



USE OF INTERACTIVE METHODS IN DEVELOPING SOCIAL-PEDAGOGICAL COMPETENCES OF 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

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 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.

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.

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.

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" [1; 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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