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GENESIS OF FORMATION OF PROSOCIAL INSTALLATION OF FUTURE TEACHERS IN THE ACTIVITIES OF STUDENT PEDAGOGICAL ORDERS

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Abstract

The refinement of new priorities in the field of public policy in the field of general and higher education led to a rethinking of the accumulated experience and the needs of modern society in the preparation of a

teacher with a pro-social (well-oriented, helping) attitude. Particular opportunities in this direction are possessed by the work of student pedagogical groups, their historical and pedagogical development in the field of higher pedagogical education. Despite the experience gained, at present the work of student teaching teams is carried out more often situationally, without a systematic, conceptual, theoretical and methodological substantiation of this activity in the context of the prosocial formation of a professional teacher in modern realities. The aim of the study is to conduct a historical and pedagogical review of the psychological and pedagogical domestic and foreign literature, regulatory sources, and practical experience to determine the relationship between the formation of a prosocial attitude and the activities of student teaching teams in historical retrospective. As a result, the stages of the development of the concept of "personality installation" were clarified, reflecting the nature of scientific interest in this category: the background to the introduction of the concept of "installation" in psychology; the appearance of the term "installation" in social psychology and sociology; decline in interest in research in this area; a revival of interest in the problem; stagnation and an abundance of conflicting facts; the revival of interest in the problem in pedagogical research and related sciences. The author determines the binary nature of the factors that determine the formation of the prosocial attitude of the future teacher: both from the position of value orientations, beliefs, and from the position of the corresponding activity. The article identifies 4 stages in the development of student teaching teams and associations, taking into account their potential in shaping the prosocial attitude of the future teacher: pre-revolutionary (a surge in social activity of citizens, increased educational requirements; functions of creativity, independence, initiative); Soviet (the development of the theory and development of the practical activities of Komsomol students, the predominance of ideology; the functions of upbringing, self-improvement, propaganda, enlightenment); post-Soviet transitional (departure from a single movement, unification; functions of self-realization, creative reproduction, individuality), modern (ensuring the legislative basis; functions of citizenship, independence, initiative and proactivity).

Keywords: personality orientation, prosocial attitude, prosocial behavior, future teacher, student squad, student teacher squad, student associations.

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