ACADEMICIA
An International Multidisciplinary Research Journal
(Double Blind Refereed & Peer Reviewed Journal)

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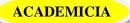
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ABSTRACT

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

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.*

INTRODUCTION

Informatization of education can be identified as one of the most significant trends today. Currently, there are a wide variety of initiatives that support the informatization of education, from state initiatives to individual higher education institutions and specific projects implemented within the framework of certain training programs.

At the same time, the informatization of education faces some obstacles. Currently, government initiatives are overcoming the classic problem of logistics for educational institutions, but a much more significant problem is the resistance of the participants in the process itself.

The problem of resistance to innovation of participants is sufficiently thoroughly considered in the works of a number of authors. In particular, articles by V. Lykova and I. Marakushina are devoted to this problem.

The experience of participation in the implementation of projects related to the informatization of education at any level allows the author to say that most often it is school teachers and higher school teachers who assess informatization as a significant threat to the current state of affairs and established pedagogical practices.

There are often two lines of resistance here. The first line of resistance is that any actions related to the informatization of education are evaluated by teachers and teachers as an additional burden that is not related to the educational process, unpaid and therefore not worth attention. Separately, we note that the objectives of this work do not include consideration of the qualitative characteristics of teachers ' motivation, we can only fix such an objection and state its comparative prevalence.

Interestingly, this" extra workload» is very rarely perceived by teachers at school and teachers at the university as a way to optimize their daily work. In the vast majority of cases, teachers do not use the opportunities implemented within the framework of informatization projects to reduce the current workload or redistribute it. In particular, the use of ICT in higher education allows to significantly optimize the process of preparing teachers for classes, significantly simplifies the control of individual work of students and – in some cases-the assessment of students ' knowledge.

The second objection is that the use of ICT significantly impoverishes the process of communication between both the teacher and the student, and students among themselves. In contrast to the first objection, which can be corrected if appropriate information support is provided for projects on informatization of secondary and higher education, the second objection

cannot be compensated within the framework of an information campaign and requires a meaningful scientific analysis, partially undertaken in the work of V. A. Lykova.

For our work, it is essential to fix this objection: the use of ICT in the educational process significantly reduces the communication potential of the educational situation and therefore critically negatively affects educational results. A full and detailed inventory of this objection goes far beyond the scope of our work. However, the argument itself certainly deserves attention: the learning process is really built on the communication of the student and the teacher, and therefore changes in communication may well have an impact on the results of the learning process.

MATERIALS AND METHODS

We are faced with the need to answer an additional question: what kind of learning outcomes are we talking about and, accordingly, what kind of educational outcomes should we pay attention to in the framework of our research.

To answer this question, let us turn to the recently established division of soft skills and hard skills in training. Usually, this division can be simply interpreted as the division of professional skills and skills related to interaction and coordination of joint work.

Obviously, within the framework of our analysis, it does not make sense to discuss professional skills and their formation on several grounds. First, different skills are formed in different training programs, and the significance of the communication situation for such skills may vary.

Secondly, the subject of our analysis is not the formation of professional skills. Professional skills or, in other words, the direction of training of students can serve as a variable by which groups are combined and compared.

Information technology individualizes the student. The purpose of ICTs in training is precisely to promote an individual approach. At the same time, for a number of specialties (especially for the specialties "human — human"), social competence is no less important than professional competence. That is why it can be assumed that the work in this regard is more significant for the specialties of the class "person – person", including pedagogical ones.

The key contradiction that is important for our work is the following: on the one hand, various forms are introduced into training that individualize the student, thereby excluding him from group interaction and thereby making it difficult to form social competence. On the other hand, the requirements for the skills of cooperation, group interaction and teamwork are currently as high as possible.

The above considerations allowed us to formulate the hypothesis of the work: we assume that in the case of active use of ICT in the teaching of a student group, the communication potential of the educational situation decreases, and such a group will differ in a relatively low level of development of social competence.

In a statistical sense, the basic hypothesis is formulated as follows: there are statistically significant differences in the level of social competence between a group in which information and communication technologies are actively used in the educational process, and a group in which these technologies are used with significantly less intensity.

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