

PEDAGOGICAL CONDITIONS OF FUTURE TEACHER'S SUBJECTNESS FORMATION IN THE CONTEXT OF SOCIAL PRACTICE

Shokhida Abdurakhmonova

Assistant at the Tashkent Institute of Irrigation and Agricultural Mechanization Engineers, Tashkent
UZBEKISTAN

ABSTRACT

The article discusses up-to-date pedagogical conditions of future teachers' subjectness formation in the context of social practice. Gives a brief description of each of the conditions identified on the basis of the analysis.

Keywords: Subjectness formation, project activities, social practice, competency-based approach, reflexion, volunteering, social growth.

INTRODUCTION

A full-fledged process of training and education of future teachers should be based on support and assistance in the formation of internal activity, motivation for self-development and self-education, within the framework of not only the professional, but also the personal sphere. All this will contribute to a qualitative, conscious transformation of their capabilities, flexibility of thinking, and a creative approach in their activities. It is the subjectivity of the future teacher formed at a high level that is the tool with which it is possible to achieve a high level of skill and professionalism, which will help to maintain mental health, a high degree of satisfaction from the work performed and professional enthusiasm throughout the professional path.

MATERIAL AND RESEARCH METHODS

The competence-based approach includes "a holistic experience in solving life problems, performing key functions, social roles, competencies" [1, 2, 4].

Researchers consider the competence-based approach as a holistic theoretical and methodological phenomenon that has a tiered structure and provides the relationship between theoretical positions and pedagogical realities, "essentially expressing in the aggregate a new quality of education, ensuring the readiness of the future specialist for practical action, taking into account both personal needs and the interests of the state, society"[3].

Within the framework of our research, the competence-based approach is considered as the basic vector of the formation of the subjectivity of future teachers in the context of social practice. The effective formation of the subjectivity of future teachers in the context of social practice, taking into account such a basic vector as the competence-based approach, is ensured when a complex of organizational-pedagogical, psychological-pedagogical and didactic conditions is implemented.

By pedagogical conditions, we mean significant circumstances, a complex of interrelated and interdependent factors (external and internal) that determine the achievement of a high level of formation of the subjectivity of the future teacher in the context of social practice.

The carried out theoretical analysis made it possible to identify the necessary pedagogical conditions for the formation of a teacher's subjectivity in the context of social practice in the educational process of a university: purposeful and consistent inclusion of students - future teachers in project activities; organization of a student volunteer center as a semantic platform for planning and implementing various joint venture projects; attraction of students - future teachers to the analysis of their own and collective activities, the organization of reflection.

RESEARCH RESULTS AND DISCUSSION

The identification of the above conditions for the formation of the subjectivity of the future teacher in the conditions of social practice is based on modern trends in the development of education, as well as the leading achievements in the field of pedagogy and psychology.

Thus, the choice of the pedagogical conditions put forward by us for the formation of the subjectivity of the future teacher is due to the fact that their practical implementation contributes to the disclosure of the potential of the student's personality, the growth of awareness and independence in life-building, taking into account his personal and professional interests, abilities, opportunities, and the development of the student's socially oriented personality. ... All this creates the foundation for the effective formation of the subjectivity of the future teacher in the context of social practice in the educational process of the university.

Modern society needs university graduates who are able to design their personal and professional development, to be subjects of professional activity, manifesting themselves as socially oriented individuals. In this regard, it is of paramount importance to study the issues of the formation of the subjectivity of a future specialist, since it is at the student age that its foundations are designed, which are manifested and developed in professional activity. In connection with the above, project-based learning is of particular interest, which is currently being actualized in higher education not only as an educational technology, but also as a teaching method (project method) [5].

The Volunteer Center is a specialized functioning organization (in the context of our work, an intra-university organization that carries out activities both inside and outside the walls of the university), activities that are directly aimed at increasing the level of social consciousness and activity and the effective use of volunteer resources in solving social problems and development local communities.

The main, but not the only, goal of the volunteering center is to promote the formation and development of subjectivity and social activity in students - future teachers by involving them in socially useful activities, as well as in increasing the level of awareness of life position and personal responsibility.

In general, the activities of this kind of center can be aimed, for example, at holding university, city and regional actions aimed at helping peers, children at risk, families, in a difficult social situation; to organize conversations and seminars on the prevention of social vices (smoking, drinking alcohol, drug addiction); as well as the organization and conduct of outdoor events, concerts and much more.

Among other things, participating in the life of the volunteer center, future teachers carry out professional-role activities, which involves the participation of students in various internships, the development of professional models of behavior. So, during the implementation of various

projects, students "try on" the professional roles of a counselor, subject teacher, class teacher, teacher-psychologist, social teacher, educator, tutor, coach [6].

We consider reflection to be one of the most important conditions for the formation of the subjectivity of the future teacher in the context of social practice. Reflection is a personal property and at the same time - the most important factor in the development of a personality, the formation of its culture and professionalism.

Possessing the abilities, skills and experience of reflection for a future teacher means: knowing your individual and personal characteristics, advantages and disadvantages, style of thinking and activity; have the skills of effective self-organization and self-regulation of their actions and deeds; be able to make decisions, predict the results of activities and relationships.

Note that it is necessary to increase the level of reflexive abilities and skills certainly during the period of university preparation, because it is during this period that the necessary professionally important qualities are formed and consolidated in students, such as: orientation to the sphere of practice, independence and initiative, as well as competitiveness and mobility in conditions growing competition.

CONCLUSION

Summing up, we note that the conditions we offer will be effective for the formation of students' subjectivity only in the case of their complex application. This will provide a professional approach and a high level of formation among students-future teachers of the required quality.

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