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**DESIGNING THE GOALS AND CONTENT OF PROFESSIONAL ACTIVITY
FROM THE PERSPECTIVE OF IMPROVING TEACHERS' SOCIO-PEDAGOGICAL
COMPETENCIES**

Tadjibayeva Sabina Alisher kizi

master's student, Puchon University in Tashkent

Nabiulina Luiza Mahmudovna

associate professor, Puchon University in Tashkent

Abstract

This article covers the content of social professional activity, aimed at solving the tasks of designing the goals and content of professional activity from the perspective of improving the socio-pedagogical competencies of teachers, as well as the content of social professional activity, which is carried out with the help of pedagogical influence tools. In the process of this activity, the teacher's pedagogical skills in teaching, guiding, educating, organizing educational and educational work, as well as promoting presidential decrees and resolutions, government orders are reflected. This article considers the need to create a special educational environment that will help develop practical skills in designing the goals and content of professional activity from the perspective of improving the socio-pedagogical competencies of teachers

Keywords

socialization, process, activity, education, upbringing, profession, skill, content, feature.

Pedagogical activity is a historically and socially significant type of activity aimed at preparing a person for life, work, and social living, and above all, at forming and developing the personality of the younger generation so that they can act independently and successfully engage in socially useful activities in society and the country.

Before examining the essence and content of socio-pedagogical activity, it is necessary to clarify the concepts of “activity” and “pedagogical activity.”

In everyday language, by the term “activity” we understand any form of human activity. Similar definitions can also be found in explanatory dictionaries: “activity” is work or an occupation related to a certain field.

Socio-pedagogical activity is a professional activity aimed at helping individuals, citizens, and communities improve or restore their capacity for social functioning [1].

Socio-pedagogical activity is a type of professional activity aimed at assisting a person in the process of socialization, mastering socio-cultural experience, and creating conditions for their self-realization in society [2].

The tasks of socio-pedagogical activity define the near-term perspectives for solving specific social problems. The goal can be achieved through the implementation of tasks in several directions (prevention, rehabilitation, human rights protection, etc.).

Among the professional tasks of a social pedagogue, the following can be distinguished:

- creating conditions for preserving and strengthening the physical, mental, moral, and social health of the individual under care;
- forming and developing moral qualities, socially significant orientations, and attitudes in the learner's life;
- preventing and eliminating direct and indirect socializing influences of the micro-society on the child's development;
- creating favorable conditions in the micro-society for the development of abilities and realization of potential;
- implementing a system of preventive and rehabilitation measures aimed at optimizing the process of social adaptation;

Socio-pedagogical activity, in its essence, is very close to pedagogical activity but is distinguished from it and has its own specific features. It should be noted that It should be noted that socio-pedagogical activity is a type of professional activity aimed at transferring certain experience through teaching and creating specific conditions for the personal development of children.

Socio-pedagogical activity is also manifested in providing socio-pedagogical services to elderly citizens, aimed at preventing deviations in behavior and personality development of recipients of social services, forming their positive interests (including in the sphere of leisure), and properly organizing their free time [2].

As mentioned above, the main directions of socio-pedagogical activity are:

- activities aimed at preventing maladjustment (social, psychological, pedagogical) phenomena and increasing the level of social adaptation of children and youth through their personal development;
- activities for the social adaptation and rehabilitation of children and youth who have certain deviations from the norm.

At the current stage of societal development, forecasting and design technologies are becoming particularly important for the social sphere. They are associated with the development of approaches and models for solving various types of social problems and monitoring their implementation. In many respects, forecasting and design in the social sphere are driven by the need for innovative methods of solving emerging complex problems of a socio-cultural, socio-pedagogical, socio-medical, socio-psychological, and other nature.

This is explained by the fact that social design is a system of both scientific and practical activity aimed at social forecasting of social systems, institutions, social objects, their characteristics and relationships, as well as the development of projects based on forecasting and planning of socially significant needs

It is explained by the fact that it is both a scientific and practical activity aimed at creating development projects for social qualities and characteristics based on forecasting and planning. The predicted, modeled, and constructed qualities and characteristics of social objects make it possible to manage social processes and represent the expression of something new in society

that characterizes trends in social development. Accordingly, social design is associated with innovative activity and the implementation of social innovations.

Accordingly, there is a need for the professional training of bachelors who possess project skills and competencies and have a project culture [1].

