

SPECIFIC FEATURES OF ORGANIZING SOCIAL INITIATIVE IN FUTURE TEACHERS

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Abstract

This article analyzes the specific features of the formation of social initiative in future teachers and its effective organization in the educational process on a scientific basis. The content of the concept of social initiative, its role and significance in the pedagogical process, as well as the methodological approaches used in this process are highlighted. The article discusses educational activities based on social projects, tools that encourage students to be civically active, and pedagogical conditions that serve to stimulate initiative.

Keywords: Future teacher, social initiative, civic position, project activity, pedagogical process, innovative approach, social responsibility, teamwork.

Introduction

Currently, the education system has taken on the task of preparing mature individuals who are responsive to the needs of society, innovatively thinking, have a civic position, and are not indifferent to social issues. In particular, the formation of social initiative in future teachers plays an important role in pedagogical education. This quality develops the ability of teachers to understand and practically fulfill not only their professional duties, but also their social duty to society.

The formation of social initiative in future teachers requires a specific approach, methods and conditions. This article analyzes these features and considers the pedagogical foundations necessary for achieving effective results in this area.

Social initiative is the ability of a person not to be indifferent to the problems of society, to come up with proposals and practical actions aimed at improving the current situation. In education, this quality is especially important for pedagogical personnel, because a teacher is not only a provider of knowledge, but also a social leader who initiates positive changes in society.

The formation of social initiative among future teachers serves the following aspects: strengthening the civic position of students, forming thinking based on the principles of social justice, equality, cooperation, developing a culture of active participation in public life, mastering the skills of developing and implementing social projects.

Social initiative in a broad sense is an individual's understanding of existing problems in society, striving to solve them, and actively participating in this. It includes the following components:

- Problem sensitivity: Being attentive to current social issues in society;
- Personal initiative: Proposing ideas for solving the problem;



-Activity: Taking practical action to implement the initiative;

-Teamwork: Working together with others, working based on collective thinking;

-Effectiveness: Assessing and improving the social benefits of the initiative. From a pedagogical point of view, social initiative is an integral part of the personal and professional competencies of a teacher.

The formation of social initiative among future teachers can be organized on the basis of the following methodological approaches:

-Problem-based educational approach: Students learn to think independently and make responsible decisions by analyzing real social situations and finding solutions to them. For example, developing problems and solutions in small groups on the topic of "Public Health and Environmental Safety".

-Project-based educational technology: The educational process based on the project method is one of the most effective methods for forming social initiatives. Through this method, students go through the stages of planning a social project, implementing it, and evaluating the results.

-Service learning: Through an educational model focused on social service activities, students learn to master, provide service (on a voluntary basis), and provide practical solutions to social problems.

-Cooperative educational activities: An environment of teamwork, collective decision-making, mutual responsibility, and support helps to foster social initiative.

Social initiatives of future teachers can be in different directions. For example:

“Green School” - a project to improve environmental literacy in schools;

“Bridges of Kindness” - an initiative to support children from families in need of social assistance;

“Enlightenment in the Neighborhood” - organizing spiritual and educational events together with the youth of the neighborhood;

“Uzbek Book - the Heart of the Nation” - book promotion and organizing a social library.

The process of forming social initiative in future teachers requires a systematic, step-by-step and methodically based approach. The following approaches are of particular interest in this regard:

-Active and interactive teaching methods: “Case-study”, discussion, “brainstorming”, role-playing, debates, students are taught to analyze social problems and find solutions.

-Organization of project activities: Students are assigned to develop a project based on real-life problems (for example, “Eco-school”, “Circle of Kindness”, “Inclusive Education Forum”).

-Education based on social partnerships: Students have the opportunity to test their initiative in practice by implementing social activities in collaboration with the neighborhood, NGOs, and educational institutions.

-Reflection and analytical approach: At the end of each project or initiative, a thorough analysis is carried out, conclusions and proposals are developed, which serves to further improve subsequent initiatives.

The following specific aspects are observed in organizing social initiative in future teachers:

-Priority of motivational factors: Students are activated through internal motives that encourage initiative (a sense of social justice, kindness, compassion).



-Adaptation to age and personality characteristics: Students' personal interests, aspirations, and worldview are taken into account.

-Activity-oriented learning environment: It is important to create an environment of open and free exchange of ideas that encourages social activism.

-Creativity and innovative thinking: In the formation of initiative, students are involved in independently proposing ideas and creating innovations.

-Incentive system: Encouraging enterprising students, recognizing their activities, and showcasing them on social platforms strengthens initiative.

Social initiative is an important component of not only personal, but also professional development, which forms future teachers as specialists who responsibly approach their work and actively participate in the development of society. The methodological foundations of organizing social initiative, the combination of educational environment and motivational factors determine the effectiveness of this process.

Therefore, it will be possible to train teachers responsible for society by introducing educational technologies that serve to form social initiative in higher pedagogical educational institutions, using innovative methods and involving students in solving real social problems.

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