

INTEGRATED EDUCATION AS A MEANS OF DEVELOPING SOCIAL-PEDAGOGICAL COMPETENCE OF FUTURE TEACHERS

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Abstract. The article analyzes the issue of training future teachers, development of their socio-pedagogical competence, the role of mixed education and specific aspects of this educational model are revealed.

Key words: future teachers, professional training, socio-pedagogical competence, mixed education, online and offline educational mode, formal (official), non-formal and informal education, educational information, educational technologies, information technologies.

The mixed educational form of development of socio-pedagogical competence of future teachers is one of the main requirements of the modern education system, which requires faster adaptation to professional activity and effective functioning. There are a number of problems related to the integration of mixed education programs with the levels of the international standard classification of education (ISCE) accepted by UNESCO, the full improvement and introduction of the National Qualification System of Uzbekistan into the educational process.

By comprehensively studying the situation of the researched problem, it can be seen that pedagogic scientists have accumulated a lot of experience in the formation of pedagogical competence in students. Educators developed and justified special pedagogical systems that reflect the main components, basic and leading stages, scientific principles, and pedagogical conditions of the implementation of the proposed models. However, the analysis showed that the problem of developing pedagogical competence of students in the conditions of mixed education has not been researched. In our opinion, in order to solve this problem, first of all, it is important to research the process of formation and development of pedagogical competencies. For this purpose, it is appropriate to develop a model of authorship that ensures the active development of pedagogical competence in students in conditions of mixed education. It is known that one of the main ways of training specialists who meet the requirements of the times in reforming, updating and improving higher education is a competent approach.

Today, within the framework of the Bologna process, which determines the development of pedagogical education in our country, the competency-based approach is of particular importance. Therefore, from the point of view of this approach, the issue of training competent pedagogic personnel for innovative education is considered an urgent problem of today.

According to R.M. Baskaev's research [6], the educational system of a number of countries is undergoing a gradual transition from the "knowledgeable" approach based on the assessment of the importance of education for the development of the individual, his socialization and self-expression to the scientific pedagogical approach based on competence. From this point of view, the term "competence", which reflects the modern requirements for educational results, is inextricably linked with the success of pedagogy in Western countries. In the process of studying research, it is confirmed that scientific studies on the development of pedagogical competence in students in mixed education conditions have not been studied as a pedagogical problem and that it is necessary to solve many issues underlying the socio-pedagogical competence of students. The analysis shows that there are a number of problems in the development of pedagogical competence of students in the conditions of mixed education. These are:

- lack of development and regulation of terms related to mixed education;
 - based on the nature of the mixed education model and activity, the content and specific characteristics of pedagogical competence have not been determined;
 - the need to determine the stages, methods and means of pedagogical competence development in the conditions of mixed education, and the fact that the pedagogical conditions for the effective development of pedagogical competence in the conditions of mixed education have not been determined.

Summing up from the above, it should be noted that comprehensive study of the problem of developing pedagogical competence in students in mixed education, as well as identification and systematization of issues related to the process of successful development of pedagogical competence, this problem is one of the priority tasks of current issues of general professional competence development.

When we say mixed education, in most cases, we mean offline, that is, the form of classes organized in classrooms, and online, that is, the form of classes organized remotely with the participation of computers and information technologies. It should be said that the role of educational forms in the development of professional competence of future teachers is of particular importance. In fact, offline education has been effective for centuries as a form of formal education. In higher education institutions, formal education has a dominant character and occupies the main and leading

place. After all, one of the main tasks of higher education is to train competent personnel who have the necessary knowledge, skills and qualifications and who can effectively use them in practice. But the world experience shows that it is necessary not only to provide professional knowledge to future teachers, to form professional skills and qualifications in them, but also to prepare them for independent life, to socialize, to develop their social-pedagogical competence. For this, further improvement of the content of formal education conducted in the higher education system is required. Many scientists have conducted scientific research to reveal the meaning of the concept of formal education. When we say formal education, we mean "institutionalized, targeted, planned education accepted as privately organized education with the participation of state organizations" - writes scientist E.M. Kharlanova [15]. S. M. Vishnyakova states that formal education is carried out according to a predetermined program, curriculum and procedures, as a result of which the learner has certain rights [8] and that formal education is a specific program or course, and after completing it, a person has a set of certain rules established by law. [14].

That is, formal education is an organizational-pedagogical process implemented by educational institutions within the framework of relevant legal regulations and State educational standards. This is based on A.S. Voronin's opinion that it is necessary to meet the five requirements of formal education. These are:

- having a special institution for education,
- having specially trained personnel,
- focusing on having documents obtained in general,
- to be systematized,
- is characterized by the orientation of learners to a specific goal [14].

