

Yakubova Umida Sharifovna

Teacher at the Department of Pedagogy and Social Education,

Termez State Pedagogical Institute.

Yakubovaumida2020@gmail.com

(998975521990)

PROFESSIONAL QUALITIES OF FUTURE TEACHERS FOR SOCIAL AND PEDAGOGICAL WORK IN SCHOOLS

Abstract: This study explores the professional qualities required of future educators to successfully carry out social and pedagogical work in schools. The methodology of developing social-pedagogical competence among prospective teachers is discussed, emphasizing its connection to the emergence of social pedagogy as an independent domain of pedagogical knowledge. The study highlights the critical importance of preparing future teachers for the demands of modern educational systems.

Keywords: competence, collaboration strategies, social competence, professional profile structure, knowledge, skills, abilities.

Introduction

The development of professional and pedagogical knowledge serves as a vital foundation for the successful formation of general pedagogical skills and abilities. These competencies are central to effective teaching and learning, enabling educators to meet the multifaceted demands of contemporary education. The process of acquiring professional knowledge integrates theoretical frameworks with practical applications, equipping educators to analyze, design, and implement strategies that align with the diverse and ever-changing needs of the educational landscape. This holistic approach ensures that future educators are prepared to address both the immediate requirements of their profession and the broader challenges posed by societal and technological advancements.

General pedagogical skills and abilities are not isolated constructs; they represent a synthesis of interconnected elements, including critical thinking, communication, collaboration, and adaptability. These skills are applied to a range of pedagogical tasks, from planning and delivering lessons to assessing student outcomes and fostering inclusive learning environments. The ability to integrate such tasks effectively requires educators to possess a solid foundation of professional knowledge and an in-depth understanding of the principles guiding educational practice.

Pedagogical actions, as practical manifestations of these competencies, are indicative of a teacher's level of professional mastery. They are characterized by several essential attributes. Humanity, for instance, underscores the importance of empathy, compassion, and ethical behavior in fostering positive relationships with students and colleagues. Purposefulness highlights the ability to set clear, measurable goals and work systematically toward achieving them. Innovativeness reflects the capacity to think creatively and implement novel solutions to address challenges, while originality emphasizes the importance of context-specific approaches that cater to the unique needs of learners. Timeliness, meanwhile, ensures that educational responses are both relevant and responsive to the immediate and long-term needs of students, the school, and society at large.

In the context of the rapidly evolving educational environment, it is imperative to prepare future teachers with the professional and personal qualities necessary to engage effectively in social-pedagogical activities. Social-pedagogical work, which involves addressing the intersection of social and educational needs, requires a comprehensive set of competencies. These include an understanding of cultural diversity, the ability to foster social inclusion, and the skills to design and implement programs that promote student well-being and academic success.

This paper underscores the importance of equipping educators with these competencies through rigorous training and continuous professional development. By cultivating qualities such as adaptability, emotional intelligence, and a commitment to lifelong learning, teachers can enhance their capacity to respond to the complexities of modern education. Furthermore, fostering a mindset of innovation and critical reflection enables educators to contribute meaningfully to the creation of inclusive, equitable, and forward-thinking educational systems.

Ultimately, the formation of professional and pedagogical knowledge is not merely a preparatory stage in a teacher's career but an ongoing process that evolves in response to the needs of learners and society. By prioritizing the development of these foundational skills and qualities, educators can ensure they are well-equipped to inspire, guide, and support students in their educational journeys, thereby contributing to the broader goals of social and educational progress.

Methods

The study adopted a mixed-methods approach, combining qualitative and quantitative research methodologies to provide a comprehensive analysis of the subject matter. Key methods included document analysis, surveys, and pedagogical diagnostics, each contributing unique insights into the research objectives. This methodological triangulation ensured both depth and breadth in understanding the complexities of the issues under investigation. A diverse set of tools was employed to gather data effectively, including observation, structured and semi-structured interviews, testing, and the administration of questionnaires. These tools were instrumental in assessing various dimensions of students' social health and the conditions influencing their academic and social development. The collected data allowed for a nuanced understanding of the factors shaping students' well-being and educational outcomes. An important aspect of the research involved analyzing professional profiles (professiograms) of educators. These profiles were critically examined to evaluate their applicability and limitations in measuring the operational competence of teachers. By identifying gaps and inconsistencies in existing professiograms, the study aimed to refine the criteria and standards used for assessing professional performance in educational settings. A central methodological focus of the research was the integration of "Social Pedagogy" as a core academic discipline within teacher training programs. This initiative was guided by the recognition that equipping future educators with social-pedagogical competencies is essential for addressing the complex interplay between educational and social factors in contemporary classrooms. The study explored how the inclusion of "Social Pedagogy" can enhance the preparedness of teachers to foster inclusive and supportive learning environments, address diverse student needs, and contribute to the overall well-being of learners. Through its multifaceted approach, the study not only highlighted the significance of integrating social-pedagogical principles into teacher education but also offered practical recommendations for improving the assessment and development of professional competencies among educators. These findings underscore the critical role of methodological innovation in advancing educational research and practice.

Results

The findings suggest that the development of social-pedagogical competence positively impacts teachers' adaptability to dynamic socio-economic conditions. This competence fosters a broader worldview, a cohesive value system, and motivation for lifelong learning.

The research identified key professional qualities essential for effective social-pedagogical activities, which include:

1. Moral and ethical qualities related to behavior and values.
2. Attitudes towards children, reflecting empathy and understanding.
3. Self-reflective qualities, indicating a commitment to professional growth.
4. Collaboration skills, enhancing relationships with colleagues and parents.

The study also highlighted the importance of legal and institutional knowledge, such as understanding child rights laws and guidelines for social-pedagogical activities in schools.

Discussion

The integration of "Social Pedagogy" into teacher training curricula aligns with the recognition of this field as an independent domain of educational knowledge. The discipline provides a framework for preparing educators to address the complex social needs of students and their families.

Future teachers must be equipped with diagnostic, communicative, and organizational skills to effectively perform social-pedagogical tasks. These competencies are critical for fostering social justice, enhancing personal development among students, and promoting ethical standards within educational environments.

Changes in professional-pedagogical functions reflect a heightened emphasis on moral values, the provision of pedagogical support, and the facilitation of harmonious relationships among educational stakeholders. Such preparation is vital for addressing the challenges posed by contemporary educational reforms and modernization efforts.

Conclusion

The professional qualities of future teachers, especially in the domain of social pedagogy, are pivotal for the effective delivery of education in today's socio-economic context.

The inclusion of "Social Pedagogy" as a discipline in teacher training programs supports the holistic development of educators, enabling them to meet the multifaceted demands of their profession. As educational systems evolve, the cultivation of social-pedagogical competence will remain a cornerstone of teacher preparedness and effectiveness.

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