Some problems of humanitarian training of future specialists in pedagogical specialties using interactive technologies

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Abstract. The article examines a number of issues related to the social and humanitarian training of future teachers using interactive technologies. In our opinion, social and humanitarian training should be considered in close connection with educational, methodological, educational and research processes. It is associated with all areas of vocational education and contributes to their successful functioning. In our opinion, more attention should be paid to teaching students of social and humanitarian disciplines using interactive technologies. Their use contains great educational, creative and developmental potential. Social and humanitarian disciplines have an impact on the spiritual and moral behavior and actions of a person, however, traditional approaches to their study, as a rule, do not allow achieving the desired result. Focusing on the degree of importance of studying social and humanitarian disciplines, we substantiate that a person lives in a social and humanitarian environment, and his life is a social process. In the process of studying social and humanitarian academic disciplines using interactive technologies, it increases the flexibility of a person's thinking, these disciplines have a significant impact on the emotional-motivational sphere of the individual, and also contribute to the development of skills related to introspection and analysis of human relations.

1. Introduction
An important component of the professional training of a teacher is his professional educational activity for the accumulation of professional competencies. It is one of the elements of the model, which combines special, informational psychological and pedagogical training.

Achieving the ultimate goal, improving the teacher's professional competence, is a means of achieving many intermediate goals.

The process of preparing future teachers should include, according to [1-2] components related to the design of teaching technologies for various social disciplines in terms of the application of communication and information technologies to the learning process.

According to [3-4] the training of future teachers, among other things, should include a module consisting of a block of disciplines within the framework of which the training of teachers as specialists
in computer technology is translated. The main task of this module can be called the formation of information competence of the future teacher.

According to [5] when preparing future teachers, it should include elements of the course of pedagogical training and the study of basic concepts underlying professional pedagogical activity.

In their latest research, [6-7], indicate that the main task of pedagogical activity is to stimulate the professional self-determination of future teachers, which comprehensively contributes to the formation of their professionally important qualities of a future teacher.

Authors [8], believe that the methodological training of teachers must necessarily include the formation of the ability to select and analyze the necessary information and its application in the educational process.

In the article [9] it is emphasized that in order to improve the quality of training of future teachers, courses on the use of information technologies in the educational process should be used.

According to data received from [10], in the preparation of future teachers, research activities of future teachers can be of great benefit. The acquisition of appropriate skills and abilities in the use of techniques, methods and procedures of didactic research, as well as the formation of competencies for the collection and analysis of experimental data, as well as their interpretation, using when writing a research paper increases the level of general scientific training, which is the key to the success of professional and pedagogical activities.

In their works [11-13], indicate that in order to improve the basic professional competencies and bring them to the appropriate level, special attention should be paid to the formation of the competencies of the teacher's activity, taking into account specific pedagogical situations, approbation of methodological ideas. This can happen in the course of their pedagogical practice or in classroom lessons for students to perform with imitation of a lesson. This, in our opinion, will allow students not only to get involved in the practice of implementing and modeling the educational process, but also to assess and analyze the teaching methods of their comrades and experienced teachers.

Such activity of students is, in our opinion, the most important component of the training of a future teacher, because professional and personal values of the rule are acquired by a person in the process of cognitive and practical activity.

Therefore [14-16] are confident that a component of professional education of students is their self-development, professional self-determination and self-reflection.

2. Methods
During the implementation of this scientific work, an analytical research method was used, this made it possible to study the problems under consideration in their development and unity. Taking into account the goals and objectives of this work, we used a functional-structural research method. All this made it possible to study a number of issues related to the humanitarian training of students of pedagogical specialties.

3. Results
At present, the younger generation is often inert and not adapted to independent activity, preferring to passively assimilate the existing experience and does not seek to cognize and transform the world around it. For this reason, in our opinion, it is necessary to pay more attention to the problem of the development and formation of social activity among the younger generation. And for this, first of all, it is necessary to train teachers who can contribute to its development among young people. It is on the future professional activity of students of pedagogical specialties that who will replace the older generation and along what path the country will develop in the coming decades largely depends. Only future teachers with social activity will be able to instill the appropriate qualities in their students.

