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Pedagogical Possibilities of Developing the Social-Informational Component

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KEYWORDS
pedagogical support, social adaptation, component structure, pedagogical support technology.

ABSTRACT:
The aim of the article is to determine the pedagogical support components of students' social adaptation. The leading approach underlying the research is a system-based synergetic approach. The pedagogical support of students' social adaptation includes theoretical and methodological, technological. The content of each component used in the process of pedagogical support offered in the article ensures the effectiveness of the professional work of teachers, who support students' social adaptation.

One of the best ways to develop your PCK is to learn from other teachers who have experience and expertise in your subject or topic. You can observe their teaching, ask them questions, share your ideas, and collaborate on lesson plans and materials. You can also join online communities and networks of teachers who share your interests and goals, and exchange feedback and resources. Learning from others can help you gain new insights, perspectives, and practices that can enrich your PCK.

It is simply learning with experience, improvising with experience and innovation with experience. Pedagogical content knowledge can be obtained by understanding the correlation between knowledge sharing and innovation.

Another way to develop your PCK is to reflect on your own teaching practice and how it affects your students' learning. You can use various tools and methods to collect and analyze data on your teaching, such as student feedback, portfolios, journals, videos, or self-assessments. You can also use digital tools and platforms to document and showcase your teaching, and invite comments and suggestions from your peers and mentors. Reflecting on your practice can help you identify your strengths and weaknesses, and plan for improvement.

A third way to develop your PCK is to experiment with different technologies and media that can enhance your teaching and your students' learning. You can explore various digital tools and resources that can help you present, explain, demonstrate, illustrate, or simulate your subject or topic. You can also use technology to create interactive, engaging, and personalized learning experiences for your students, such as games, quizzes, simulations, or projects. You can also use technology to communicate, collaborate, and connect with your students, and to monitor and support their learning. Experimenting with technology can help you discover new possibilities and solutions for your PCK.

A fourth way to develop your PCK is to update your knowledge of your subject or topic, and of the latest trends and developments in education. You can read books, articles, blogs, or podcasts that can inform you about new research, theories, or applications of your subject or topic. You can also enroll in online courses, webinars, workshops, or conferences that can help you learn new skills, methods, or approaches for teaching and learning. You can also follow experts, influencers, or organizations that can inspire you and keep you updated on your field. Updating your knowledge can help you stay relevant and confident in your PCK.

A fifth way to develop your PCK is to seek feedback from your students, colleagues, mentors, or supervisors on your teaching and learning. You can ask them to evaluate your teaching performance, your lesson plans, your materials, or your outcomes. You can also ask them to suggest areas for improvement, or to share best practices, tips, or resources that can help you. You can also use digital tools and platforms to collect and analyze feedback data, and to compare and benchmark your results with others. Seeking feedback can help you

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measure your progress and impact, and to adjust your PCK accordingly.

A sixth way to develop your PCK is to keep learning and growing as a teacher and a learner. You can set goals and action plans for your professional development, and track and celebrate your achievements. You can also challenge yourself to try new things, to take risks, to make mistakes, and to learn from them. You can also cultivate a growth mindset, a curiosity, and a passion for your subject and topic, and for teaching and learning. Keeping learning can help you maintain and improve your PCK in the digital age.

This is the teachers' ability to synthesize pedagogical knowledge within subject matter knowledge. It was initially a science education-based idea to support science teachers in teaching the tricky parts of the syllabus.

It has now become a valuable tool in our planning as it enables teachers to think about what they want to teach and how they want to teach it. As expert teachers and teaching professionals, we naturally ln our teaching sessions enable students to be supported to understand subject matter through various pedagogical techniques and tools such as think pair share and mind mapping, therefore, displaying effective teaching and promoting student success.

However, novice or pre-service teachers often cannot organize the teaching content as they are developing their pedological practices and building up their pedological toolkit from studying empirical studies or research.

Theory and models. Pedagogical content knowledge (PCK) is a type of knowledge that is unique to teachers and is based on how teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach). The integration or synthesis of teachers' pedagogical knowledge and their subject matter knowledge comprises pedagogical content knowledge.

Teachers' understanding of students' abilities and learning strategies, ages and developmental levels, attitudes, motivations, and prior knowledge of the concepts to be taught.

The other component of teacher knowledge that contributes to pedagogical content knowledge is teachers' understanding of the social, political, cultural and physical environments in which students are asked to learn.

The expert teacher can fully support students' development by understanding how to help students with the tricky content within the curriculum. This ability to know how to teach content is the essence of the expert teacher.

