PEDAGOGICAL CONDITIONS OF STUDENTS' SOCIAL ACTIVITY DEVELOPMENT

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In the article the author develops practicability of pedagogical provision of students' social activity development as a system, on the basis. Of the analysis of factors of social activity development in higher education, distinguishes and characterizes pedagogical provision of its realization: transparency of transformative interactions, pedagogical support to develop a students' position of self-management and co-management, teachers' training for realization of the system.

Keywords: A system of pedagogical providing social activity development of future specialists, a social activity, social activity development, pedagogical conditions of development of a student's social activity, factors of students' social activity development, transparency, pedagogical assistance, pedagogical provision of students' social activity development, educational process, environment, a subject.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The educational path of young people is the most important means of their social development, a way of familiarizing themselves with social experience and future professional activities. The development of the social activity of a future specialist in the educational process of the university is a condition for the personal, social and professional formation of each student, a decisive factor in the stable development of society, therefore, in the system of higher professional education, one of the most important components is the disclosure and development of natural potential human abilities, the creation of conditions for the development of social activity. The development of students' social activity is a self-governing, open process, in which the subject plays a leading role, so the problem arises of identifying ways and tools of appropriate external pedagogical influence on this process. We see a solution to this problem in the creation and implementation of a system of pedagogical support for the development of social activity of students, focused on recognizing the value of the personal potential inherent in each person, and assisting the subject in its disclosure and implementation in a socially significant direction in various forms of manifestation of social activity and activities .

As noted by A. I. Timonin, pedagogical support is such an external force that transfers the resource (that which is at that moment in a minimized form) from the reserve state to the current [2, p. 125]. The system of pedagogical support for the development of social activity of future specialists in the educational process of a university appears as an interconnected set of elements (measures providing pedagogical activity), components (theoretical and methodological support as a strategic orientation, technological and methodological support as a tactical orientation and organizational and practical support as an operational component), subsystems pedagogical support activities and self-educational echivaemoy activity of students in the coordination of their functions, aimed at mainstreaming development of social activity

of the educational process by organizing, converting its resources, assets, environment, capacity and utilization of their subjects.

The implementation of this system is designed to increase the positive influence of the factors of the development of social activity in the educational process, which can be combined into 3 groups: factors of the socio-educational space of the university, environmental factors of the educational process of the university, internal factors of the subjects of the educational process.

The factors of the socio-educational space of the university include: a social order for the manifestation of social activity by future specialists; potential social partners and the measure of their activity in cooperation with subjects of the educational process of the university; current programs, projects, existing traditions of attracting future specialists to solve social problems.

Environmental factors of the educational process include: the nature of the social orientation of the educational process of the university in accordance with the priorities of the university policy; organizational culture as a system of norms and relations of subjects of the educational process; organizational structure as a system of interactions, carried out on the basis of fixed functionality, authority and rights; infrastructure to support the manifestation of social activity of subjects of the educational process of the university; the breadth of forms and variety of types of socially significant activities in the educational process of the university; the diversity of the microenvironment manifestations of social activity of different types. The internal factors of the subjects of the educational process include: vitagenic (subjective) experience of the subject of the educational process; a system of relationships, values, motives and priorities of the individual; mastered by the subject of competence; a system of established social ties of personality.

Pedagogical support accumulates and purposefully brings to the subject the effect of factors of the educational space of the university and the environment of the educational process of the university, seeking to update the internal factors of the subject itself. As N. G. Grigorieva accurately points out, factors most often do not act directly, but are refracted through "more immediate conditions" [1, p. 182]. A condition is an environment, circumstances under which a certain factor is realized. In the educational process of the university, in order to activate the factors of the development of social activity of future specialists, it is necessary to create certain pedagogical conditions that fulfill the following functional purpose: - strengthening the positive influence of factors of the external social environment in the social and educational space of the university and preventing their negative influence; - updating the internal factors of the subjects of the educational process; - promoting harmonious interaction of external and internal factors, transforming the environment of the educational process of the university and strengthening the factors of this environment. Based on the dialectics of the determinative influence of external and internal factors on the social activity of the individual and its development, understanding of the development of social activity of future specialists in the educational process of the university, we determined the set of pedagogical conditions for the implementation of the pedagogical support system for the development of social activity of a future specialist, including: - transparency of the educational process University transformative interactions of its subjects with the subjects of the social environment; - pedagogical assistance in the development and implementation by the student of the position of the subject of self-government and co-management in the educational process of the university; - preparation of teachers for the implementation of pedagogical support for the development of social activity of future specialists through the integration of formal and non-formal education technologies.