Usually, when we say formal (official) education, we understand the educational process carried out by educational institutions (schools, colleges, universities, etc.) in an organizational and hierarchical structural context, and it has time limits regulated by a specific structure of education at different levels of education. It is also implemented in accordance with approved educational standards and programs. That is, formal education is an educational process that is carried out in specially designated educational institutions and by specially trained personnel to conduct educational processes. Preparation of students to work as competent personnel in the future is carried out directly in formal (official) educational processes. It is in the process of formal education that students are given professional knowledge, and their skills and competencies are formed. It is desirable that a specialist educated on the basis of formal education should be aware of the latest achievements of science, have the ability to implement innovative ideas in the field, as well as the motivation to cooperate with experts in the study of advanced pedagogical technologies in developed countries. From this point of view, today, firstly, it is necessary to further improve the content of formal education organized in the higher education system based on innovative approaches, and secondly, to improve the mechanisms of integrating this education with informal education. For this:

- in increasing the efficiency and quality of formal education, it is based on international experiences, approaches related to the creation of the scientific basis of this education;
- effective use of achievements obtained from scientific research on the practical application of modern teaching technologies;
- organization of formal education, directing knowledge, skills and qualifications to students to be independently continued in the process of informal education;
- along with developing mentally mature, physically healthy and all-round future professionals, they should not allow situations of fanfare that may happen when they believe in the power of others, and teach them to follow the rules of professional deontology;
- in addition to preparing the future teachers, who will be responsible for educating the young generation in the future, as well-educated and masters of their profession, they should follow social norms, have their own opinion and position, not the opinion of others, be able to distinguish between good and bad, and have a realistic assessment of reality. training as a person who can give should be done in formal education processes. Because this closely helps them to form as personnel with their own independent opinion and position in social life [12].

Therefore, improving the content of formal education in higher education institutions with the latest innovations and innovative achievements of science is a requirement of the time, which is related to the activity of every leader and every teacher [13]. Because all the old traditional trainings that are taking place in the formal education not only do not satisfy the needs of our youth, but also create situations where they are not directed to the informal search for mastering the basics of science and the secrets of the profession.

As a result of the analysis, it can be said that the development of socio-pedagogical competence in future teachers is a comprehensive and multifaceted process, and it is not only related to classrooms, that is, formal education, but also to the processes of integrating non-formal and informal forms of education. In these processes, the student has an active position and occupies the center of formal, non-formal and informal educational processes.

The integration of formal education with non-formal and informal education in institutions of higher education helps to improve the social activity and social competence of the future pedagogic personnel by increasing their knowledge, skills and abilities and broadening their outlook.

Informal education is an educational process carried out by educational and social organizations that determine the purpose, method and results of training according to specialized programs. Eligibility for programs that operate as opposed to formal education is not an educational requirement, and educational documentation may not be issued. In the framework

of non-formal education, learners can take various courses, trainings, and short programs in groups or individually at any stage of their education or career. Non-formal education also plays an important role in the education of out-of-school children and adults. Non-governmental and non-profit organizations engaged in education and development work mainly informally. Today, UNESCO is cooperating with the development of informal education. The term informal education is a generalized concept for education outside the standard educational environment, which does not necessarily have a goal-oriented character and is observed in our daily social life; Spontaneous education is the result of the individual's personal activity in the surrounding cultural and educational environment. In this way, students can improve themselves in every way through communication, studying, visiting cultural institutions, going to museums or trips, mass media, which turn the educational potential of society into factors that give practical results. This form of education corresponds to the "life long learning" paradigm developed and supported by modern world associations. In the higher education system, social activity and social competence of students are realized in the process of formal education, and it is appropriate to direct them to actively expand their worldview on the basis of non-formal and informal education aimed at developing professional knowledge, skills and qualifications.

So, in mixed education, we need to understand that online and offline education, which combines information technologies, educational information, educational technologies, is carried out in formal, i.e., formal educational processes, as well as directing them to receive informal and informal education. That is, it is appropriate to achieve the effectiveness of education, to form the motivation to develop one's professional competence, while mixing formal education, which combines online and offline education, with non-formal and informal education. It is envisaged that future teachers will acquire educational information both in the process of online-offline formal education and in the conditions of informal and informal education.

The essence of the educational process is the delivery of educational information by the teacher to the student and guiding them to find and master educational materials independently. Thus, in general, any technology used in pedagogy or in the educational process has an informational character. In most cases, the concept of "information technology" is used for all technologies created for use in computer equipment and telecommunications. In order to avoid misinterpretation, it is necessary to clarify the content of three important concepts in distance education. These are "educational information", "educational technology" and "information technology". Now let's talk about each of these three concepts.

Developing the ideas of educational scientists A. Bepalko [7], V.P. Demkin [9] and A. Abdukadirov [3], information technologies can be defined as follows: "educational technologies are didactic tools used to convey educational information to students and depend on the form of its presentation is a set of methods and methods" [4].

One of the important distinguishing features of educational technologies is the priority form of their formation compared to technical means. Interactivity in education is a reason to reconsider all the organizers of the educational process. It is clear that the presentation of the educational material should repeat all the opinions of the teacher and reflect them in the form of symbols. One of the most important aspects of educational technologies used in the formation of students' readiness to work in a mixed educational environment, and the development of social and pedagogical competence is that ideas, knowledge and information are visualized.

