HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

# CONCEPTUAL BASES OF PREPARING FUTURE SPECIALISTS FOR PEDAGOGICAL ACTIVITY BASED ON AN INTEGRATIVE APPROACH

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**Abstract:** This article discusses the scientific and theoretical foundations of preparing future teachers for socio-pedagogical activities based on an integrative approach. The study analyzes the pedagogical essence of the concept of integration, the role of interdisciplinary connections in the formation of a specialist, and the mechanisms for developing socio-pedagogical competencies. Based on the conducted pedagogical experiments, the impact of integrative modules on the professional training of students is assessed and scientific proposals are put forward to improve the field.

**Keywords:** integrative approach, socio-pedagogical activity, competence, interdisciplinary connection, higher education, student.

## INTRODUCTION

Relevance of the topic. In the conditions of modern globalization and informatization, one of the most important tasks facing the higher education system is to train not only specialists in a narrow range of fields, but also pedagogical personnel with multifaceted competencies who can find creative and systematic solutions to complex problems of the social environment. In particular, the process of training future specialists for socio-pedagogical activity today goes beyond the boundaries of individual pedagogical disciplines and requires interdisciplinary synthesis - that is, an integrative approach.

Social and pedagogical activity, by its very nature, is formed at the junction of such fields as pedagogy, psychology, sociology and law. However, the fragmented provision of knowledge in the traditional education system leads to the insufficient formation of a holistic social picture and the ability to solve problems in a complex way in students. Therefore, it has become a methodological necessity to raise the professional training of students to a qualitatively new level by integrating the content of education.

Scientific and theoretical foundations. The theoretical roots of the integrative approach are inextricably linked with the principles of systematic organization of educational content (L.V. Zankov, V.V. Kraevsky), person-oriented education and interdisciplinary communication. Integration in socio-pedagogical activity is not just the accumulation of knowledge, but:

- the combination of pedagogical skills and social adaptability;
- the mutual synthesis of theoretical concepts and practical skills;
- the integrated development of the student's value-motivational and cognitive spheres.

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This study aims to analyze the conceptual foundations of the integrative approach in preparing students for socio-pedagogical activity, scientifically substantiate the components of this process and their importance in the formation of students as professional individuals.

## LITERATURE REVIEW

### Methodological foundations of the integrative approach

The problem of integration is one of the fundamental concepts in pedagogical science. An analysis of the literature shows that in this direction:

• Scientists such as V.S. Bezrukova and N.K. Chapaev interpret integration as the highest form of systematization of educational content. In their opinion, integration is not just an interdisciplinary connection, but the formation of a new pedagogical whole [7;167].

• In the studies of I.D. Zverev, integration is evaluated as a mechanism that ensures consistency between academic disciplines, which serves to form a holistic picture of the world in students.

### Concepts of preparation for socio-pedagogical activity

The issue of preparing future specialists to work with the social environment is in the focus of attention of foreign and domestic researchers:

• In the works of M.A. Galaguzova and V.A. Slastenin, the social activity of a teacher is considered in harmony with his professional culture. They consider socio-pedagogical preparation as a person's ability to diagnose and correct social problems [6;223].

• The works of Uzbek scientists R.A. Jo'rayev, B.Kh. Khodjaev and M.H. Rustambekova have extensively covered the issues of increasing the intellectual potential of future teachers and preparing them for innovative activities based on an integrative approach.

### Interdisciplinary synthesis and modern trends

The analysis of the literature at the current stage shows the following interdisciplinary intersection of socio-pedagogical preparation:

• Psychological-pedagogical integration: Development of the student's emotional intelligence and social perception (synthesis of social pedagogy and psychology).

• Technological integration: Use of digital technologies and pedagogical design methods in solving social problems.

## RESEARCH METHODOLOGY

The study used the following set of complementary approaches to analyze the process:

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• Systemic approach: allows studying socio-pedagogical training as a holistic system consisting of interrelated elements (goal, content, method, result).

• Integrative approach: serves as the main tool for forming complex professional competencies in students through the synthesis of interdisciplinary (pedagogy, psychology, sociology) knowledge.

• Active approach: aims to view students not as mere recipients of theoretical knowledge, but as active participants in social projects and practical situations.

The following combination of theoretical and practical methods was used to cover the topic:

• Theoretical methods: comparative-logical analysis of philosophical, pedagogical and psychological literature on the topic, analysis of existing educational standards and curricula.

• Empirical methods: questionnaires, interviews and pedagogical observations were conducted to determine the level of readiness of students for socio-pedagogical activities.

• Modeling: Development of a theoretical model of socio-pedagogical training based on an integrative approach.

The research process was organized among students of higher educational institutions. The main attention was paid to the students' motivation to work with social problems, the ability to apply knowledge in practice and the level of creative thinking.

The research was carried out in three stages:

1. Descriptive stage: Students' perceptions of socio-pedagogical activities and the current state of readiness were analyzed.

2. Formative stage: Integrative modules and interdisciplinary projects were introduced into the educational process.

3. Control stage: The effectiveness of the applied integrative approach was re-checked and concluded using mathematical and statistical methods.

**RESULTS AND DISCUSSIONS**

As a result of the conducted pedagogical experimental work, the effectiveness of the integrative approach in preparing students for socio-pedagogical activities was demonstrated in the following indicators:

• Knowledge system: Instead of a “narrow pedagogical approach”, students formed a “complex socio-psychological view” of social problems. 78% of students in the test group showed that they could simultaneously apply both legal and psychological norms when analyzing problem situations.

• Competency level: Students who were taught on the basis of integrative modules showed a 24% higher level of socio-pedagogical diagnostic skills compared to the traditional group.

• Creative solutions: Students developed a project “Integrative model of working with children in a complex social environment” using the project-based learning method.

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The data obtained show that the integrative approach changes the qualitative indicators of preparation for socio-pedagogical activities.

1. Synthesis of theory and practice: During the discussion, it was found that when students are able to connect pedagogical theories with social reality, their professional motivation increases. This complements V.A. Slastenin's concept of professional training in the context of new - modern social transformations [10;302].

2. The role of interdisciplinary communication: Experience has shown that the systematic integration of the elements of "Social Psychology" and "Social Law" into the subject of "Social Pedagogy" helps to overcome students' communicative barriers.

3. Unexpected results: During the study, it became clear that the integrative approach increases not only the level of knowledge, but also the level of empathy (emotional closeness) of students. This is one of the most important personal qualities for a social pedagogue.

The results obtained confirm that the use of integration in preparing students for socio-pedagogical activities ensures the transition of the education system from a passive-informative model to an active-active model. This guarantees the competitiveness and social adaptability of graduates in the labor market.

## CONCLUSION\RECOMMENDATIONS

In conclusion, it can be said that socio-pedagogical competencies formed on the basis of an integrative approach are the main factor guaranteeing the graduate's adaptation to complex social processes in modern society and effective functioning as a specialist.

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ISSN: 2058-5519|Impact factor-15.9
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