

§2.8. PREPARATION OF FUTURE TEACHERS FOR SOCIO-PEDAGOGICAL ACTIVITIES AS A TOPICAL ISSUE

The reforms implemented in the Republic of Uzbekistan during the years of independence have ensured a radical renewal of the education system and enrichment of its content. Taking into account the social changes taking place in the society, the introduction of a number of new educational disciplines has created an opportunity to bring up the individual in accordance with the requirements of the time. The rapid development of science, technology and engineering, the improvement of living conditions, the convergence of rural and urban life, the expansion of the negative impact of man on nature, the improvement of information and communication, as well as the service of computers and sophisticated technology its predominance in various fields leads to both positive and negative aspects of interpersonal relationships. Unhealthy marriages (alcohol and drug addiction, disorderly sex life), deviant behavior, and social irresponsibility can be cited as negative factors.

To prevent such negative situations, it is advisable to organize a wide range of social activities among the population, including youth.

Although there is a direct involvement of the state and society in the creation of external factors (including logistics), internal factors (for example, attracting qualified teachers to the institution, creating a healthy psychological environment in the community, updating the content of educational work in line with modern requirements, creative approach to the organization of the pedagogical process, etc.) depends on the management skills of the heads of educational institutions and the efforts of the pedagogical team.

As a result of the acceleration of social life in recent years, there is a need to prepare children for the process of social relations based on complex, multifaceted and internal competition, taking into account the physiological and psychological characteristics of children. The experience of developed foreign countries (for example, the United Kingdom, Germany, France, the United States and Japan) and the results of a number of pedagogical and psychological studies show that this need can be met through socio-pedagogical activities in educational institutions ¹².

In recent years, much 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. In particular, the new version of the Law of the Republic of Uzbekistan "On Education" does not allow discrimination in the field of education as a basic principle of state policy in the field of education. ensuring equal opportunities for education, inculcating national and universal values in education and upbringing, the humane, democratic nature of education and upbringing ¹³.

In addition, Article 46 of this Law specifies the following obligations of pedagogical staff, which allows to clearly indicate the urgency of the research problem:

respect for the honor, dignity and business reputation of the participants in the educational process;

quality training;

use of information and communication technologies, advanced and innovative forms and methods of teaching and education;

¹²Mudrik A.V. Social pedagogy. - M.: Vados, 1999. - 219 p. - S.102.

¹³ Law of the Republic of Uzbekistan "On Education". (23.09.2020). // Law documents information national base, 24.09.2020, 03/20/637/1313.

take into account the psychological and specific characteristics of students, physical and mental health, physiological development, pay attention to the creation of conditions for the training of persons with physical, mental, sensory (sensory) or mental disabilities;

to carry out educational work with juvenile learners in cooperation with their parents or other legal representatives,¹⁴etc.

"On measures to further develop the system of higher education " also includes the most important tasks for the modernization, further improvement and integrated development of the higher education system:

- Each higher education institution should establish close cooperation with the world's leading scientific and educational institutions;

- Wide introduction of advanced pedagogical technologies, curricula and teaching materials based on international educational standards in the educational process;

- The need to improve the system of preparation of future teachers for socio-pedagogical activities through the active involvement of highly qualified teachers and scientists from foreign partner educational institutions in the educational process, conducting master classes, the ¹⁵widespread introduction of best international practices in higher education in our country..

No. P Q - 3775 of June 5, 2018 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the ongoing comprehensive reforms in the country " organization of systematic work to increase the participation and initiative of higher education institutions in comprehensive reforms; Important tasks have been identified, such as ensuring that ¹⁶the changes in the life of the state and society, as well as the content and essence of the ongoing reforms are brought to the attention of the general public by higher education institutions through television and other media.

In particular, the "Concept of the 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:

to train young people who are able to take responsibility for solving important tasks facing the state and society, who are patriotic, enterprising, have modern knowledge and skills, have human qualities as professionals, to use educational methods that require new approaches;

universal awareness of the content of the legislation, the development of legal awareness and culture of young people, a healthy lifestyle, human rights, gender equality, peace and interethnic harmony, freedom of conscience, respect for the languages, customs and traditions of all nations and peoples along with values, the development of national and moral values, socio-political and economic activity, the formation of a strong civic position;

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

¹⁴That source.

¹⁵Resolution of the President of the Republic of Uzbekistan dated April 20, 2017 No PP-2909 "On measures to further develop the system of higher education."

