

EDUCATIONAL TECHNOLOGY FOR THE DEVELOPMENT OF PERCEPTIVE ABILITIES AIMED AT INCREASING THE SOCIAL ACTIVITY OF STUDENTS IN FUTURE TEACHERS

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In the developed countries of the world, there is a great experience in creating a new pedagogical system of training future teachers and applying it to practice. Pedagogical research of development is gaining importance. In particular, it is a vital pedagogical issue to discover social activity in students by paying attention to their inner spiritual aspects and educating them.

According to J. Bruner, the importance of the internal motive as a force that arouses inclination is great in mastering complex educational material. For example, the more extensive the topic is, the more mental "stimulation" (in the sense of understanding the material and broadening one's horizons) the student should receive so that he/she can begin to study the next topic with sufficient interest. It studies the forms of the learning process and their specific characteristics in terms of incentives or punishments. The conclusion of the scientist is that the motivations for reading that compel students to read are determined by motives that are outside of the reading activity. At this time, it is necessary to constantly increase the role of motives of inclination to study activity in the educational process.

Representatives of the conservative stream of American psychologists interpret the problem of motive and motivation in a different way, that is, behavioral motives. These motives can be in the form of external motives for the purpose of acquiring knowledge directly. An example of this is the desire of schoolchildren to get a good grade for their work, to gain prestige.

Within the framework of the psychoanalytical concept, the origin of motives is a decisive factor, whether they are divided into internal (innate) or external (later acquired) motives. For example, E. Deci describes internal motives as innate, motives characteristic of human birth.

According to him, all people are born with an undifferentiated need for self-evaluation. S. L. Rubinstein believes: "Motivation is a determinant that is realized through the psyche," K. V. Madsen: "Motivation is a set of supporting factors directed at behavior is a sum", he says. Current students come to the school with enormous potential. But in order for these opportunities to become a real force, a personality trait, and based on them, a child "learns to be a person", a goal-oriented, nurturing, educational, forming, developing pedagogical-psychological process is needed.

It is about how this process should be organized so that the educational process meets the potential capabilities and needs of students. In other words, the school life of elementary school students should be multifaceted, emotionally rich, a force that stimulates the intensive development of their functional powers and ability targets. In this regard, P. Ya. Galperin's theory of gradual composition of mental actions is interesting. This theory was developed on the basis of A.N. Leontev's ideas about the specific features of the process of forming mental actions. According to this theory, the internalization of actions takes place during the formation of a person in ontogenesis, and the process of external actions gradually turning into internal, mental actions takes place. It is clear that the effectiveness in identifying the student's potential and bringing it to light depends on the teacher's skill, his ability to come to his aid in time, and establish a cooperative relationship with the student. depends. Of course,

all areas of the psyche cannot develop towards the goal without learning material, which requires learning, will, and emotional effort. This educational material is brought to the child from outside, its content is known in advance. In this sense, the educational process has the character of coercion: the student must acquire the necessary knowledge and skills in order to set certain forces in motion and guide their resolution. But what should be the relationship between these forces and the learning material so that the educational process helps the internal development of the student?

First of all, the educational material, on the one hand, should correspond to the actual level of development, and on the other hand, it should be removed from this level, that is, it should be more than it in terms of complexity. Otherwise, it will be deprived of the ground for development. If the learning tasks recommended to the student are equal to his strength, then these strengths of the student will not get an impulse (impulse) to continue development. But how can a student master the learning material beyond his capacity? He is unable to mobilize his energy and direct it to mastering the learning material, he does not know how to do it. This is when the role of the pedagogue as a mediator between the student and the learning material becomes clear.

It is the teacher who helps the student to understand and comprehend the studied material, to learn related work methods. Based on the methodical development of the educational material to be mastered by the students, the teacher determines the system of managing the educational activities of the students. In this case, if the development tendencies of the student's internal forces are not taken into account, if he is given more complex material, then this creates a negative attitude towards knowledge and the teacher. This can happen even if the explanation (methodology) does not match the learning material and the student's strengths.

In the system of world pedagogical research, legal knowledge, practice, development of methodology and development of social activity of students, and pedagogical and scientific-theoretical study of self-organization processes are considered an important issue. Important and fundamental researches are being carried out on the pedagogical principles of developing the abilities that lead to social activity in students. This is an important issue of abandoning nihilistic principles and establishing a new, innovative nature of law creation, ensuring that the interests, equality, and freedom of the participants in legal relations are in accordance with legal standards. Determining the laws of substantial elements of the development of perceptive abilities aimed at social activity of students in future teachers, arising from genetic links, indicates the relevance of pedagogical research of this topic.

