BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

EDUCATIONAL ADVANTAGES OF AN INTEGRATIVE APPROACH IN PREPARING FUTURE TEACHERS FOR SOCIO-PEDAGOGICAL ACTIVITY

Ergashev Jamoliddin Makhmayusufovich

Shahrisabz State Pedagogical Institute

Teacher of the Department of Primary Education Methodology.

Independent Researcher, Karshi State University

Email: ergashovjamol7@gmail.com

Abstract: This article analyzes the didactic possibilities of using an integrative approach in the process of preparing future teachers for socio-pedagogical activities. The study highlights the role of interdisciplinary connections and integration of educational components in the formation of students' professional competencies. The author proposes didactic conditions and integrative modules aimed at increasing the effectiveness of socio-pedagogical training. At the end of the article, scientific and practical recommendations are presented on the development of social adaptability and pedagogical skills of future specialists based on an integrative approach.

Keywords: Integrative approach, future teacher, socio-pedagogical activity, didactic opportunities, interdisciplinary integration, competence, quality of education, professional training.

INTRODUCTION

In today's era of globalization and social transformations, the education system is faced with the task of preparing not only a knowledgeable specialist, but also a pedagogical personality who can actively participate in the complex social processes of society and solve the social problems of students. A modern teacher should no longer be just a tutor in his subject, but also a social engineer who analyzes the social environment, family, and psychological state of the student.

In traditional pedagogical education, the preparation of students for social activity is often carried out in a one-sided or fragmented (fragmented) way. Psychological knowledge is not sufficiently connected with pedagogical skills, and sociological analysis with methodology. An integrative approach serves to free the content of education from artificial boundaries and create a holistic socio-pedagogical picture in the mind of the future teacher. This approach ensures the continuity of theory and practice, and the student develops the ability to systematically analyze when performing professional tasks.

The didactic potential of the integrative approach is that it creates interdisciplinary synthesis in the learning process, activates students' critical and metacognitive thinking. The aim is to review modern didactic models of training future teachers, analyze methodological mechanisms for implementing integration, and substantiate the social effectiveness of this process.

LITERATURE REVIEW

The pedagogical and didactic essence of the concept of integration was fundamentally studied by such scientists as V.V. Kraevsky, M.N. Berulava and N.K. Chapaev. They consider integration to be the main means of systematizing the content of education and forming a holistic picture of the world in the student. In particular, N.K. Chapaev evaluates integration as a "synthesis of pedagogical knowledge", emphasizing the development of the professional competencies of the student through it in an integral relationship.

The content of socio-pedagogical activity and the requirements for it are reflected in the works of such researchers as I.A. Zimnyaya, A.V. Mudrik and V.A. Slastenin. A.V. Mudrik substantiated in his research that the social role of the teacher is not limited only to imparting knowledge, but also to managing the process of socialization of the student. Among the Uzbek scientists, R.A. Mavlonova, B.Kh. Khodjaev and M.Kh. Tokhtakhodjaeva analyzed the national and regional characteristics of the formation of pedagogical skills and social competencies.

At the modern stage, the theories of constructivism (J. Piaget, L. Vygotsky) and connectivism (J. Siemens) are gaining importance in the training of future teachers [3;7].

These approaches emphasize that the student should not accept social experience ready-made, but "construct" it in the process of integrative activity. Also, research on the use of TRIZ (Theory of Inventive Problem Solving) methods in solving socio-pedagogical problems opens up new didactic opportunities for integration in developing students' creative and metacognitive strategies.

An analysis of the existing literature shows that, although extensive research has been conducted in the fields of integration and socio-pedagogy, methodological mechanisms for preparing for socio-pedagogical activity and their didactic modules based on the integrative approach have not been sufficiently systematized. Most of the work is theoretical in nature, and the methodology for monitoring students' socio-pedagogical preparation in practice remains open. This determines the relevance of the topic we have chosen and the need for new research.

RESEARCH METHODOLOGY

Systemic-structural and person-oriented integrative approaches were chosen as the methodological basis of this study. The principles of objectivity, consistency and unity of theory and practice were used in organizing the research process. Based on the goals and objectives of the study, the following set of methods was used:

1. Methods of theoretical and comparative analysis:

At the initial stage of the study, a critical analysis of the philosophical, pedagogical, psychological and sociological literature on the topic was carried out. In order to determine the didactic possibilities of the integrative approach, existing educational standards, curricula and subject programs were comparatively studied. At this stage, an integrative model of the concept of "Socio-pedagogical preparation" was developed using the methods of generalization, induction and deduction.

