



## TECHNOLOGY OF ORGANIZING SOCIAL INITIATIVE IN FUTURE TEACHERS

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**Abstract:** This article discusses the relevance of developing social initiative in the formation of the personality of future teachers, the scientific and theoretical foundations of pedagogical approaches and technological processes in this regard. At the same time, the content of the concept of social initiative, its importance in the educational process, and methods of its effective organization through modern design technologies are analyzed.

**Keywords:** Future teacher, social initiative, pedagogical technology, project approach, innovative education, social activity, professional competence, methodological approach.

One of the important tasks facing the modern education system is to ensure the formation of future teachers, along with their professional training, as socially active, initiative-taking and leadership-minded individuals. In particular, in the educational process, it is of great importance to prepare students as mature specialists who are not indifferent to the problems of society and can influence social life with their own initiatives. The effective use of pedagogical technologies in this process — especially education organized on the basis of project technology — can be an important tool in the formation of social initiative.

Social initiative is a person's readiness to actively participate in solving urgent problems in society, without being indifferent to them, the ability to make independent decisions, take the initiative and implement them in life. This quality is especially important for representatives of the pedagogical sphere — teachers, because they are the initiators of the educational process, social leaders who are role models for the younger generation.

The main components of social initiative are: social activity, humanity and empathy, the ability to anticipate and analyze problems, ideological and organizational competence, the ability to create social projects and implement them.

In the system of higher pedagogical education, it is necessary to form future teachers not only as educators, but also as individuals who occupy a leading position in society and are able to take initiative. The personal example of a teacher plays an important role in the comprehensive development of students. Therefore, educating future teachers in the spirit of social initiative, raising them as people who are not indifferent to social problems and have an active civic position is a priority task for the state and society.

The following methodological approaches are considered effective for the formation of social initiative in future teachers:

1. Project-Based Learning. By involving students in various social projects, their initiative skills are developed. For example, a project highlighting environmental issues, social campaigns for schoolchildren, book promotion, and events aimed at raising youth awareness.

2. Training and seminars. Conducting training on social responsibility, leadership, teamwork, and problem-solving forms social activism in the minds of students.

3. Internship and volunteering. By conducting internships at schools, colleges, or kindergartens, and participating as volunteers in various social projects, students demonstrate social activism in a real environment.

4. Role-playing games and discussions. Through discussing specific social problems and situational role-playing games, students are taught to think independently, identify problems, and find solutions.

5. Portfolio method. A portfolio management system that allows each student to collect their initiatives and achieved social projects encourages social initiative.

The following criteria are taken as a basis for assessing the social initiative of future teachers:

- not being indifferent to social problems;
- desire to promote and implement new ideas;
- level of participation in public activities;
- presence of leadership skills;
- activity in practical projects.

Social initiative includes the following skills:

- ability to identify and analyze problems;
- ability to organize teamwork and cooperation;
- feeling of civic responsibility;
- developing solutions based on an innovative approach;
- active participation in social projects.

The formation of social initiative in future teachers in higher pedagogical educational institutions is based on the following aspects:

-As a component of professional training. A teacher should not only be a provider of knowledge, but also an initiator of social changes in society. Therefore, preparing him for this activity is of great importance.

-Increase social activity in the education system. As a professional serving society, a teacher should also be a leader in social activities.

-Formation of a sense of social responsibility through modern approaches. In this process, innovative technologies, including project technology, provide effective results.

Project technology occupies a leading position among technologies aimed at developing social initiative. The main advantage of this technology is that it turns the student into an active subject of the learning process, encouraging independent thinking and creativity based on real-life situations.

Through project technology, future teachers develop the following skills:

- directed decision-making in problem situations;
- promotion of initiatives that meet the needs of society;
- establishing cooperation based on social partnership;
- competencies of analysis, generalization and evaluation.

The technology of organizing social initiative in pedagogical practice is implemented in the following stages:

1. Problem identification. Students are presented with current social issues and their essence is analyzed.

2. Idea generation and design. Students develop a project idea in small groups.

3. Implementation stage. Practical activities are carried out on the selected project.

4. Presentation and analysis. The results of the project are presented, achievements and shortcomings are discussed.

5. Reflection. Students summarize their learning experience and create a basis for further initiatives.



Project activities that can be developed by future teachers can be in the following areas:

“Green School” - projects aimed at forming an ecological culture;

“Let's spread kindness” - initiatives to support children and families in need of social assistance;

“Dialogue of cultures” - events promoting interethnic tolerance;

“Teacher and disciple” - programs to develop social leadership among young people.

Through such projects, students test their initiatives in practice, move away from indifference to social problems, and become individuals who strive to make changes.

The formation of social initiative in future teachers is one of the main directions of modern education. In this process, educational methods organized on the basis of project technology offer great opportunities. By introducing this technology in pedagogical educational institutions, it is possible to develop not only professional knowledge and skills, but also social responsibility, leadership and innovative thinking qualities. Therefore, improving the technology of organizing social initiative on a scientific and methodological basis is an important stage in the formation of the future generation of teachers as mature individuals.

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