Human social activity is, in our opinion, a consequence of certain goals and motives associated with the interests of the individual. Its stimulation, in our opinion, is the leading direction of educational work. The activity of the individual makes it possible to carry out various socially necessary transformations in the spiritual and material environment in his creative activity. Self-affirmation and
self-determination of the future teacher in professional activity is largely in correlation with the semantic aspects of the transformation of the subjects of the educational process.

In our opinion, when training future teachers, increased attention should be paid to the formation of competencies, teamwork skills, the ability to independently make decisions, responsibility for their actions and deeds, initiative and social activity.

To solve various social problems, an important role is played by the practical and theoretical training of future teachers who have competencies related to solving the problems of adaptation of the younger generation to life in society.

It is very important to assist in the formation of a personal trajectory of professional growth in students and the activation of their social activity and personal potentials. The success of the formation of professional competence largely depends on the personality of the student. Full realization of oneself as an individual, effective organization of pedagogical activity is possible only with adequate assessment of students’ personal and professional qualities and a desire to improve them. With the aim of optimal disclosure of personal potential by students, in your opinion, you should create conditions for creative development and prepare future teachers for work conditions.

Another important component of the training of a future teacher is his creative professional activity. The essence of which lies in the creative self-realization of the individual in the process of professional activity. Establishing feedback allows you to achieve the main goal of education, which is the quality training of teachers.

As a tool for assessing the methods of professional training of future teachers, various competitions for the visited type of professional activity can be held.

Allow students to generalize and develop skills in the practical use of knowledge gained during training. In addition, it can contribute to the development and credibility of the teaching profession by identifying capable students with creative thinking.

4. Discussion

In our opinion, the process of training future teachers should be based on a multidimensional approach, which would provide for a close correlation between educational and professional activities.

An important element of this model is the formation of a stable student's motivation for the upcoming pedagogical activity and implies the possession of professional competencies by graduates, which they can successfully apply in practice.

Currently, one of the main aspects of high-quality professional education, in our opinion, can be the socially humanitarian training of a teacher. This is due to the humanization of education, as well as the processes of socialization of the individual. Without the practical application of the principles of social orientation and humanistic orientation of education, it is impossible to fully prepare competent and highly qualified specialists who are ready for professional pedagogical activity.

Recently, a large number of scientific studies have been devoted to the problems of rethinking the content and goals of vocational education, the study and revision of theoretical and methodological approaches of methods and forms of education and training of a student in a higher educational institution.

In our opinion, more attention should be paid to teaching students social and humanitarian disciplines.

Their study contains great creative, educational and developmental potential. Social and humanitarian disciplines have an impact on the spiritually moral behavior and actions of a person. Focusing on the degree of importance of studying socially humanitarian subjects, we justify the fact that a person lives in a social and humanitarian environment, and his life is a social process. In the process of studying socially humanitarian educational disciplines, the flexibility of a person's thinking increases. These disciplines show a significant impact on the emotional motivational sphere of the individual, and also contribute to the development of skills related to introspection and analysis of human relationships.
Industrial pedagogical practices are of great importance in the process of social humanitarian training. These types of practices allow students to develop the necessary professional competencies, as well as the ability to apply their theoretical ones in practice.

In addition to participation in the educational process, in our opinion, much attention should be paid to the education of future teachers. The student's personality is widely disclosed as a result of his participation in club activities, participation in various competitions, Olympiads, when visiting museums and theaters.

5. Conclusions

Thus, on the basis of the system analysis carried out, we investigated the basic conditions for increasing the humanitarian and social training of future teachers, which turns out to be the actions of preparing the preparation of their successful activities.

First, the content of the humanitarian and social training of future teachers should be based on personality-oriented and competence-based approaches.

Second, of no small importance is the joint activity of various faculties and departments of the humanitarian social space of higher education.

Third, the humanitarian and social training of future teachers should be combined with the demands of society for the harmonizing role of education.

Fourth, gradual and sequential humanitarian and social training of future teachers of the first to the last year of study, humanitarian and social training of future teachers is carried out taking into account the specifics of faculties and individual departments.

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