

FORMATION OF SOCIAL AND PEDAGOGICAL COMPETENCE OF FUTURE TEACHERS

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Abstract

The article reveals the content of the concept of "socio-pedagogical competence" and examines the principles of professional training of future teachers through the prism of the formation of socio-pedagogical competence.

Keywords: competence, socio-pedagogical competence, teacher qualification characteristics, pedagogical technology, socio-pedagogical technology.

Introduction

Socio-pedagogical competence is the most adequate, proportional set of professional, communicative, personal qualities of a teacher, which allows achieving high-quality results in the process of teaching and educating students.

Scientific developments on socio-pedagogical competence and its development among teachers are actively searching for an ideal model of qualities and traits, as well as criteria for the formation and unity of the terminological apparatus.

Improving socio-pedagogical competence involves a whole system of educational measures in an educational institution. For the development of professionally significant personal qualities of teachers, their personal growth, self-confidence, stability of the psycho-emotional state, it is necessary to organize the interaction of teachers in various forms.

The tariff and qualification characteristics of a teacher are his job responsibilities, the range of his knowledge, skills, and abilities. Since a person is an extremely complex social organism, and his interaction with the educational and social environment is mediated by many connections, the process of his transformation or his social situation, as a rule, requires the use of a whole range of techniques and technologies (pedagogical, psychological, social, economic, legal, etc).

The formation of socio-pedagogical competence is realized during the interaction of a teacher with future teachers, both in society and in the educational process and the use of the entire arsenal of tools and opportunities. This process is largely determined by the conditions in which it is carried out. Three levels of conditions determine the state of society and the teacher: general social, regional and local. General social conditions are characteristic of the life of all people in the society in which the teacher lives and acts. The choice of working methods is also determined by its diverse regional conditions — urban, rural, ethnic, natural, economic, confessional, etc. The teacher himself often comes from the society in which he works, which allows him to be especially deeply aware of the problems that complicate the life of some students, and increases the potential for effective assistance to them. At the regional level,



traditions must first be taken into account, i.e. it is right to set accents in working with children: familiarization with different cultures, working with family and in the family, promotion and development of positive traditions, fostering respect for elders, etc.

General and regional conditions really manifest themselves in the endless originality of local conditions, unique in each particular society, as a result of which they are difficult to identify and describe. Given the extremely changeable nature of local conditions, a teacher should be well versed in socio-pedagogical methods of analyzing the nature of these changes, introspection, substantiating business conclusions, and the effectiveness of the work being done — in this case, he can show true professionalism.

The general social, regional and local conditions are similar to each other, but they also have differences, the neglect of which, the automatic use of one or another method in new conditions can cause failure. Therefore, the choice of the method of work should be preceded by an in-depth study of a particular society, an analysis of the reliability of the discovered facts, verification of conclusions and forecasts. In addition, of course, the assessment of local conditions, the degree of saturation of social resources, as well as the capabilities of the teacher himself largely determines both the capabilities and the methodology of educational impact.

The pedagogy of professional training of future teachers has a whole range of methods that allow the teacher to create conditions for the positive self-development of the future teacher, his social adaptation and protection, i.e. to achieve the goals and objectives of professional training. All socio-pedagogical methods can be grouped based on different principles.

Classifying these methods used in the professional training of future teachers, we proceeded from the following principles:

- the principle of a concrete historical approach, i.e. the identification of leading directions based on a thorough study and analysis of the situation, available forces and capabilities;
- the principle of harmony of education and the organization of practical activities in the process of vocational training, i.e. a combination of verbal and practical methods;
- the principle of collective creativity, i.e. the interested inclusion in the process of all its participants (teachers, teachers of higher education, social workers, parents, the public). The implementation of this principle is a source of diversity in the content and methods of activity, makes it possible to influence each participant
- the principle of continuity, i.e. coordination of teachers' activities with various other educational and social institutions, organizations, services, combining their efforts, working together, eliminating duplication and waste of energy;
- the principle of complexity, i.e. ensuring many aspects of work in each type of activity

Modern teachers use both traditional and new methods of work; the latter, as a rule, are conditioned by the changed realities of life. Currently, they reflect, firstly, the established civil law relations between the educational institution, teacher and student; secondly, the democratic essence of educational work, which is based on partnership, cooperation; thirdly, the need for non-traditional forms of organization of activities (round tables, parent living rooms, etc.). Priority is given to self-help, self-education, helping the future teacher to become the master of his own destiny, stimulating the processes of self-regulation. A professionally competent teacher can be called a teacher who carries out pedagogical activities, pedagogical



communication at a sufficiently high level, and achieves consistently high results in the education of students. "At the same time, two sides of the orientation are distinguished: cognitive and social. Hence, there are two groups of motives: cognitive and social."

The development of professional competence is the development of creative individuality, the formation of receptivity to pedagogical innovations, and the ability to adapt to a changing pedagogical environment. The socio-economic and spiritual development of society directly depends on the professional level of a teacher.

The changes taking place in the modern education system make it necessary to improve the qualifications and professionalism of the teacher, i.e. his professional competence. The main goal of modern education is to meet the current and promising needs of the individual, society and the state, to prepare a well-rounded personality of a citizen of his country, capable of social adaptation in society, starting work, self-education and self-improvement. And a teacher who thinks freely, predicts the results of his activities and models the educational process is a guarantor of achieving the goals set. "In the historical process of the development of scientific knowledge, such thinking arises earlier, at the first stage, the stage of the development of scientific research" [2, p.188]. That is why the demand for a qualified, creatively thinking, competitive personality of a teacher capable of educating a person in a modern, dynamically changing world has increased dramatically.

Thus, the professionalism of the teacher is an important factor in the development of the child's personality.

Professionally significant qualities of a teacher include:

- pedagogical orientation is the most important quality, which represents the dominant system of motives that determines the behavior of a teacher and his attitude to the profession;
- pedagogical goal setting - the ability to determine the importance of pedagogical tasks depending on specific conditions;
- pedagogical thinking-mastering the system of means of solving pedagogical problems;
- pedagogical reflection-the teacher's ability to introspect;
- pedagogical tact is the attitude towards the child as the main value.

And another important addition to the teacher is the ability to stimulate their own creative activity and the creative abilities of students. In the education system, the emphasis is not so much on explaining a particular subject knowledge to children, as on developing their interest in expanding individually meaningful knowledge. The role of the teacher is to organize the natural activities of children and the ability to pedagogically competently manage the system of relationships in this activity.

Thus, the socio-pedagogical competence of a teacher is a synthesis of professionalism (special, methodological, socio-pedagogical training), creativity (creativity of relationships, the learning process itself, the optimal use of means, techniques, teaching methods) and art (acting and oratory). And today it becomes obvious that it is impossible to "add up" a competent professional from a simple sum of knowledge, a teacher should have a great sense of responsibility when teaching the current generation.



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