

## Methodological structure of social-pedagogical competence development in future primary class teachers

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**Abstract:** This article aims to reveal the pedagogical possibilities of developing social-pedagogical competence of future elementary school teachers, the importance of professional-pedagogical competencies that should be formed in teachers.

**Keyword:** social pedagogue, social-pedagogical, social-rehabilitation, social-legal, humanitarian idea, professional status, design, prediction, communicative, creativity

In the educational system of our republic, extensive work is being carried out in the field of improving the methodology of developing the socio-pedagogical competence of future elementary school teachers from the knowledge paradigm, and improving their professional and methodological training. At the same time, as one of the priorities for improving the methodology of developing the social and pedagogical competence of future elementary school teachers, the improvement of the qualification model of competent specialists, the mutual integration of all components of the teaching system, the development of a system of competently-oriented tasks "organization of an effective educational process in primary education" is of urgent importance in order to gain the socio-pedagogical competence of exiting and future specialists.

In the didactic system of the methodology for the development of socio-pedagogical competence of future elementary school teachers, the consistent implementation of personal orientation and competence approaches of this scheme from production education to the department of sciences, socio-pedagogical competence (as well as its constituent special competences) requires distribution from the development process to the general educational process.

Researcher H.B.Aliqulova's study guide "Social pedagogy" teaches future teachers to study and theoretically familiarize future teachers with the minds of people who need help who are left behind in society, the requirements and principles of a social pedagogue, expressed his thoughts on teaching the content and pedagogical foundations of the social educator's formation.

One of the categories and mechanisms of social pedagogy is social-pedagogical activity. Researchers have given the following points to socio-pedagogical activity.

The development of socio-pedagogical competence in future elementary school teachers is manifested in socio-pedagogical activities.

In the textbook "Social pedagogy" by N.Egamberdiyeva, socio-pedagogical activity is a professional activity aimed at providing assistance to a child in the process of socialization and self-realization in society, and the methodological bases of the development of socio-pedagogical activity are as follows:

1. Strong social policy of the state in the conditions of formation of market relations and democratization of society. The main directions of this policy are indicated in the works of the President of the Republic of Uzbekistan and state programmatic documents.

2. Implementation of government decrees, laws and decrees on social protection measures for the least well-off segments of the population.

3. The socio-pedagogical concept of the Republic of Uzbekistan.

- reflection in the specific aspects of the integrative nature of the educational process aimed at developing universal (basic) competencies of learners;

- that the approaches aimed at evaluating competencies are correct;

- provided that learners can use their own assessment of their competences.

In the course of education, the ability (competence) to design and implement professional independent education based on the development of the student's expected results, mastery indicators, general socio-pedagogical opportunities, and the development of basic competences in language-related fields, acquiring the experience of solving socio-pedagogical tasks combined with the activity is considered. In order to accelerate the cognitive activity of students and to ensure harmony in their activities, the future elementary school teachers must perform the following actions: the main goals of the subject to be studied, that is, educational, in what order to organize educational activities taking into account the developmental goals, to continue the activity by making effective use of methods and projects that illuminate the content of education; It consists in analyzing the results obtained at the end of the process, making appropriate conclusions, clarifying the process of proper organization of goals and tasks [3; p. 45].

In the course of innovative activities, to make the future elementary school teachers with scientific potential in all aspects, to direct them to practical skills, to carry out creative work on experiments, projects, the essence and tasks of advanced methods, it is necessary to plan systematic works by discussing advantages and results.

Competence-oriented tasks were used in order to teach students to choose the methods of action in specific situations, and most importantly, to apply knowledge, practical skills and qualifications in specific life situations, to find the necessary information.

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