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DEVELOPMENT OF PROFESSIONAL EDUCATION OF CHILDREN'S LEISURE ORGANIZERS IN THE THEORY AND PRACTICE OF PEDAGOGICAL ANIMATION

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Abstract

The article offers a description of the possible content and methods of training specialists in the organization of children's and youth leisure, receiving education at a pedagogical university. The technology for organizing professional training of a teacher as an organizer of children's leisure presented in the article reflects the contextual specificity of such training in professional pedagogical education and is manifested at all levels of implementation of the conceptual model of pedagogical animation. The theoretical principles and conclusions contained in the article can be used for scientific and technological support of the process of training teachers and organizers of children's leisure in the system of higher and postgraduate professional pedagogical education, taking into account regional characteristics and the processes of its modernization.

Keywords Children's, youth and youth leisure; educational animation; competency-based approach; contextual learning; technological support of the educational process at the university; cognitive, active-activity, humanistic educational technologies in a pedagogical university.

INTRODUCTION

Radical changes in the modern world actualize the problem of forming new socio-cultural standards of life for the next generation, which are represented in a wide range in the sphere of their free time. The need for social regulation, control and pedagogical guidance in the sphere of children's, youth and youth leisure is due to serious socio-economic, cultural, political processes occurring in society: the increasing social role and importance of free time as a space for self-fulfillment, self-realization and human self-development; the high dynamism of young people's free time, the emergence of new,

sometimes unexpected forms of leisure, considered by society as inadequate; commercialization of youth leisure infrastructure, reduction of available offers to young people in the sphere of their free time from the cultural and educational system; an increase in the share of marginal leisure among adolescents and youth, especially outside the influence of traditional educational institutions (schools, institutions of additional education).

In such conditions, the requirements for the quality of training of specialists in the management and organization of children's and youth leisure

activities increase sharply. In our country, at present, the profession of organizer and educator of leisure culture for children and youth (teacher-animator) is not legally established. Currently, the preparation of specialists for pedagogical animation is not an independent direction or profile of professional education. The problem of such training of teachers can be solved within the framework of the modern system of higher professional pedagogical education, which has great opportunities for the effective organization of this process due to the serious humanistic transformations taking place in it and transforming it into a more flexible, variable and open one.

The carried out scientific and theoretical analysis of animation has shown that various authors who study its problems present social animation as a sphere of social activity, a “universal social phenomenon”, which has as its highest goal the “spiritualization of leisure” of a specific individual and the entire society. Science highlights the independent status of the sphere of free time as a space for the social education of the younger generation. This circumstance significantly influences the modern educational policy of most European countries, including Russia, and determines innovative processes in the training of specialists for this field.

An analysis of historical and pedagogical experience and the current state of social and educational activities in the field of children's and youth leisure has shown that pedagogical animation, as a relatively new type of pedagogical activity in the field of children's and youth leisure, has serious regulatory requirements that require requiring a specialist to solve professional problems of varying levels of complexity, and also presupposes that he has certain professional abilities that need constant development for the effective implementation of pedagogical animation

in changing conditions.

The study of foreign experience in organizing vocational education for training specialists for the leisure sector, including for children and youth, made it possible to establish that education is developing taking into account and under the influence of global socio-cultural and economic changes in society. In the 21st century Education is becoming in demand, focused on preparing a professional with developed competence for activities in the field of cultural leisure.

Pedagogical theory considers children's and youth's leisure as a special space for the social education of the younger generation, which makes it possible to use not only the capabilities of the pedagogical system of society, i.e. the education system, but also culture, sports, youth organizations, mass media. media, show business, etc. Defining pedagogical animation as an element of the educational system of society and a type of socio-pedagogical system, we understand by it a set of state, public, private and other social institutions designed to ensure the necessary and sufficient level socially approved and socially useful types of leisure activities in the relations of children, adolescents and young people, the activities of which meet the interests of society and are enshrined in the relevant regulatory legal acts.

Pedagogical animation, from the point of view of professional activity, is defined as a multidimensional and multifaceted activity that involves a set of various interactions between the teacher and students in the leisure sphere, with the help of which relaxation, health, cultural, educational, and creative activities are satisfied and developed. , spiritual and moral needs and interests, a socially active personality is formed, capable of transforming the surrounding reality and itself.

Representing a complex multifunctional professional phenomenon, pedagogical animation

makes special demands on the personality of the teacher, which are reflected in the concept of professional readiness for pedagogical animation. Readiness for professional pedagogical animating activities should be understood as the special personal state of the teacher, which includes interrelated and interdependent components: motivational-value, cognitive, procedural, creative, reflective-evaluative, which consist of competencies corresponding to their content, acquired in the process of professional training.

