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## **PEDAGOGICS OF FORMATION OF FUTURE TEACHERS ' SOCIAL OUTLOOK IN THE CONDITIONS OF INFORMATIZATION OF EDUCATION**

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### **ABSTRACT**

*In the article the organizational and pedagogical conditions of readiness of future teachers for the project activity in conditions of digitalization of education are analyzed. The structure of readiness is defined, which includes the following components: motivational-value, content procedural, organizational-managerial, reflex-appraisal. The motivation-value component is aimed at stimulating the motivational attitude of the students to the project activity, understanding its significance for future pedagogical activity. The content-procedural component is aimed at the phased development of the project activities, including the entire life cycle of the project: research, planning, development, deployment and quality assessment. The organizational and management component is aimed at the organization of interaction between teachers, students, administration of the university, developing strategic goals, predicting the result of project activities, performing diagnostics and control in project management. The impact-assessment component is aimed at the formation of a reflective readiness for the project activity. Materials and methods: When writing the article, the following methods were used: theoretical and methodological analysis and synthesis of existing special domestic and foreign scientific and methodological literature, a conceptual analysis of scientific articles and publications. An interdisciplinary scientific and theoretical analysis of the problem was conducted on the subject of the research, as a result of which the conclusion was made that the organizational and pedagogical conditions for the readiness of future teachers for the project activity are to be developed. Results: The set of organizational and pedagogical conditions necessary and sufficient for the successful formation of the project activity of future teachers in conditions of digitalization of education is justified. The program of experimental and*

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*experimental research of the readiness of future teachers for the project activity on motivational-value, substantive-procedural, organizational and managerial, reflective-evaluative components is implemented, ensuring objectivity, complexity, consistency of monitoring and evaluation of the results of project activities. Discussion and Conclusions: The willingness and ability of future teachers to carry out project activities in the digital environment will effectively organize the educational process in the digital age*

**KEYWORDS:** *Interdisciplinary scientific, Digital environment, Components is implemented.*

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