

SYSTEM FOR DEVELOPING SOCIAL-PEDAGOGICAL COMPETENCE OF FUTURE TEACHERS

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Abstract: The teaching profession not only provides knowledge, but also takes on such responsible tasks as educating the younger generation, forming their worldview and ensuring their social adaptation. Therefore, the development of their socio-pedagogical competence is of particular importance in the process of training teachers. Socio-pedagogical competence includes knowledge, skills and abilities that ensure the effective functioning of a teacher in social and pedagogical processes. In this article, we will talk about the system for developing socio-pedagogical competence of future teachers.

Keywords: Pedagogical knowledge, Social skills, Personal qualities, Practical pedagogical activity, Reflection and self-assessment, Promotion of social and cultural activity

Main part: Socio-pedagogical competence is a complex of knowledge, skills and abilities that a teacher needs to help students in their personal and social development, teach them spiritual and moral values, as well as to effectively implement pedagogical activities. It includes the following main components:

- ✓ Pedagogical knowledge: A teacher must have in-depth knowledge of his subject and the ability to effectively apply teaching methods.
- ✓ Social skills: A teacher must have the skills to communicate with students, work in a team and adapt to social situations.
- ✓ Personal qualities: Personal qualities such as empathy, attentiveness, discipline, responsibility and morality are also included in socio-pedagogical competence.

This competence allows teachers not only to educate students, but also to develop their personality, successfully act in various social situations, adapt to a changing educational environment and constantly improve their pedagogical activities.

STRATEGIES FOR DEVELOPING SOCIAL-PEDAGOGICAL COMPETENCE

A system for developing the socio-pedagogical competence of future teachers is important for their professional development. To create such a system, it is necessary to implement a number of strategies.

1. Improving the quality of pedagogical education: The main direction of developing the socio-pedagogical competence of teachers is high-quality pedagogical education. It is necessary to familiarize future teachers with various aspects of the educational process through curricula based on pedagogy, psychology, ethics, sociology and other social sciences, to teach them theoretical knowledge and practical skills. At the same time, it is important to use interactive methods and technologies to develop socio-pedagogical competence.
2. Practical pedagogical activity: Involving future teachers in practical pedagogical activity is an important means of developing their socio-pedagogical competence. Practical training, work in the educational process, direct communication with students, and exchange of experience increase the

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social skills of teachers. Also, practices that prepare teachers to work in a social environment, for example, working with students' parents, society, and schools, can be considered important.

3. Reflection and self-assessment: Self-assessment and reflection are essential for developing teachers' socio-pedagogical competence. Teachers can improve their skills by analyzing and evaluating their pedagogical activities. This process helps the teacher to constantly improve his or her own pedagogical methods and techniques. Reflection develops a conscious and constructive approach to his or her work.

4. Mentoring and sharing experiences: Creating opportunities for future teachers to work with experienced teachers or mentors and share experiences helps develop socio-pedagogical competence. From mentors, teachers receive advice on improving their pedagogical methods, social and emotional intelligence. Sharing experiences teaches teachers how to act in different pedagogical situations.

5. Encouraging social and cultural activity: Teachers need to be trained not only to be academically and pedagogically active, but also to be socially and culturally active. Participating in social events, organizing cultural exchanges, and actively participating in solving social problems in society develop teachers' personal and social skills.

PSYCHOLOGICAL BASIS OF DEVELOPING TEACHERS' SOCIAL-PEDAGOGICAL COMPETENCE

A teacher's socio-pedagogical competence is also very important from a psychological point of view. The psychological basis of this competence consists of the following aspects:

1. Empathy and self-control: The teacher must be able to understand the emotional state of students and have the opportunity to approach them sincerely and attentively. Empathy and self-control are one of the main psychological qualities of socio-pedagogical competence.

2. Social intelligence: Teachers' social skills, i.e., communication with others, group management, and successful work in social situations, must be psychologically provided. Teachers must feel confident in establishing effective communication with students and solving social and pedagogical problems.

3. Internal motivation and self-development: A teacher's internal motivation for self-development helps to increase his socio-pedagogical competence. To achieve their goals, teachers should strive to constantly update their knowledge and skills.

Conclusion: The system of developing socio-pedagogical competence of future teachers is of great importance in ensuring the effectiveness of the educational process, providing quality education to students, and developing their personality. The formation of social and pedagogical skills in the training of teachers, the constant updating of their knowledge, the use of practical experience and reflection processes, contribute to their social and psychological development. The effective functioning of this system helps to form teachers not only as highly professional, but also as spiritually, socially and morally perfect individuals.

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