Let us characterize successively these pedagogical conditions. To ensure and strengthen the influence of factors of the socio-educational space on the development of the social activity of subjects in the educational process of a university, it is possible to ensure transparency of the educational process of a university by the interactions of its subjects with subjects of a social environment that has a transformative orientation.

The requirement to achieve transparency of the educational process is based on democratic principles, transparency, access to education. Transparency (from the Latin. Transparens - transparent or trans - transparent pareo - to be obvious, to manifest) is considered as "the reliability, clarity and easily verifiable information about something; lack of secrecy "[3]. The transparency of the educational process includes not only informational, but also communicative openness, the accessibility of interaction between the subjects of the educational process and the subjects of the socio-educational space, aimed at transforming the environment, solving specific social problems and implemented in the form of social partnership, that is, joint activities of subjects of the educational process with subjects of the social environment (social partners) based on equal rights and obligations aimed at achieving a common goal. In the framework of such interaction, the subject masters social experience not so much through its reproduction, but through critical analysis, restructuring in the logic of subjective experience, outstripping reflection, updating. The implementation of this pedagogical condition includes 2 main components: - ensuring information transparency (improving information exchange in the educational and extracurricular process; targeted preparation of the educational process subjects for receiving, processing and transmitting information in the educational process of the university; supporting the educational process in the development, application and improving information exchange); - ensuring communicative accessibility (developing mechanisms for interacting with social partners, such as volunteering, projects and their grant support, targeted programs, targeted orders, experimental sites, youth parliamentarism, temporary employment, non-formal education, etc.; implementation for their development by students). Established information exchange, interaction mechanisms available to subjects allow students to expand the circle of social interactions, to master forms of cooperation, which, in turn, is reflected in the increasing inclusion of future specialists as subjects of the educational process of the university in the life of society in the learning process, affects the strengthening of external factors social environment for the development of their social activity. Pedagogical assistance in the development and implementation by the student of the position of the subject of self-government and co-management in the educational process of the university contributes to the actualization of internal factors in the development of future specialists' professional activity, since only the student's "self-movement" in self-development as a result of interaction with the environment and the factors acting in it leads to the development of student social activity . Only realizing itself as a subject of the interaction system, a person consciously obeys the order parameters of this system, is active for its transformation. Pedagogical assistance in mastering the position of the subject of self-government and co-management is a special type of interaction between students and teachers, in which pedagogical activity is carried out on the basis of activating the student's internal self-development potential for mastering self-management functions (self-diagnosis, self-orientation, targeted self-determination, self-planning, self-regulation, self-organization, introspection, self-correction) and co-management (agreed with others to identify problems and their causes, after anovki goal, identifying ways to achieve them, concerted action, joint search for resources, tracking the results of joint activities) and their implementation in the educational process of the university.

For this, the teacher:

- provides incentives for students to master these functions, taking into account the peculiarities of motivation of subjects with different types of social activity through influencing the internal motivation of the individual, students' awareness of the need for self-government and co-management;

- organizes the pedagogical process based on the norms of subject-subject interaction for their development and internalization by the student;

- provides the student with freedom in choosing forms of student self-government (individual forms: accepting obligations to implement a responsible business; individual development, presentation, implementation of an initiative; protecting rights; expressing a position on pressing issues, etc.; group forms: project groups, student associations, bodies student self-government, student non-governmental organizations, etc.), areas of activity (civic-patriotic education, support for social initiatives, art creativity, research work, sports and recreation work, information support, organization of secondary employment, etc.) in accordance with one's own inclinations, as well as freedom of action within the existing order parameters;

- establishes a feedback system to provide the necessary assistance in the event students have difficulties in self-government and co-management (using methods of control, self-control, assessment, self-esteem and reflection, both individual and group).