¹⁶Resolution of the President of the Republic of Uzbekistan dated June 5, 2018 No 3775 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the ongoing comprehensive reforms in the country." // National Database of Legislation, 06.06.2018, No. 07/18/3775/1313.

the future of our country, the widespread use of modern information and communication technologies, their taking into account their interests and supporting their initiatives;

Within the framework of the concept of "School - the hearth of spirituality and enlightenment" to develop cooperation between higher education institutions and secondary schools on the formation of spiritual and educational outlook, legal literacy, vocational guidance and preparation for independent living, ¹⁷etc.

Based on the theoretical study of relevant sources and analysis of the general nature of the process of social adaptation, it can be said that **socio-pedagogical activities** ensure the safety of students, meet their social, legal, psychological, medical and pedagogical needs, create a favorable psychological environment for them, as well as family, is a type of activity organized consistently, regularly and purposefully to prevent and eliminate the negative effects of educational institutions and the public on them.

Preparing students for socio-pedagogical activity is a multi-stage process, in which the following stages play a key role: 1) primary vocational education; 2) higher pedagogical education; 3) independent-professional education (independent education or advanced training).

On the basis of primary vocational education, the basics of "Social Pedagogy" are taught mainly in professional educational institutions, where future professionals get acquainted with the general content, directions of socio-pedagogical activity, pedagogical conditions and psychological factors, forms, methods and tools affecting its effectiveness.

On the basis of higher pedagogical education the history of the organization of social and pedagogical activity, peculiarities of personal development in a social environment, categories, principles of "Social pedagogy", researches in the field, technology of social and pedagogical activity, the population in need of social and pedagogical help theoretical and practical skills in performance are enriched.

Independent professional training allows the specialist to get acquainted with the latest developments in the field, advanced technologies, methods and approaches to the effective organization of socio-pedagogical activities.

In the process of preparing future teachers for socio-pedagogical activities, students should carefully master the following knowledge, skills and abilities: 1) monitor the overall development of students; 2) protection of their health and protection from adverse effects; 3) preparing students for school education; 4) formation of positive qualities in them; 5) to form students as active participants in social relations.

In ensuring the professional training of future teachers in socio-pedagogical activities: specialty knowledge; encouragement to master the form, methods and tools that allow to understand the content, purpose, tasks of socio-pedagogical activity and the effective organization of socio-pedagogical activity; valuable areas (being a qualified, mature specialist; having a diploma confirming the qualification; future stable employment and salary; preparation of students in need of social assistance for life, active protection of them from negative social influences; gaining the respect of others as a social educator; - Special appreciation of pedagogical activity by the society, etc.); personal and professional qualities; key skills such as specialization skills and competencies play a leading role.

¹⁷Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No PF-5847 "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030". // National Database of Legislation, 09.10.2019, No. 06/19/5847/3887.

Theoretical, psychological and practical training of future teachers from a professional point of view serves as a specific criterion in determining the effectiveness of the activities of higher pedagogical educational institutions.

Theoretical training is the adaptation of students to social life, as well as preparation for social relations, conflicts between parents, teachers, peers and students and ways to resolve them positively, protect students from various negative social influences, effective organization of socio-pedagogical activities ways, forms, methods and means, the content of the school's cooperation with families in the protection of children's rights, preparing them to participate in the process of social relations, a thorough mastery of knowledge about the active subjects of the process and their responsibilities.

Psychological training Positive acceptance by students of social and pedagogical activities organized in general secondary schools; with a deep understanding of the nature of socio-pedagogical activity, the correct acceptance of the smoothness of the process and the naturalness of the emergence of various problems, and the mental readiness for this process; confidence that the student will be personally active in this process in the future; such as the possibility of a creative approach to the organization of socio-pedagogical activities in general secondary schools.

Practical training includes the development of students' skills and abilities to assist teachers and parents in the process of social relations and preparation of students for school education, as well as to protect students from negative social influences (physical violence, social discrimination, violations of children's rights, etc.). characterized by

Relying on the following principles in the preparation of future teachers for socio-pedagogical activities will allow to achieve the expected result:

1. The principle of purposefulness. Any activity is carried out with a specific purpose. Clarity of purpose and focus on a specific object ensures the pedagogical organization of pedagogical activities aimed at preparing students for socio-pedagogical activities, the correct choice of forms, methods and tools, and the guarantee of the expected result.

