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THEORETICAL AND PRACTICAL PREPARATION OF FUTURE HUMANITIES TEACHERS FOR SOCIALLY ORIENTED EDUCATIONAL WORK

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ABSTRACT

The article discusses the theoretical and practical foundations of training future teachers for socially oriented educational work. The article also highlights the topics of experimental lectures, general requirements for their conduct, leading methods, as well as types of students' independent work, criteria of social education, the topic of the seminar.

KEYWORDS

Socially oriented educational work, lectures, methodology, types of independent work, criteria of social education, seminar.

INTRODUCTION

The strategic goals for the development of the country and our society provide for intensive ways and conditions for the transformation and reform of education and such an important aspect as education, primarily in the training of teaching staff, which is clearly presented in the Concept for the development

of the higher education system of the Republic of Uzbekistan until 2030.

Organization, modified content, social orientation of education, its new technologies are an important factor in the formation and development of personality. Relevant state documents, presidential

decrees, resolutions and orders of the Cabinet of Ministers are developed and accepted for execution. The priority of the problem of education, in particular, of a social orientation, is increasing in all educational structures, primarily in the system of training teaching staff, primarily for educational, socially oriented work.

However, despite the extreme relevance and demand of the problem of social and pedagogical aspects of educating a new personality, in the social education of students, in the preparation of future teachers for educational work, in domestic pedagogy, there is weak activity in the study of adequate topics. Teachers of psychological and pedagogical disciplines at pedagogical universities need recommendations on the social education of students, in revealing the methodology of social and pedagogical features of preparing future teachers for educational work. It should be noted that research of a socio-pedagogical nature has recently intensified in the republic.

Theoretical preparation of students for organizing educational work, according to N.V. Shtilman, suggests “their assimilation of the laws of the integral pedagogical process (compliance of the content, forms and methods of implementing the pedagogical process with the nature of social relations, the level of development of scientific and technological progress and the productive forces of society; inevitability educational consequences of life relationships, situations, interaction of a child with the environment; the formation of personality, its systemic qualities and properties by the content and nature of activity and communication; the organic relationship of education, training and development;); knowledge of the principles of an integral pedagogical process (purposefulness, connection with life, with solving the problems of the socio-economic development of the

country; scientific character; visibility; continuity; consistency and systematicity; optimal combination of forms and methods, means of teaching and education; taking into account the age and individual characteristics of students; combination pedagogical leadership with the development of independence, initiative and creativity of children; unity of demands and respect for the individual; reliance on the positive in the student’s personality; combination of direct pedagogical influences with methods of parallel action, etc.)” [1, p. 82].

Lecture classes, according to I.N. Razlivinsky, were focused on “increasing the level of professional competencies and were carried out using a problematic presentation of the material, which required students to independently comprehend it and logical, evidence-based presentation, which contributed to the activation of acquired knowledge, the formation of key concepts and the formation of interdisciplinary connections” [2, p. 143].

The main components of the system of socially oriented education are: the focus of this process on the formation of a socially active personality in demand by society in accordance with the concept of modern education; derivatives from the specified priority goal of the task; socio-pedagogical factors in achieving this most important goal. [3.21]

In preparing undergraduate students - future teachers of the humanities for socially oriented educational work, the socio-pedagogical image of the future teacher is enriched and improved. The process and content of this training, as psychological and pedagogical disciplines are studied, are built on the basis of socio-pedagogical characteristics.

In the socio-pedagogical features of educational work at school, we highlight specifically practical ones. It is from this perspective that this experimental study is conducted, which occupies a significant place in the general system of socio-pedagogical training of future teachers for educational work with a social orientation as an important system component that determines the professional knowledge of students, in particular socio-pedagogical.

Preparing students for social and educational work is carried out in the process of studying the theory of pedagogy, mastering pedagogical skills and methods of educational work in undergraduate studies.

