Features of preparing future teachers for the professional socialization of students in general education schools

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Abstract: This article analyzes the theoretical foundations and practical approaches to developing the pedagogical skills of future teachers in the process of professional socialization of students. It also highlights the importance of interactive methods and practical activities in the professional socialization of students in general education schools.

Keywords: Pedagogical skills, professional socialization, future teachers, students, interactive methods, practical activities.

Introduction: Today, one of the key tasks in the education system is improving the professional training of future teachers and developing their pedagogical skills. The socialization of students in the school environment and supporting their personal, intellectual, and professional development is defined as one of the teacher's primary responsibilities. In this process, pedagogical skills not only ensure the effectiveness of teaching and education but also directly influence the formation of students as individuals.

Pedagogical skills refer to the ability to apply theoretical knowledge in practical activities, a creative approach to the teaching profession, the ability to establish effective communication with students, and engaging them in the learning process. In the process of professional socialization, an integrated approach that combines theoretical knowledge with practical activities is essential for developing the pedagogical skills of future teachers.

To help senior students choose a profession, they must be taught to set clear goals they wish to achieve in life, develop a civic mindset and moral convictions, possess self-awareness, understand the world of professions and the demand for specific jobs in their region, and cultivate personal qualities that enable them to make an informed choice. Without special preparation, senior students lack knowledge about the world of professions, themselves, regional workforce demands, and potential pathways for further education, leading to significant difficulties in making a career choice.

Addressing the issue of preparing senior students for career choice at the current stage of educational system development is both timely and relevant for theoretical and practical study. This will help resolve the existing contradiction between the need to make a career choice and the insufficient development of personal, civic, and moral qualities in senior students, as well as the absence of mature motives for making such a choice.

Preparing senior students for career selection is viewed as a phased, dynamic, and goal-oriented process of specially organized pedagogical activities aimed at developing knowledge about professions, skills required for mastering a profession, motives for career choice, and studying professionally significant personal qualities necessary in potential career fields. It also focuses on building students' confidence in making the right career choice.

A systemic approach is chosen as the main criterion, where the process of preparing future teachers and the process of professional socialization of students are studied as a unified system. In this system, the interdependence of components and their effects are thoroughly analyzed. Special attention is paid to organizing the educational process based on an innovative pedagogical approach, utilizing modern technologies and interactive methods.

The education system in our country is dynamically changing. The modern teacher continues to fulfill the state's educational mandate, which necessitates changes in the teacher training process. Today, schools operate based on new state educational standards (SES) developed for the three-level general education system.

The state educational standard for primary general education (Grades 1–4) (approved by Resolution of the Cabinet of Ministers No. 187 dated April 6, 2017, as amended by Resolution No. 390 dated August 16, 1999);

The state educational standard for basic secondary education (Grades 5–9) (approved by Resolution of the Cabinet of Ministers No. 187 dated April 6, 2017, as amended by Resolution No. 390 dated August 16, 1999);

The state educational standard for secondary (complete) general education (Grades 10–11) (approved by Resolution of the Cabinet of Ministers No. 187 dated April 6, 2017, as amended by Resolution No. 390 dated August 16, 1999).

Each standard explicitly defines the requirements for implementing the general education program. These documents emphasize the importance of the socialization process in students' personal development. It is worth noting that the new state educational standards are being implemented not only in general education schools but also in the higher education system.

Today, the higher education system is developing within the framework of network collaboration. Developing and integrating modules into the main education program is a new direction in higher education. This innovation is important for students, as it provides them with the opportunity to choose their individual educational trajectory, select the university that suits them, and opt for specific educational modules to study.

The study of the socialization process in general education schools is expanding and deepening every year. The state educational standard for general education schools mandates the implementation of a program for education and socialization within schools. In this regard, future teachers studying in pedagogical universities must be prepared to implement this program in general education institutions.

The formation of pedagogical skills in future teachers during the professional socialization of students is highly complex and includes:

The goals and objectives of spiritual and moral education and the socialization of students at the general secondary education level;

The content, types of activities, and forms of education for each area of spiritual and moral education and socialization;

A model for organizing work on spiritual and moral education and socialization;

Forms and methods for engaging students in socially significant activities;

Descriptions of mutual cooperation and interaction technologies among participants in the educational process and social institutions;

Descriptions of methods and forms for career guidance in educational institutions;

Methods and forms for enhancing the pedagogical culture of students' parents (or legal guardians);

Expected outcomes in terms of spiritual and moral development, education, socialization, career guidance, and the formation of a safe, healthy, and environmentally sustainable lifestyle;

Criteria and indicators for assessing the educational institution's performance in ensuring education and professional socialization.

A future teacher will be able to develop an understanding of the essence of personality socialization in educational institutions, master the theoretical foundations for organizing the process of students' professional socialization, and design socialization programs aimed at developing skills.

In pedagogical practice, diagnostic conversations are widely used for the professional socialization of students. For this purpose, interviews are conducted with students based on pre-prepared questions. In the course of the research work, a diagnostic interview was used. It was found that the effectiveness of activities for the professional socialization of future teachers depends on the following factors: students' understanding of the social value of professional activities; ensuring that professional activities fully meet modern requirements; aligning students' interests with the interests of society; and fostering mentoring and family efforts to cultivate students' correct and creative aspirations toward specific professions.

In scientific literature, several methods are known for the professional socialization of students, one of which is A.E. Golomstok's "Interest Map" methodology. This method is aimed at identifying students' professional interests through test questions. Students are also given tasks such as career psychograms and career choice sheets.

The activity of professional socialization for students

and future teachers fulfills another important function—addressing the contradictions between the objective needs of society for skilled personnel and the subjective professional aspirations and desires of youth. Students work to eliminate or minimize the lack of knowledge about modern professions and trends, forming opinions about career choices that are not based on outdated stereotypes.

Thus, the development of pedagogical skills in future teachers during professional socialization is a crucial stage in their preparation for their future careers. As stated in this article, the formation of pedagogical mastery is based on the integration of theoretical knowledge and practical skills. For this process to be successful, the effective use of interactive methods, reflective approaches, and practical training is essential. This creates a foundation for the teacher's success not only in the education system but also in the socialization process.

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