2. The principle of a holistic, integrated and technological approach to the process. The pedagogical process is multifaceted and complex, and many social, economic and psychological factors influence its course. Therefore, taking into account all the factors in the organization of the process and concentrating their capabilities at a certain point (a holistic approach) will create conditions for its effective completion. In modern conditions, it is impossible not to use advanced pedagogical technologies in the process of preparing students for socio-pedagogical activities. Given that education is in line with the development of society in all times and places, the technological approach to the process of professional training of students allows to achieve the expected result in the short term.

3. The principle of science. One of the important features of modern education is the promotion of knowledge based on scientific evidence. The fact that pedagogical and psychological sciences are based on scientific-theoretical, methodological and methodological knowledge and their basis in preparing students for the organization of socio-pedagogical activities in secondary schools confirms the priority of the scientific principle in this process.

4. The principle of continuity and structure. Any knowledge can only be sustained when it is mastered continuously and systematically. Continuity implies the gradual acquisition of pedagogical and psychological disciplines at certain stages of the system of continuing education or in one-stage educational institutions from semester to semester. At the same time, the less complex theoretical knowledge is absorbed into the minds of students, and the higher the level, the more complex the knowledge. Systematic

also covers the period from pedagogical-psychological disciplines to students on the basis of a certain system from simple to complex, from the bottom up, from the formation of theoretical knowledge to practical skills and competencies.

5. The principle of unity of theory with practice. The importance of any theoretical knowledge is determined by its direct application in practice. Knowledge that is not used in practice is automatically assimilated and forgotten over time. The direct application of theoretical knowledge in practice, and its transformation into practical skills and competencies, ensures that knowledge is strong and deep. Therefore, in inculcating in students the theoretical knowledge of socio-pedagogical activities, it is advisable to pay attention to the application of such activities as lectures, discussions, round tables in trainings, workshops, laboratory classes or pedagogical practice.

6. The principle of subjectivity. In the process of preparation for socio-pedagogical activities, students participate not only as an object, but also as an active subject. With their educational activities, initiatives and organization, they can have a direct and significant impact on the process of training in pedagogical and psychological sciences. At the same time, the ability of students to acquire independent knowledge, skills, as well as the desire to effectively organize socio-pedagogical activities, ensures a lively and interesting lessons.

7. The principle of alternative. This principle reflects the organization of classes in pedagogical and psychological sciences using various forms, methods and tools. The alternative is to keep the workouts in the same mold and prevent them from becoming boring. At the same time it increases the interest of students in mastering the basics of socio-pedagogical activity and stimulates their learning activities. In this case, it is more effective to organize classes using interactive methods.

8. The principle of individuality. This principle means that taking into account the individual characteristics of each student in the lessons on pedagogical and psychological sciences is a factor in achieving the expected results. Although one group of students has the ability to master theoretical knowledge, they are not able to establish sincere communication with students in practice, but the second group of students with their initiative and politeness in a short time (two weeks or two months of pedagogical practice) preschoolers can become "one of their favorite people". Therefore, in the educational process, it is necessary to pay attention to the individual characteristics of students, to give them a task to communicate, to engage the interlocutor, to understand his spiritual experiences, to master the theoretical knowledge of the second group of students, to strengthen existing knowledge. It is also pedagogically useful to explain that in preparing students for socio-pedagogical activities, it is necessary to approach future work with students in accordance with their individual, personal characteristics.

9. The principle of demonstration. Demonstration of education has always been important in all periods and places. For example, in the primitive community system, adults taught children the knowledge of picking fruit from trees and hunting animals by organizing these processes. In modern conditions, documentary, educational and virtual tools prepared with the help of information technology have the opportunity to reveal the general essence of the subject under study. Demonstration helps students to form perceptions on a topic, to achieve their clarity.

¹⁸ Social pedagogy. Course lectures / Uchebnoe posobie dlya stud v y ssh.ucheb.zavedeniy. Pod ob shch. ed. M.A.Galaguzovoy. - M.: Humanities. i zd.ts entr Vlados, 2001. - 162 p.

The textbook states that students preparing for socio-pedagogical activities should be aware of the following knowledge:

- normative and legal basis of activity (laws, by-laws, decisions, instructions, socio-legal and socio-economic bases of social pedagogical activity, system of child support institutions);

- History and theory of social pedagogy;

- Methods and technologies of socio-pedagogical activities aimed at working with different categories of children in different social environments;

- Young psychology, which studies the child, his physical, spiritual and social development, moderate and various deviant behaviors;

- Sociology, which studies the associations and groups of people (family, small group, school community, peer community, etc.);

- Methods of social management and planning of professional research activities¹⁹.