Having studied the programs of these and other educational subjects, the work plans of faculties and departments, we did not find a consistent emphasis on preparing future teachers for socially oriented educational work, while in the state educational policy the question of the need for such training of specialists in the field of education is urgently raised. requires, first of all, the study of such topics as: “Socio-pedagogical educational work at school”, “Features of social education of students”, “Social education of students as a sphere of pedagogical activity”, “Student in society: its development, activities, communication, influence of the environment, assimilation of social roles, adaptation”, “Principles of socially oriented education”, “Fundamentals of pedagogical activity in the social education of students (system, process, methods, techniques, means, technologies)”. Taking into account these priority emphases in preparing future teachers for socially oriented educational work, the following theoretical and practical topics are quite thoroughly studied and discussed with students: “Social and pedagogical features of educational work”, “Theoretical and practical knowledge on social

and educational work necessary for a teacher” , “Types, forms and directions of social-educational work at school”, “Social space in socially oriented activities of students”, “Pedagogical communication in the community of students”, “Forms, methods and technologies of social-educational work with students”.

In a series of experimental lectures, we will demonstrate the study of the above-mentioned topics, having previously determined the general requirements for them and the basic methods, as well as the types of student work.

General requirements:

- methodological approach to the problem, topic discussed in the lecture;
- actual and motivational introduction to the lecture of the social and personal nature of pedagogical social and educational activities;
- preliminary emphasis on the main points of the lecture;
- structural and logical presentation of the material with rhetorical and direct questions that activate the attention, interest, cognitive activity and intellectual and creative potential of listeners, as well as previously acquired professional and pedagogical knowledge;
- maximum approximation of the content of theoretical and practical material to the real - life, surrounding reality, pedagogical activity;
- involving students in generalizing, forming conclusions, conclusions and summaries on the topic of the lecture, while welcoming bold, independent judgments and opinions;

- attention to the communicative manifestations of students during and after the lecture, caused by its content, activated by its technology (in answers to questions posed during the lecture, the final part, in laboratory work and seminar assignments);

- tracking the socialization of acquired knowledge and skills in real activities (social and socio-pedagogical).

In the process of theoretical and practical preparation of future teachers for educational work, taking into account the socio-pedagogical features of this training, the following methods are used:

- motivation, motivation; suggestion, persuasion, exhortation; message, information;

- lecture with elements: presentation (of new material), reading (texts), story, retelling; clarifications, explanations; illustration, display, example, sample; evidence, mini-discussions; monologue, dialogue;

- modeling, planning, long-term “vision”, forecasting;

- taking into account the interests, professional needs and abilities of students;

- judgment, discussion; generalization and conclusions, conclusion, summary;

- role-playing, socio-pedagogical situational games, exercises and trainings;

- questions - answers, tests, reflections, social and pedagogical tasks;

- requirements (communication norms, rules), recommendations, memos, guidelines (on pedagogical communication);

- stimulation, encouragement, encouragement, praise;

- competition, primacy, priority, prestige;

- observation and tracking, comparison, comparison;

- establishing a cause-and-effect relationship;

- opinion: personal, collective, public;

- self-perception, study, analysis, evaluation.

Types of work offered to students in the educational process: “Reflections...”, “Monologues...”, essays, abstracts, reports; modeling (social and pedagogical situations); development of: games with social-educational content, technology of specific subject-specific social-oriented educational work, plans for social-educational affairs; event scenarios; introspection, introspection, self-esteem.

In the process of theoretical and practical training of future teachers for educational work, taking into account the socio-pedagogical features of this training, criteria for the social education of students were identified:

- conscious social and personal motive for social activity;

- combination of personal interests with social and public ones;

- mastering the necessary social knowledge and experience;

- socially significant activities (based on interest and ability);

- manifestation of socially significant personality qualities, especially in extracurricular and school-wide activities;
- satisfaction with one's socially oriented activities, its objective self-assessment;
- maximum use of one's subject in the social education of students' personality;
- social and educational extracurricular activities;
- organizing and conducting various activities and events that are socially significant and socially useful;
- systematic, systematic, comprehensive and integrated social education of students with predictable results based on specific subject matters - moral, aesthetic, environmental, labor, etc.;
- creative and innovative approach to the social education of students (content, organization, conditions, process, technologies, means, methods, diagnostics).