In the educational process, not information and communication technologies themselves, but the results of their use, how much they contribute to the achievement of educational goals is important. The choice of means of communication is formed, first of all, not by technologies, but by content, that is, their choice is made based on the analysis of the content of educational courses, the level of student activity, specific goals, the level of their involvement in education, educational results, etc. Success in learning depends not directly on the type of information and communication technologies, but on the quality of training and teaching of courses [7].

It is also logical to explain the difference between the terms "technology" and "pedagogical technology". The concept of "technology" is mainly used to explain the methodology and technology of preparing students to work in mixed educational conditions and developing their socio-pedagogical competence. Because the concept of "technology" determines the interaction of all the elements involved in a certain process, their systematic connection, the guaranteed achievement of the set goal. Pedagogical technology is scientifically based rules for the effective implementation of the pedagogical process. From the above, effective results can be achieved only if the model of preparing students to work in mixed educational conditions and developing their socio-pedagogical competence is developed and implemented.

When talking about mixed educational technology, the definitions given above cannot fully reflect the specific features of this form of education. In her research, F. Zakirova talks about the distance technology of teaching (educational process) and describes it as follows: "mixed educational technology is a set of teaching methods and tools and educational activities that provide a distance learning process using modern information and telecommunication technologies" [10].

In our opinion, from the point of view of technology, the educational process, in our work, is the formation of readiness of future teachers for the educational process organized in a "mixed" form, development of social-social-pedagogical competence. Form of education means the time and place of teaching; number of students; the order of interaction between students, teachers, university management; the structure of the organization of the educational process related to didactic tools (methodological support, instrumental environment, etc.) is understood.

In the conditions of constant growth of information flow and development of information and communication technologies, training of highly qualified specialists and ensuring their competitiveness requires new approaches to the education system. Competitive advantages of graduates of higher education institutions are evident not only in specific knowledge, but also in new general skills and behavioral models of the individual [11]. Therefore, at the current stage of

development of society, the main task of the higher education institution is to increase the efficiency and quality of education, which requires the creation of an appropriate concept. This, in turn, is the basis for the development of educational technologies, methods and forms, serves to ensure the high level of socio-pedagogical competence of future teachers and the development of their creative potential.

The quality of education directly depends on the potential of the teacher, whose main task is not to increase the amount of knowledge of students, but to increase their interest in science, to motivate them to learn the secrets of pedagogical activity, to reveal creative and intellectual abilities in their independent activities, and to develop creative and critical thinking skills.

Information and communication technologies are designed to ensure the cognitive activity of students and introduce interactive forms of lessons, the most effective of which is currently mixed education. Blended learning in the higher education system means the integration of distance learning technology (online), full-time learning (working with a teacher) and Internet (independent) learning. Such a model allows you to control the time, place, speed and method of learning the learning material. Mixed education allows combining traditional methods and modern information and communication technologies in teaching academic subjects.

Therefore, mixed education technology consists of three main components: distance learning (Distance Learning), classroom teaching (Face-To-Face Learning) and online learning. The components of this system work in constant interdependence and must be methodically correctly organized. Achieving optimal results in teaching academic subjects depends on organizational and structural aspects, because all elements of the educational process must interact and form a whole.

Consequently, the importance of blended learning is that it allows for a non-linear learning model without the constraints of strict programming, time, content, and technology use. There is no authoritarian leadership of the teacher, his main task is to monitor the activities of students and create favorable conditions for the implementation of educational activities based on a person-oriented approach. The teacher supports and develops the personality of the student, the relationship between them is based on the principles of cooperation and initiative [5]. This helps to understand the essence of the learning process and to manage it independently, as well as to reveal the mechanisms of acquiring new knowledge.

Thus, taking into account the concept of the mixed education model, as well as its goals and highlighted advantages, it can be said that this teaching technology allows to organize teaching on the basis of flexibility, involving educational and technological resources that serve to improve the quality of education. In this regard, currently the following forms of education are highlighted:

- traditional teaching, which involves direct communication between the student and the teacher, classes in the auditorium, defense of lectures, control work, tests, writing abstracts, answering and answering in front of the blackboard, etc.;

- case-learning focused on independent work of students, based on the use of text, audio-visual and multimedia educational material collections (cases) in the organization of teacher's systematic advice;

- learning through networks organized with the help of an instrumental environment, telecommunication networks to provide students with educational and methodological materials and interactive interaction between teachers, students and the administration of educational institutions (e-learning).

The introduction of teaching in the form of mixed education through the creation of a training course must have a clear structure in order to motivate students and ensure high quality of the educational process. The effectiveness of the training course directly depends on the correctness of the selected ratio and the nature of the training material recommended for distance and independent learning. The completeness of mixed education consists of the best combination of teaching forms and methods.

So, it can be concluded that the mixed education model is a whole, integrated educational process that includes a combination of cognitive activities of students in the mode of independent activity, with classmates, on the basis of communication with the teacher. ensuring harmony, such harmony is supposed to be used in traditional formal, non-formal and informal types of education.

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