In preparing future teachers for socio-pedagogical activities, it is expedient for them to effectively master the following knowledge:

- 1) socio-philosophical and psychological knowledge that ensures the social maturity of the individual (laws of dialectics, dynamic development of the individual, views on the concepts of psychological development, psychological factors and their impact on personal upbringing, ways to overcome psychological tensions and negative social factors; h.o.lar);

- 2) general pedagogical knowledge (basic pedagogical ideas, concepts, laws, including the laws of development of pedagogical phenomena (socialization of education, educational goals, content and methods, definition of state and society requirements by socio-economic tasks, consistency, integrity of the pedagogical process), dialectical connection of pedagogical theory and practice, common goals, content, methods and forms of organization of educational process, comprehensive approach to education, taking into account the age and level of development of the child, etc.); the most important theoretical ideas of pedagogy, basic knowledge of categories and concepts; knowledge of basic pedagogical facts (evidence); practical knowledge of the general method of education and upbringing, etc.);

- 3) specialty knowledge (content, methodology and technology of socio-pedagogical activity and preschool education, ways of organization of social-pedagogical activity in preschool educational institutions and family, subjects in need of social-pedagogical assistance, directions of social-pedagogical activity, specific directions, as well as preschool The purpose of the organization of socio-pedagogical activities in educational institutions, the conditions for the elimination of negative socio-pedagogical factors, the content of cooperation between the subjects in the organization of socio-pedagogical activities, the tasks of socio-pedagogical, socio-pedagogical impact, methods and tools, socio-pedagogical performance results); adaptation of preschool students to social life, participation in the process of social relations and preparation for education, correction of physical deficiencies and negative behaviors in preschool students, etc.); prevention of conflicts between educators, parents and adult family members and preschool children, conflicts in family upbringing, social formation of skills and abilities to organize communication, attitudes and activities; ways to use effective forms, methods and tools, etc.).

So, what qualities should students be able to display as future teachers, professionals who are ready to organize socio-pedagogical activities?

¹⁹ Social pedagogy. Course lectures / Uchebnoe posobie dlya stud v y ssh.ucheb.zavedeniy. Pod ob shch. ed. M.A.Galaguzovoy. - M.: Humanities. i zd.ts entr Vlados, 2001. - 162 p. - S.32.

According to MG Davletshin, the pedagogical professionogram (professional classification) should reflect the following qualities of future teachers:

- personal qualities (love for children, love for them, diligence, activity in public affairs, etc.);

- Acquisition of professional knowledge (understanding the essence of the process of education and upbringing, its goals and objectives, knowledge of the basics of psychology, the basics of youth psychology and pedagogical psychology, etc.);

- The characteristics of their profession (the acquisition of methodological knowledge of modern pedagogy, observation, ability to concentrate, the development of pedagogical imagination, pedagogical tact, etc.);

- personal and pedagogical skills (ability to select the necessary materials for lessons, to manage students' learning activities, to plan learning objectives, etc.);

- Ability to communicate (communicative) skills (ability to attract children, ability to restore purposeful pedagogical relations with children and parents, ability to communicate with children and parents from the outside, etc.);

- have gnostic (cognitive) skills (ability to determine the level of neuropsychological development of children, the ability to critically analyze the results of their experience and pedagogical activities, etc.);

- creative qualities (aspiration to improve pedagogical skills, ability to develop and implement a program of educating students, etc.)²⁰.

In this classification, an attempt has been made to detail the set of pedagogical qualities, but more clarity is required here. After all, in the coverage of professional qualities, it is not expedient to group them into two groups, that is, in the form of professional knowledge and professional qualities. In our opinion, personality traits are formed on the basis of theoretical knowledge and practical skills. Therefore, the grouping of personality traits in the form of knowledge and professional traits is not logically correct.

The cooperation of educators with parents, psychologists, medical staff, while ensuring the effective solution of the above tasks, helps students to fully develop and successfully adapt to social relationships.

Thus, social relations are becoming more complex, negatively affecting the development of the student (media coverage of social immorality, increasing juvenile delinquency, child abuse, increasing environmental risk, various infectious diseases, war in different regions and etc.) In the current context of increasing numbers, there is a need to adapt children to social relations. Socio-pedagogical activities in general secondary schools play an important role in the prevention and elimination of factors that negatively affect the overall development of students. This activity is carried out in several directions, in each of which specific pedagogical tasks are solved.

²⁰ Davletshin M. G. _ Modern school teacher psychology. - T.: Uzbekistan, 1999. - 29 p. - B.11 - 12.