In line with the implementation of the competency-based approach in professional pedagogical education, we have identified the main competencies of a teacher as a specialist in the field of pedagogical animation. Competencies are presented as specific indicators of the main components of his professional readiness for pedagogical animation, and their development in the training process is considered as the formation of professional readiness. The concept of "professional readiness" corresponds to the concept of "level of education," which reflects the degree and quality of professional training of a teacher in the field of educational animation.

The specifics of pedagogical animation determine the features of the organization of the educational process of preparation for it. An indispensable condition for the formation of readiness for pedagogical animation is the experience of independent activity of students in the learning process, which can be acquired if there is an appropriate system of pedagogically organized leisure for children, adolescents, and youth. This system serves as the basis for appropriately organized teaching practice for students.

The idea of a systematic organization of children's, youth and youth leisure presupposes the presence of a certain structure, which is based on objectively existing conditions that characterize the modern socio-cultural and pedagogical situation in the

country and in a particular region. Analysis of these conditions made it possible to carry out modeling of pedagogical animation in the Novosibirsk region.

The main criteria for the development of a regional model of pedagogical animation were considered: taking into account and assessing the leisure interests of children, teenagers and young people and their needs in the field of recreation and health improvement; the presence in the region of a developed regulatory framework regulating the provision of services in this area; interdepartmental interaction and activities of government bodies and departments that ensure the functioning of various institutions in the field of children's recreation, health improvement and leisure; the presence of a developed infrastructure of children's and youth leisure institutions; staffing in this area and the possibility of its replenishment and development, taking into account the changing demands of potential consumers of leisure services (children, adolescents, youth).

The main content of the pedagogical animation model is presented in accordance with the stages of design, which includes a set of interconnected three levels. The levels highlighted in the model are determined by the integrity of the system, the unity of all the component elements of the object, internal processes and connections, contradictions and trends in accordance with the general methodological approaches and principles substantiated in this study. The first level, which characterizes the specifics of the emerging social and pedagogical system in the field of children's, youth and youth leisure in the Novosibirsk region, establishes the goals and objectives of its organization; reflects the resources of the region potentially available for use in the implementation of the system; demonstrates the emerging connections at the level of management of the sphere and the organization of effective

interdepartmental interaction. The design of the second level of the model is associated with the creation of a justified system for providing state orders with teaching staff in accordance with the time frame, content, and technological features of pedagogical animation in the region. The third level of the model reflects the process and result of professional training and retraining of teaching staff for the regional system of pedagogical animation based on and taking into account the changing needs and capabilities of the vocational education system in the Novosibirsk region. Thus, one of the levels of pedagogical animation is the regional system of training teachers for it, which is based on the theoretical idea of a teacher's professional readiness for pedagogical animation as a special personal state of a professional, including includes motivational-value, cognitive, procedural, creative and reflective-analytical components.

Based on the structure of professional readiness, a pedagogical concept has been developed that reveals the essence, principles, content and technologies of the process of preparing teachers for pedagogical animation in the system of higher and post-graduate professional education, taking into account regional characteristics.

Methodological and organizational support for the process of preparing teachers for pedagogical animation in the proposed model is achieved by a set of cognitive, active-activity, humanistic educational technologies (according to E.V. Andrienko), which were modified taking into account the specifics of organizing the professional process education of social teachers for the sphere of children's and youth's leisure. By cognitive technologies for preparing students for pedagogical animation, we understand the organization of such a didactic process, which ensures the development of the intellectual functions of the future specialist associated with

the assimilation, processing and interpretation of knowledge about pedagogical animation in a logical relationships with general professional psychological and pedagogical knowledge. The model highlights the following cognitive technologies for preparing students for pedagogical animation: block-contextual learning; technology for individual support of professional tests and independent activities of students in the field of children's and youth leisure activities. Active-activity technologies for the professional training of social teachers for pedagogical animation are aimed at the formation and development of professional skills in the implementation of pedagogical animation activities in real conditions of leisure interactions. These include: gaming technologies; technology of pedagogical improvisation; technology of using elements of theater pedagogy.

Humanistic technologies in the process of preparing social educators for pedagogical animation ensure its emotional aspect with the priority status of the formation of individual experience of creative activity and the experience of an emotional-value attitude towards oneself in the profession. We include such technologies as: technology for the formation and development of positive attitudes towards professional activities in the field of leisure; technology for activating the student's personal and creative potential. In the proposed model, the implementation of these technologies is carried out variably and integratively. This means that they do not follow each other in the educational process, but are carried out in parallel and cumulatively.

The result of the process of professional training of a teacher for pedagogical animation, organized in accordance with the proposed technological model, can be the formed professional readiness of a teacher-organizer of children's leisure, which accumulates a certain quantitative and qualitative

set of professional competencies necessary and sufficient for specific activities in the field of children's and youth's leisure.