Bronfenbrenner's ecological systems theory supports Pedological content knowledge

Using Urie Bronfenbrenner's (1979) ecological system theory enables the teacher, expert or novice, to understand the social, cultural and economic factors that may contribute to student learning. It is one of the most accepted explanations regarding the influence of social environments on human development. This theory argues that the environment you grow up in affects every facet of your life. Five environmental systems interact with each other and influence child development and learning. As teachers, if we have an understanding of these factors, we can plan and implement learning situations that will support success. These five systems are :

Microsystem - This is the natural environment we have in our lives, such as family, friends, classmates, teachers, and neighbours. The theory states that we are not mere recipients of the experiences we have through direct social interactions) with these people in the microsystem environment. Still, we are contributing to the construction of such territory. (social agents)

Mesosystem - This involves the relationships between the microsystems in one's life. This means that your family experience may be related to your school experience. For example, if a child is neglected by his parents, he may have a low chance of developing a positive attitude towards his teachers. Also, this child may feel awkward in the presence of peers and may resort to withdrawal from a group of classmates.

Exosystem - this is important to consider. A site is about the relationships a child may have with family and friends and may affect their learning. Suppose a child is more attached to his father than his mother. If the father goes abroad to work for several months, there may be a conflict between the mother and the child's social relationship, or on the other hand, this event may result in a tighter bond between the mother and the child.

Macrosystem - this is the actual culture of an individual. The cultural contexts involve the socioeconomic status of the person and his family, his ethnicity or race and living in a still developing or a third-world country. For example, being born into a low-income family makes a person work harder daily.

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Chronosystem.- this is the transitions and shifts in one's lifespan. This may also involve the socio-historical contexts that may influence a person. One classic example is how divorce, as a significant life transition, may affect the couple's relationship and their children's behaviour. According to most research, children are negatively impacted in the first year after the divorce.

In a fast-changing society it is quite difficult for students to adjust themselves to the conditions of the social environment. It is necessary to organize a pedagogically efficient process of pedagogical support for their social adaptation. However, the problem of theoretical-methodological and methodical guidelines of the support remains insufficiently developed. A system-based synergetic approach is one of the priorities in the process of pedagogical support of students' social adaptation. General Systems Theory suggests that any system has three levels of organization: conceptual– a system-properties level; structural – a level of system-integrating relations; substratum - a level of elements (Gavrilin, 2000; Sibgatova et al., 2015; Muravyeva et al., 2014; Zaitseva, 2013). The system is always an integrity, in which the concept and the structure play a leading role (conceptual and structural level), and the elements play a subordinate role. In other words, the system is not determined by a set of elements, but by specific systemically important properties and relations. The development of conceptual level is achieved by defining common ideas, goals, development prospects. In our opinion, this requires to determine the content of theoretical and methodological component, in particular, to state the aim and to define the tasks; to define the objects and the subjects of the support activity; to outline the main ideas. By modeling the process of pedagogical support of students' social adaptation as a system and introducing into it a number of elements, their relations, it is important to choose the main thing, that will make the basis for the system and its future development. A functional support structure constitutes the level of system-integrating relations. These are the relations that arise between the subjects of the support process. The support is effective, if and only if there is a relationship of interaction between the subjects of the process. Any educational institution that performs pedagogical support of students' social adaptation should optimally organize the management of this process. The most optimal control is built through the lens of matrix and modular models of the pedagogical support. The substrate level comprises concrete elements. The elements may be passive or active. The active elements, above all, are support entities. The passive ones are, for example, the subject sphere of the institution. It realizes the system of means and ways of interaction, which helps a human being to interact with the social environment. This leads to successful social adaptation of a particular individual.

A detailed examination of pedagogical support of students' social adaptation helps to distinguish the following components: theoretical and methodological; information-analytical; content-related; management; expert. The theoretical and methodological component includes goals setting and task definition; definition of objects and subjects of the support activity; outlining the main ideas. The information-analytical component includes creation of a common data bank; definition of criteria; the selection of diagnostic methods in accordance with the parameters for the selected criteria. The content-related component includes the possible structure and content within the interchange paradigm, which consists of four functional subsystems: personal, activity-related, cultural, social. The presence of these components contributes to the effectiveness of social work and successful social adaptation. The technological component is provided by basic and private technologies of pedagogical support of students' social adaptation. The management component involves creating an optimal organizational process management structure of pedagogical support of social adaptation. The expert component includes analytical activities on the effectiveness of the model, conducted by internal and external experts and making the necessary adjustments. Thus, in view of the obtained results of the study presented in this paper, the discovered pedagogical support components of students' social adaptation will enable practical educators to effectively carry out professional activities. It can simultaneously act as a pedagogical support technology. The data of the article may be useful in practice for heads and teachers of educational institutions of basic and higher education, as they allow to organize and implement pedagogical support of students' social adaptation more systematically; for scholars, studying the problem, the highlighted component set of pedagogical support forms the basis both for experimental studies, as well as for the development of scientifically-based methodological support of the process. In view of the results of this study we can identify a number of scientific problems and promising areas for further investigation: the specific

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character of help, support, protection and promotion of pedagogical support of students' social adaptation at different age levels in specific areas of the support process.

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