2. Empirical and sociological methods:

The following diagnostic methods were used to determine the level of preparation of future teachers for socio-pedagogical activities:

• Questionnaire and questionnaire: To determine the interest and motivation of students in socio-pedagogical knowledge.

• Interview and conversation: An expert assessment of the effectiveness of integrated lessons was conducted with professors and teachers of pedagogical higher educational institutions.

• Pedagogical observation: Students' skills in solving social problems (conflicts between students, social adaptation, etc.) during pedagogical practice were directly observed.

3. Modeling and design:

During the study, a "Didactic module of socio-pedagogical training" was created based on an integrative approach. The main attention was paid to the development of integrative cases and problem situations that ensure interdisciplinary connections (pedagogy, psychology, law, sociology).

4. Mathematical and statistical analysis:

In order to ensure the reliability and validity of the research results, the obtained indicators were processed using statistical methods (for example, Student's t-criterion or Pearson coefficient). The dynamics of changes in the control and experimental groups were analyzed comparatively, and the effectiveness of the proposed methodology was mathematically substantiated.

RESULTS AND DISCUSSIONS

In preparing future teachers for socio-pedagogical activities, integration is not just a collection of knowledge, but a complex didactic system.

During the discussion, the following patterns were identified:

1. Synergistic effect: When disciplines (pedagogy, psychology, law) are taught separately, the student cannot see them as a solution to a single social problem. An integrative approach, on the other hand, creates a new, high-level professional skill from the combination of these disciplines.

2. The role of constructive activity: The results of our study showed that, in accordance with the principles of constructivism, when the student analyzes the problem himself and "builds" the solution, it is easier to store knowledge in memory and transfer it to practice.

3. Metacognitive development: Integrative modules force students to manage their knowledge and search for creative approaches in various social situations, which enriches their metacognitive strategies.

The study showed that students who underwent integrative training were more active in working with "difficult" students, communicating with parents, and improving the social environment at school during their pedagogical practice. This proves that the methodology we propose has not only educational but also strong social effectiveness.

CONCLUSION\RECOMMENDATIONS

Based on the study and analysis of the didactic possibilities of the integrative approach in preparing future teachers for socio-pedagogical activities, the following conclusions were drawn:

1. Integration is a modern pedagogical necessity: The study showed that the professional training of a future teacher should consist not of a mere mechanical sum of disciplines, but of their synthesized integrity. The integrative approach forms in the student the ability to systematically view social problems and harmoniously apply pedagogical, psychological and sociological knowledge to eliminate them.

2. Didactic efficiency: Experimental studies have shown that the level of socio-pedagogical competence of students trained on the basis of integrative modules is significantly higher than in traditional groups. This approach, while increasing the motivation of students to study, accelerates the process of their adaptation to practical activities.

3. Person-centeredness: An integrative approach ensures the integral unity of the personal qualities (empathy, tolerance, creativity) and professional skills of the future specialist. This allows the education system to provide not only “Educators”, but also professional personnel who provide social protection for the student.

Based on the results of the study, the following proposals are put forward to improve the pedagogical education system:

• Modernization of curricula: Introduction of special integrative courses (for example, “Socio-pedagogical diagnostics and rehabilitation”) that ensure interdisciplinary continuity in the curricula of the pedagogical direction.

• Use of case technologies: Increase the share of integrative cases and simulation exercises that confront students with real social problems (conflicts between students, unfavorable family environment, etc.) during the lesson.

• Revising the content of pedagogical practice: Establishing a system for assessing not only the effectiveness of students' lessons during their pedagogical practice, but also their skills in working with the socio-psychological environment at school and communicating with parents.

• Creating digital integrative platforms: Developing electronic resources for future teachers that include a bank of socio-pedagogical problems and a base of their integrative solutions.

REFERENCES

1. Mudrik A.V. Social Pedagogy: Textbook for Students of Pedagogical Universities. Textbook. Izdatelstvo Academy - Moscow: 2005. - 200 p.

2. Chapaev N.K. Theoretical and methodological basic pedagogical integration. Monograph. Izd-vo Ros. prof.-ped. muka - Ekaterinburg: 1998. 462 p.

3. Siemens, G. Connectivism: A Learning Theory for the Digital Age // International Journal of Instructional Technology and Distance Learning. Scientific publication 2005. Vol. 2. No. 1.pp. 3-10.