As the national legal system of our country moves from the stage of recovery to a new stage of growth, it is natural that the issue of ensuring, guaranteeing and protecting the rights and freedoms of citizens becomes more urgent. Because the rights and freedoms of citizens and personal privacy are the cornerstones of building a civil society. "We should pay special attention to the active participation of young people in the democratic processes in the life of our country, to increase their political and social potential... Especially in this year's elections to our country's parliament and local councils, our young people, who have deep knowledge and a strong civic stance, will actively participate and have a worthy place in the representative bodies. if it takes over, it will be a great contribution to ensuring the interests of not only the young generation, but also our entire nation"¹. This requires a pedagogical analysis of future teachers to improve their perceptive abilities aimed at increasing the social activity of students.

Pedagogical stereotypes have an impact on the teacher's learning and understanding of the student's personality, and they have a certain place. It is very difficult to answer the question whether it is good or bad. A pedagogue, like any other person, does not recognize the role of emotional-aesthetic stereotypes in student assessment. The influence of such stereotypes does not decrease, but rather increases. Having a lot of information about the student by observing him in different situations during the lesson and outside of the lesson provides an opportunity for the assessment to become individualized and adapted to the characteristics of the person's activity and behavior. In conclusion, the teacher's good knowledge of himself and the personality of students can increase the effectiveness of pedagogical activity, and inadequate knowledge of the student's personality can cause wrong pedagogical effects. Organization of special socio-psychological seminar-training, master classes and work games can be used as the most effective methods of development of social perception in pedagogues.

In the effectiveness of pedagogical activity, the importance of motives of educational activity is manifested in a unique way. But what should be the relationship between these forces and the learning material so that the educational process helps the internal development of the student? It is known that the educational material, on the one hand, should correspond to the actual level of development, and on the other hand, it should be removed from this level, that is, it should be more than it in terms of complexity. Otherwise, it will be deprived of the ground for development. If the learning tasks recommended to the student are equal to his strength, then these strengths of the student will not get an impulse (impulse) to continue development. But how can a student master the learning material beyond his capacity? He is not able to mobilize his energy and direct it to mastering the learning material, he does not know how to do it.

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As a product of integrative activity of a person, social activity has its own specific content and structural structure. We will try to dwell on the components of social activity below. Social activity consists of the following components:

- Motive-emotional component. In this way, students will have the experience of a valuable attitude towards others: the qualities of compassion, attentiveness, care, mutual help and kindness will be formed.

- Within the framework of the cognitive component, it is envisaged to form activities aimed at students to know the people around them, in which the uniqueness, interests, needs, and mood of each person

the experience of noticing changes, knowing the emotional state is created.

- In the framework of the behavior-based component, students are formed the ability to choose mutually compatible situations, engage in mutual communication, acquire morally significant forms of behavior.

These components of social activity are formed on the basis of self-development, formation of national and general cultural, communicative competences in students. These components are not only related to the motivational-emotional component, but are also expressed in other components. The content of the second component reflects not only the knowledge and situation of others, but also one's own knowledge. In the process of cooperation, the student moves with the understanding of his situation,

characteristics, abilities. He perceives his actions through the eyes of his partner. Can see the strengths and weaknesses of any point of view. It is only within this attitude that the student will be able to accurately assess the reality around him.

According to V.G. Pervutinsky, social activity includes:

- social intelligence - understanding of social situations and flexible approach to these situations;
- spiritual maturity - valuable orientations, outlook and motives;
- socio-professional maturity - perceptive, empathic, communicative, reflexive, self-expression, skills;
- predicting, striving for a goal;
- knowledge of information technologies and a foreign language, socio-ethical maturity, responsibility, goal-seeking, determination, self-confidence, organization, demandingness.

This content, in our opinion, does not fully represent social activity. If social and professional activity embodies only work and professional skills, it expresses social and moral maturity and leadership qualities.

According to N.V. Kalinina[1], social activity embodies two components. A formative component based on cognitive behavior consists of certain components:

social intelligence, social skills, social behavioral skills, productive methods that enable the performance of socially important activities, effective communication skills in complex life situations, and constructive behavioral skills. The motive-personal forming component represents self-disclosure in society and personal qualities specific to it.

It can be seen that by embodying these constituent parts, it is possible to determine the motive and personal components.

In her turn, M.I. Lukyanova also tried to determine the constituent parts of social activity:

- the motive-value component includes the motives of social activity, the formed motivation, the desire to achieve achievements, mastering the laws and rules of social relations, having a positive attitude to moral norms, and observing the group order;
- the processual content component includes knowledge, skills, competences that allow one to be critical of one's own and others' behavior, to predict the outcome of interactions, to influence others through communication, to set a goal and to strive for its implementation;
- the emotional-volitional component includes such qualities as choosing solutions, having the ability to control and manage oneself, willingness to take responsibility, self-confidence and determination.

The components that we have indicated above serve to express the social competence of a person as fully as possible. Summarizing them, they can be combined into the following components: motivational, cognitive, active and reflexive.

Reflection represents a person's self-understanding and conscious evaluation of the behavior of others. A socially competent person understands the feelings of others through deep observation. In the process of communication and social relations, reflection is important, along with other components of social activity, in order for students to understand and adequately evaluate themselves and others.

