being implemented;
- the readiness of practitioners for social pedagogical activity.

The preparation of teachers for social pedagogical activity is carried out on the basis of a systematic, reflexive-active and individual-creative approach.

From the point of view of a systematic approach, all sections of pedagogical education should maximally stimulate all components of social pedagogical activity.

The implementation of the reflexive-active approach involves the development of teachers' ability to take an active research position in relation to themselves and their activities.

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The individual-creative approach brings teachers to a personal stage that ensures the identification and formation of creative individuality in them and the understanding of social pedagogical processes.

One of the main factors in preparing teachers for social pedagogical activity is the development of the individuality of teachers' pedagogical activity, that is, the assimilation of innovations is carried out at the individual-personal stage.

The preparation of future teachers for social pedagogical activity based on social technologies is carried out in 4 stages.

1. Stage of developing the creative individuality of future teachers. It involves the formation of the ability of future teachers to identify, analyze and find creative pedagogical tasks, as well as the development of creative research, that is, the ability to independently transfer previously acquired knowledge and skills to a new situation, to see the new function of the problem and object in a given situation, to identify the components of the object, to see an alternative solution or its methods, to transform it into a social product by coordinating previously mastered methods of activity with a newly emerged problem, and to develop creative thinking in teachers.

2. The stage of scientific knowledge of future teachers, orientation to pedagogical research. This stage is understood as mastering the basics of the methodology of introduction to social pedagogy, familiarizing them with the social and scientific basis, conditions for the emergence of social pedagogy, its basic concepts.

3. The stage of mastering the technology of social pedagogical activity by future teachers. This stage involves organizing participation in the creation of author's programs, mastering the methodology for independently creating author's programs, analyzing and forecasting the subsequent development of innovations and the difficulties observed in implementing innovations in educational practice.

4. The stage of introducing innovations into practice. This stage includes organizing the practical work of teachers at the experimental site, conducting corrective work, and monitoring the results of the experiment. At this stage, teachers' skills in analyzing their own professional activities increase, their views, orientations, and attitudes towards innovations change, and their social perspective is formed.

The presence of a favorable social environment in the pedagogical team, that is, the presence of a defined spiritual and psychological environment, which includes a complex of measures of an organizational, methodological and psychological

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nature that ensure the introduction of innovations into the educational process of educational institutions, reduces the coefficient of "resistance" of teachers to innovations and helps to overcome stereotypes that have arisen in professional activities.

The social environment is reflected in the attitude of teachers to pedagogical innovations.

Teachers' self-development is built on the basis of their knowledge of mental labor techniques and taking into account the individual characteristics of intellectual activity. Teachers' self-development activities depend on their ability to organize personal time, to draw up an individual plan for self-development and to implement it.

Thus, the above ideas, taking into account the requirements and needs of the state, allow managers of the higher education system and teachers to deepen and update their professional and methodological knowledge in the field of education in modern management, marketing, monitoring, pedagogy, psychology, advanced pedagogical and information technologies, the foundations of national ideas and spirituality, law, economics, the theory of specialized science and its teaching methods, and other areas, to prepare and involve leaders and teachers in social pedagogical activities, to increase the quality and efficiency of their activities, and to increase the competitiveness of their activities.

The teacher's focus on the formation of human-nature relationships in students in accordance with today's demands is one of the urgent issues. The reason is that in today's rapidly changing economic, social and spiritual life, young students need to have a worldview that understands the problems of man and nature. That is, by implementing the latest achievements of science and technology into practice, our main task is to develop a creative, socially active, highly spiritual, professional, loyal to the Motherland, appreciating national and universal values, able to think creatively and independently, and feeling their duty and responsibility before the state, society and family.

Today, in economically developed countries, the modernization of the content of mathematics education has become a priority direction of state policy, and the basis of the new content of general education is the formation and development of basic competencies in students.

The competency-based approach to pedagogical education involves the acquisition by students of various types of skills that allow them to act effectively

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in situations that arise in professional, personal and social everyday life. Thus, the competency-based approach focuses on strengthening the practical, applied directions of pedagogical education.

The integration of our country into the world community, the development of science and technology, and the competitiveness of the younger generation in a changing world require excellent mastery of subjects, which is ensured by introducing international standards into the education system, including in the teaching of mathematics.

We participated as part of a creative group in creating a draft state educational standard and curriculum in mathematics based on a competency-based approach. In this, together with leading scientists, methodologists and practicing teachers of mathematics, we focused on developing students' more practical skills, the ability to solve non-standard, combinatorial and logical problems, and the ability to apply the knowledge gained in practice. Believing that this approach would allow us to find solutions to the problems we encountered in international Olympiads and highlighted above, we have improved state educational standards and curricula, using our positive national experiences and generally recognized international standards.

This is supported by the introduction of foreign languages from the 1st grade in 2013, the positive results and experience achieved in foreign language learning over the past three years. In addition,

1) the Council of Europe's document "Key competences for lifelong learning - a structure of pan-European standards" ("Key competences for lifelong learning: European Reference Framework")

2) the Programme for International Student Assessment (PISA) standards of the Organization for Economic Co-operation and Development (OECD) .

3) The standards of the International Association for the Evaluation of Educational Achievement (IEA) and the Trends in International Mathematics and Science Study (TIMSS) were also taken into account.

Therefore, today, improving the quality of teaching exact and natural sciences, effectively using the conditions created in educational institutions requires a great responsibility from us, and in turn, we, teachers, should set ourselves specific tasks and fulfill them diligently, and pay attention to the following when teaching mathematics.

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- Pay attention to the fact that students have the skills to reason mathematically, logically understand proof and the language of mathematics, and use appropriate tools for this;
- They should be able to apply basic pedagogical laws and basic pedagogical methods at home and in various everyday situations, and build a sequence of well-founded observations and have the skills to evaluate them achieve;

A positive attitude towards mathematics, respect for reality, the ability to search for evidence to prove, evaluate their validity and form it through interdisciplinary integration.

Taking into account the above, we approached the concept of "pedagogical competence" as follows: it is the ability to structure the situation, identify pedagogical connections, build pedagogical models of processes, analyze them and change their manifestations, draw appropriate and acceptable conclusions based on the results obtained, and be ready for social and professional activity.

We all know that problems have been the basis of teaching mathematics for centuries. Nevertheless, we found it necessary to bring some of our thoughts.

First, in order to increase students' interest in mathematics and form basic competencies, it is impossible to do without the use of practical and non-standard problems in the educational process. Solving such problems requires students to develop logical observation activities such as analysis, synthesis, analogy, generalization, deduction and induction, intuition, flexibility and develops such qualities as flexibility, teaches students to think critically about the results obtained. Since often the solution to problems of a practical and non-standard nature is not found immediately, but only as a result of several attempts, this allows for perseverance in achieving the goal, that is, the formation of such very important qualities as willpower in a person. And finally, the most important thing: it is of great importance that the solution of such problems gives students great emotional pleasure associated with the achievement of the result, as well as the beauty and unconventionality of the solution. Such problems should be included at all levels.

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