As a scientific-theoretical activity, social design primarily relates to sociology, social work (sociology), social philosophy, social pedagogy, political science, conflictology, regional studies, and economics. In the works of G. A. Antonyuk, N. A. Aitova, V. I. Kurbatova, O. V. Kurbatova, N. I. Lapina, G. A. Luka, V. A. Lukova, A. P. Markova, J. T. Toshchenko, E. A. Orlova, O. E. Trushchenko, O. N. Yanitsky, and others, various aspects of social design are explored.

Social design as a subject-practical activity is expressed in the creation of specific social projects, as well as in the planning and management of the development of territorial-production, economic, socio-economic, socio-cultural, and other complex systems.

As an element of the education system, social design is also an academic discipline related to the study of design methodology and technology, design tools, its systemic principles, forms, and methods.

Many authors (G. S. Batishcheva, J. T. Toshchenko, V. A. Lukov, G. A. Luks, G. A. Namestnikova, and others), analyzing youth social development processes, conclude that it is necessary to teach young people innovative design methods, focusing on universal values, the effectiveness of social innovation formation, and the realization of creative abilities.

Among the methods ensuring the systematic integration of fundamental knowledge and practical activity in the educational process of higher education, special attention is given to project-based learning.

The transition of the higher professional education system to a competency-based approach has renewed research on the content of competencies, methods of their formation, and pedagogical conditions. Project competence is defined by the student's level of readiness for project activity, the presence of individual design abilities, and the aspiration for self-education, and it includes certain systemic characteristics of knowledge, personal experience, and skills [1].

At the main active stage of socio-pedagogical design, design skills are formed

Socio-pedagogical design is a complex, multi-stage activity. It is implemented as a sequence of stages (phases) that bring the development of future activity from a general idea, concept, and model closer to the description of conditions under which a useful pedagogical result can be achieved.

This result (goal) acts as a system-forming factor that determines all activities. The aim of socio-pedagogical design is the development, creation, construction, and implementation of an idea into practice within specific pedagogical systems, leading to a useful pedagogical outcome.

Thus, socio-pedagogical design and forecasting can be defined as both an applied scientific direction in pedagogy and an organized practical activity.

Its purpose is to initiate a process that can lead to positive changes in the social environment through pedagogically organized actions. The goal of socio-pedagogical design is to organize a process that ensures human self-development and initiates changes in the social environment.

The specific context of socio-pedagogical project activity is formed by social partnership relations, that is, voluntary and equal interaction of various social and state forces, as well as people of different ages and social statuses in project activities.

Therefore, the proposed technology applies active teaching methods and approaches. The selection of a system of methods is determined by the goals, principles, and content of the educational process, the conditions of its implementation, as well as the capabilities and characteristics of its participants.

In particular, design refers to defining versions or options for the development or transformation of a specific phenomenon. For a correct and clear understanding of the essence of design, it is necessary not only to relate it to concepts that are close in meaning and significance (foresight, forecasting, planning, projection, modeling), but also to apply these mechanisms in practice. All of these concepts are considered specific cognitive methods and approaches. They are closely interconnected.

Forecasting goes beyond reflecting reality and is based on the knowledge of the laws of nature, society, and thinking. Depending on the level of specificity of the studied processes and the nature of influence, the following forms are distinguished: hypothesis, forecast, and plan. Forecast and plan complement each other. The forms of combining forecast and plan can be very diverse: a forecast may precede plan development (in most cases), accompany it (predicting the consequences of decisions made in the plan), be implemented during the planning process, or independently perform the role of a plan, especially in large-scale economic systems (region, state), when it is impossible to determine precise planning indicators, and in practice it becomes a forecast in nature.

Planning is associated with the selection of goals and solutions for a certain perspective, the development and analysis of ways to implement them, and the provision of resources for socio-pedagogical projects. Its specific feature is the concreteness of indicators and their precise definition in terms of time and quantity. In practice, it is implemented by students through the development of a project action plan (main activity schedule). Its specific feature is the accuracy of indicators and their clear definition in terms of time and quantity [[Fundamentals of Social Design: textbook for full-time and part-time students / Yu. N. Ryumina; Shadrinsk State Pedagogical Institute. – Shadrinsk: ShGPI, 2015. – 182 p.]].

CONCLUSION

The problem of socialization of children with deviations in socio-pedagogical upbringing remains largely outside the scope of pedagogical influence. These socio-pedagogical problems must be addressed competently and professionally already today, as the social health of our society tomorrow depends on it. Therefore, in our view, the theoretical development and organizational design of socio-pedagogical work with this category of children is becoming a priority task today.

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