The purpose of teaching students: to perceive the modern world, the surrounding reality, social processes as natural evolutionary phenomena in the sphere of national and universal values; giving of one's capabilities to public purposes; self-improvement, primarily social and personal qualities, communication, behavior, activity.

Helping students: find their place in life, become socially established, acquire a sense of self-confidence, their calling, relevance - to facilitate the process of full personality development through mastering a certain specialty; to succeed socially and professionally.

Social and educational work in school, collective and individual, is a task not only of social and pedagogical importance, but also of socio-political significance.

Social and pedagogical features of educational work at school are factors characteristic of the modern social and pedagogical process; conditioned by: reforms in society, in its main spheres of life, in particular in the field of education; new priorities and values of education - the individual as a social value, active, independent, creative, socially significant and in demand.

Knowledge by future teachers of the social and pedagogical features of educational work is the key to successful social education of the younger generation.

The lecture sessions cover the following aspects of the chosen topic: relevance of the problem; necessary categorical apparatus; socio-pedagogical features of educational work (what is characteristic of them, what causes them), their classification with consideration of the conceptual and essential content of such basic socio-pedagogical features as psychological, national and universal, pedagogical (theoretical and practical); guidance for future teachers on the social education of students; information about social and educational work at school, about school as a social and pedagogical system of this education.

During the lecture, students were asked the following questions:

1. What is the main social and pedagogical mission of a modern teacher?
2. Name the main socio-pedagogical features of educational work.

3. Expand (briefly) one of the socio-pedagogical features of educational work at school.

4. Your concept of school as a socio-pedagogical system for the social education of students.

We proposed the following topics for seminar sessions: “The relevance of the problem of social education of schoolchildren”, “The main social and pedagogical features of educational work in school”, “School is a social and pedagogical system of social education of students”, “The conditionality of social and educational work in school by reforms” in society, in its main spheres of life.”

In lecture classes, future teachers get acquainted with the characteristic features of social and educational work, realize the relevance and practical relevance of this knowledge; become familiar with the theoretical foundations of the problem in connection with social and educational practice at school in the context of real events in society, in various spheres of life; actively participate in the discussion of the socio-pedagogical mission of the teacher, express their opinion on the socio-pedagogical features of educational work; get an idea of the school as a socio-pedagogical system focused on the social education of students. The study and analysis of students' seminar works indicates a fairly deep mastery of the essential content of the lecture, its main conceptual, theoretical and theoretical-practical provisions.

The results of our research, which (according to the main criteria indicators) reflect very high achievements obtained in the process of observing students, talking with them, questioning and testing, studying, analyzing and evaluating various written and theoretical-practical seminars, students' self-

assessment of their social and pedagogical knowledge, skills and abilities, as well as general preparation for social and pedagogical work at school.

In the experimental groups: 93.3% of students showed a conscious and motivational attitude towards their chosen profession as socially significant (53.3% in the control group); recognize and understand the importance and need for professional training to combine personal and professional interests with social ones - 96% (in the control group - 60%); 94% mastered socio-pedagogical knowledge as “excellent” and “good” (in the control group - 50%); 86.7% showed adequate skills and abilities (in the control group - 38.7%); according to a fairly objective self-assessment, which does not contradict the official one, their general preparation for social and pedagogical work was rated as “excellent” - 44% (in the control - 20%), as “good” - 50% (in the control - 20%; here “satisfactory” 40% received a “bad” grade, and 20% of students received a “bad” grade); 86.7% feel the need for social and pedagogical self-improvement (40% of students in the control groups).

CONCLUSION

Thus, the experimental results confirm the validity of the scientific-theoretical approach to the study of the problem, the thoroughness of the theoretical-pedagogical and theoretical-practical preparation of future teachers for social and educational work.

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