This understanding of the pedagogical technology of professional training of teachers for pedagogical animation has a structural and functional certainty, which is determined by the combination of components discussed earlier professional readiness of a social teacher for pedagogical animation (motivational-value, cognitive, procedural, creative, reflective-analytical). The named components act as signs of the formation of readiness for pedagogical animation and serve as a starting point for identifying the levels of qualification of social educators for this activity.

The concept of "level" expresses the dialectical nature of the development process and allows us to understand the subject in all its diversity of properties, connections, and relationships. Consideration of certain personality qualities is carried out sequentially from lower to higher levels, that is, in stages. Based on the identified content components of professional readiness for pedagogical animation, we have identified five levels of formation of this readiness: indicative, propaedeutic, reproductive, reproductive-creative, creative. In accordance with the established requirements for the content of professional competence of a specialist in the field of children's and youth leisure, the teacher must have a basic level of professional readiness, which allows him to independently function in pedagogical animation and combines the results of training at the diagnostic-indicative, initial and main stages of preparation. To implement pedagogical animation in the development mode, the teacher must undergo training that ensures the formation of a reproductive and creative level of readiness. To implement pedagogical animation in a creative mode (in accordance with the requirements of socio-pedagogical self-

management), it is necessary to receive training that ensures the achievement of a well-formed creative level of professional readiness for pedagogical animation.

Formally identified levels of preparedness can correspond to the following qualifications: the basic level of readiness corresponds to the qualification "specialist with secondary pedagogical education", "specialist with incomplete higher pedagogical education" (counselor in a children's school); the reproductive-creative level corresponds to the qualification "Bachelor of Pedagogy", "Specialist" (teacher-organizer, teacher of additional education, social teacher); the creative (research) level corresponds to the qualification "Master of Pedagogy" (methodologist, manager, head of children's educational institution). The proposed formalization of the training results is very conditional, since the content characteristics of readiness for pedagogical animation at different levels differ only from the point of view of the possibility of continuing training, while remaining conceptually unified.

The presented technology for organizing professional training of a teacher as an organizer of children's leisure reflects the contextual specificity of such training in professional pedagogical education and is manifested at all levels of implementation of the conceptual model of pedagogical animation.

The analysis of the main contradictions in the leisure education of the younger generation, various approaches to the training of specialists for the leisure sector, the fundamental provisions of the modernization of education in line with the developing competence approach made it possible to establish certain dependencies between the professional training of social teachers and pedagogical animations from the specified processes. These dependencies manifest

themselves in the form of leading trends that influence the development of professional training of teachers for pedagogical animation as a specially organized educational process within the framework of higher pedagogical education.

One of the leading trends in the professional training of teachers for pedagogical animation is the tendency of professionalization as a process of developing his professional readiness from an indicative (spontaneous-unconscious) level to a creative one, allowing him to purposefully and expediently solve pedagogical problems in sphere of children's leisure.

The tendency to axiologize a teacher's professional training for pedagogical animation manifests itself in the desire to achieve the unity of the internal process of forming a teacher's professional competencies as a personally and professionally significant value and educational and professional activities as a purposefully organized external influence.

The value-semantic aspects of professional training of a teacher for pedagogical animation, implemented in line with the humanistic paradigm of higher pedagogical education, made it possible to establish and substantiate the tendency for the development of subjectivity of participants in the educational process. This tendency manifests itself in changes in the superpositions of the student and the teacher in the process of preparing for pedagogical animation.

The tendency of integrative training has also been highlighted. This trend manifests itself: in the possibility of a student acquiring the necessary amount of knowledge in the field of pedagogy and psychology, the theory and history of social pedagogy and the specifics of the modern socio-pedagogical system; in using this knowledge in the process of forming one's professional readiness; in the formation of a value-based attitude towards the profession; in the construction of subject-

subject interaction in the educational process; in acquiring your own experience in pedagogical animation.

The tendency of resource-oriented professional training of teachers for pedagogical animation has been formulated and substantiated. This trend manifests itself in the correlation of the objective demands of leisure practice, which are reflected in the real demand for specialists for the field of children's and youth leisure, and the possibilities of providing this sphere with qualified personnel.

These trends determine the strategy for the development of teacher professional training for pedagogical animation, the result of which is the formation (at various levels) of his professional readiness.

The theoretical provisions and conclusions contained in the study can be used for scientific and technological support of the process of training teachers-organizers of children's leisure in the system of higher and postgraduate professional pedagogical education, taking into account regional characteristics and the processes of its modernization in accordance with the provisions national educational initiative (project) "Our New School".

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