In the educational process, it is considered appropriate to present the above-mentioned components of social activity to students in the framework of basic competencies.

With the help of basic competencies, the social activity formed in students is regularly improved in terms of content. Based on the content enrichment of basic competencies, the content of social activity will also improve. Scientific, technological, socio-spiritual development in the life of society is the basis

for enrichment of basic competences in terms of content. This, in turn, creates a basis for the improvement of social activity resulting from the integration of these competencies.

The basis of social activity is the competences belonging to 2 large groups. Competencies belonging to the first group embody a person's behavior and actions. The following elements can be included in this group: communication skills, the ability to work in a group, the ability to solve conflicts and problems. The second group includes empathy, role flexibility, responsibility.

Communication skills are the foundation of interpersonal relationships. Communication is of special importance in the life of students and has a number of unique features. Both participants have an active position in the dialogue process. As a result of their joint activity, a process of mutual information exchange takes place. Each subject of the communicative process shows activity towards his interlocutor. When he presents information to his interlocutor, he takes into account his interests, motives, and needs.

For each person, the information in the process of communication is important, and in this process, the interlocutors think within the framework of a common opinion. At the same time, they don't just receive information, but think about it. Mutual information exchange also affects the behavior of interlocutors.

Within the framework of communicative skills, the skills that are necessary for individuals to establish a successful relationship are considered. In this, the main focus is to be polite, behave, and show respect to the interlocutor in the process of interpersonal relations. In this process, not only communicative skills, compliance with the rules of behavior, but also cognitive activities are carried out.

In the process of communication, joint activities are started within the framework of interpersonal relations. The rules of communication include following the rules of social ethics, active competition, and self-expression.

As a component of social activity, communicative skills are manifested as a personal ability to understand others and make it possible for them to understand it. A favorable environment should be created in the educational process so that students can master different communication methods and apply them in relation to the situation. On this basis, students are trained in interpersonal relationships.

The components of social activity aimed at the development of personal activity embody the selection of mutually compatible situations, mastering of behavior patterns, communicative and integrative skills.

In the formation of social activity in students, it is necessary to consider three situations that are logically related to each other: desirable, possible and mandatory situations.

The first case represents a person's desire to perform certain actions in the course of mutual activity. The second case is manifested in the assessment of the current situation and personal capabilities, analysis of the cases of behavior and prediction of its consequences.

The third state is represented by knowledge of mutual actions, its norms, rules and methods. In this process, students also acquire the ability to have personal and social influence on collective action. It is of particular importance to take into account these circumstances in the formation of social competence in students with the help of basic competences.

One of the important components of social activity is the ability to resolve conflicts. This requires a person to have the ability to overcome conflicts and contradictions that arise in different situations:

- to know and explain the truth;
 - using norms adopted in the process of interpersonal relations
- be able to evaluate the behavior of himself and his teammates;
- choosing a profession taking into account market conditions;
 - such as determining one's position and defining one's lifestyle based on life requirements.

At this point, it is appropriate to acquire methods of assessing situations, design actions, expand the scope of attitudes, and think about making various decisions.

Acquiring the ability to resolve conflicts and problems as a component of social activity will help students to take a decent place in the micro-society in the future. Important components of social activity, which are not always manifested in students' activities, but can be felt through their actions, empathy, flexibility to perform different roles, and responsibility are also important in human life as components of social activity.

Behavioral norms and indicators of social activity, which are a component of social activity formed in students, make it possible to enter into a relationship taking into account the unique characteristics of each person. This helps to teach students to move in new conditions, to change the ways of movement, to follow the norms of behavior and to acquire new types of activities.

As a component of the cognitive component, acquiring knowledge, specific methods of establishing business and personal relationships is also of particular importance in the formation of social activity in students. In the process of entering into interpersonal relations, specific aspects of behavior, joint actions, the development of group activities, the uniqueness of roles, and points of view are also important.

One of the important components of social activism is responsibility. Responsibility is formed in direct connection with the student's emotional, moral and worldview qualities.

The part of social activity related to motivation includes interpersonal relations, communication, a positive approach to reality, social cooperation, changes in behavioral norms, attention to events related to human behavior and activities, motives for social activity, formation of motivation, etc.

As components of the motivational component, one can include understanding one's own needs, desires, interests, and attitude towards others as the highest value, compassion, consideration, care, mutual assistance, and compassion.

As a result of the conducted research, it is necessary to effectively use diagnostic methods to determine the dynamics of the development of social activity, which is formed in students with the help of basic competencies. In addition, we tried to use certain didactic tools, methods and methods that serve to socialize students in the process of forming basic competencies based on an integrative approach. Our research has shown that the research of pedagogical features and conditions for the formation of social activity in students is one of the problems waiting to be solved. Determining pedagogical conditions, mechanisms, and means of forming social activity based on the formation of basic competencies in students serves to ensure the effectiveness of the pedagogical process aimed at this goal.

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