The dynamics of a student's mastery of the position of a subject of self-government and co-management is manifested in his ability to realize more complex tasks in educational and professional activities in collaboration with other subjects (from performing a group task in the lesson to matters requiring preparation in an educational or extracurricular process, developing and implementing a professionally oriented social project), in increasing the productivity of social activity realized by him and expanding the environment of its manifestation (from local to social -obrazovatelnomu space). To increase the effectiveness of environmental factors in the educational process of the university allows the preparation of teachers for the implementation of pedagogical support for the development of social activity of future specialists through the integration of formal and non-formal education technologies. The purpose of the preparation is to create readiness for the teacher to implement pedagogical support for the development of social activity of students in the educational process of the university. It can be carried out in various organizational forms of training within the framework of the formal educational process: continuing education courses (as one of the thematic blocks of courses or as an independent course), scientific and methodological seminar of the department, faculty; non-formal education: an interactive seminar, pedagogical training, a long-term training course (including various forms - training sessions, counseling), as well as informal education: self-education and self-improvement of a teacher. Its implementation includes a substantive, procedural and productive component.

The content component of preparing teachers for pedagogical support for the development of social activity of students includes 3 components, namely: the development of the experience of theoretical and methodological support (the teacher's study of the knowledge system and the development of principles, ways of organizing and building theoretical and practical activities based on them), and the experience of technological and methodological support (study, reproduction, application, improvement of technologies for the development of social activity of future specialists and technologies for the pedagogical support of such a process based on the use of methodological and diagnostic tools), organizational and activity support for the development of students' social activity (mastering the mechanisms for coordinating the functions of pedagogical and self-educational activities of students, ways of organizing subject-subject interaction and their phased implementation in supporting pedagogical activities

enriching the educational process environment with social development opportunities th activity and encouraging students to implement them). The procedural component includes 3 structural blocks - theoretical (includes mastering the knowledge about pedagogical support for the development of students 'social activity), design and practical (includes designing the implementation of pedagogical support for students' social activity development) and organizational and practical (includes partial or full implementation of pedagogical projects ensuring the development of social activity of students) each of which is accompanied by reflection. Training is carried out using the integration of formal technologies (problem-based learning, project-based learning, productive learning) and non-formal education (moderation, facilitation, counseling), which is due to the need to educate the teacher in those technologies that he will implement in the future, and their integration allows you to switch from personal development of knowledge to their subjective understanding and systematization in a form appropriate for it, from the development of competencies to their subjective audit, the identification of those competencies, in which the subject is deficient for their further development.

In accordance with the objectives of the process of training teachers, it is advisable to integrate pedagogical technologies of formal and non-formal education as follows: the development of the theoretical unit is carried out through the technology of problem-based learning (activates the process of critical reflection of theoretical knowledge) and moderation (allows you to integrate different opinions to find the best solutions to the problems discussed) ; organizational and project unit - technology of project training (ensures the transition from reproduction and interpretation of knowledge to their application) and facilitation (stimulates the choice of the subject, the transition from interiorization to exteriorization); organizational and practical unit - technology of productive training (ensures the inclusion of the subject in practical, transformative activities) and counseling (provides timely feedback and support of the subject of activity). The effective component of preparing teachers for the implementation of pedagogical support for the development of students 'social activity in the internal plan is manifested in the development by teachers of activity competencies providing activities for the development of students' social activity on the basis of understanding their own pedagogical experience and unlocking their potential, and in the external plan, in the development and implementation of pedagogical support the development of social activity of future specialists within that local environment The educational process of the university, in which a particular teacher carries out his pedagogical activity in a direction that is close to him as a specialist and corresponds to his functional responsibilities. When implementing the project, the teacher influences the environmental factors of the educational process. Thus, the pedagogical conditions for the implementation of the system of pedagogical support for the development of social activity of future specialists represent a combination that enhances the positive influence of different groups of factors of the development of social activity of future specialists and harmonizes them, which contributes to the achievement of the goal - the development of social activity of students based on self-determination, self-regulation and self-determination.

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