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⊘ **Research Article**

TECHNOLOGY FOR THE DEVELOPMENT OF SOCIAL-PEDAGOGICAL COMPETENCE IN FUTURE PRIMARY CLASS TEACHERS

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ABSTRACT

This article aims to reveal the pedagogical possibilities of developing social-pedagogical competence of future elementary school teachers, the importance of professional-pedagogical competences that should be formed in teachers.

KEYWORDS

Social pedagogue, social-pedagogical, social-rehabilitation, social-legal, humanitarian idea, professional status, design, prediction, communicative, creativity.

INTRODUCTION

Modern pedagogic technologies and passive technologies are considered to be very ineffective in the development of socio-pedagogical competence of future primary school teachers and students' learning material, but there are some recognized aspects. This is an opportunity for the teacher to facilitate the preparation for the lesson and to give the student a large amount of learning material in a short period of time during the lesson.

When the teacher and student engage in active communication during the lesson, the student becomes an active participant of the lesson, not a passive student. Interactive interaction encourages students to engage in group conversation and communication. In contrast to active influence, interactivity in them is directed not only to teachers, but also to the interaction of students with each other. In this case, the teacher plays the role of an assistant who activates the flow of information without delivering educational information through him. In such cases, the student experience plays an important role.

Active and interactive educational technologies, different from reproductive ones, require the

organization of teaching based on effective creative activity. Each of them essentially emerges as a means of managing the process of developing cognitive activity. In the system of active technologies, problem situations are analyzed and solved by the teacher and the student in cooperation. During the use of interactive technologies, the solution of the problem (in the process of situation analysis and game design) is solved collectively by the teacher with the active participation of the group members. Active technology provides interactivity if the entire audience is involved in solving the problem.

Interactivity (English interaction-"interaction") is a concept that illuminates the nature and level of interaction between objects. It is widely used in computer science and programming, as well as in telecommunications, sociology, industrial design, and other fields.

By interactivity, we understand only the organization of communication between technical tools, computers, their programs and users in the field of science we are studying.

Interactivity is a system organization principle that aims to achieve information exchange between system elements.

Interactivity elements are all elements of systems that interact with another system (human-user).

In our opinion, interactivity ensures students' active exchange of information and communication with educational material using interactive software tools. As a result of the implementation of feedback on the basis of automatic diagnosis, it serves to improve the learning material and the effectiveness of the educational process.

Interactive educational tools are programmed, hardware-software and technical tools and equipment, which are functionalized on the basis of microprocessors and counting techniques, and provide communicative activity of the user in cooperation with the computer.

Research works on improving the methodology of developing the socio-pedagogical competence of future elementary school teachers in a certain consistency, on the basis of methodological requirements, have not been conducted. The importance of timely creation and introduction of software for improving the methodology of social and pedagogical competence development of future primary school teachers and the need to develop a usage model determine the practical necessity of conducting research in this area.

Modeling is important at the modern stage of educational development. As a result of fundamental changes in educational paradigms, new requirements for modeling innovative didactic systems are emerging.

Accordingly, modeling is the creation and study of models of real existing objects, events and objects under construction, improving their characteristics, rationalizing the methods of their construction, managing them, etc.

The purpose of modeling is a schematic representation of the researched pedagogical systems. Model representation and research of objects and processes is used to solve complex scientific and practical problems. O.S. Grebenyuk and T.B. In Grebenyuk's higher education and "Pedagogical Dictionary" modeling is defined as "creating copies and models of

pedagogical materials, events and processes" [99; 101-102 c.]. According to researchers-scientists, "model" means objects or signs that reproduce some significant properties of the original, and are capable of replacing the original in such a way that its study can provide new information about the research object. system is understood.

One of the important tasks of the pedagogical personnel of the Republic of Uzbekistan, including the future elementary school teachers in the higher education system, is to become a master of his profession, a master of professional and methodical knowledge, a highly qualified specialist, with unparalleled abilities, who can show his unique pedagogical qualities in his work, who can be an example to other colleagues with his personal qualities, who lives with the pain of students and uses innovative methods in teaching It is manifested in his activity as the possessor of an unparalleled talent that can interest students. The methodology of developing the socio-pedagogical competence of the future elementary school teachers depends on the development of the young generation in the system of ideas in the process of education and upbringing as a fully mature person, the student's knowledge potential, thinking ability. we can see that Development of socio-pedagogical competence of future elementary school teachers is to have a certain place in their work, gain prestige among people, pedagogical, psychological, methodical, scientific potential in their professional activities. is directly related to the system of successive approaches

All activities of the teacher are carried out with the help of tools. These include all actions, objects, weapons, methods and technologies necessary to achieve the goal.

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