

THE PEDAGOGICAL ROLE IN THE DEVELOPMENT AND MONITORING OF SOCIAL AND MORAL NORMS AMONG STUDENTS DURING THEIR PROFESSIONAL FORMATION.

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ABSTRACT:

This article is devoted to the scientific justification of the relevance of developing social and moral norms in students, which are essential for the implementation of professional pedagogical activity. Social and moral norms are viewed as a set of values and attitudes that regulate the behavior of future educators in accordance with ethical principles and societal expectations. During the educational process, these norms play a crucial role: they contribute to the development of professionally significant personal qualities and influence the success of students in their future teaching careers.

The study emphasizes the pedagogical importance of developing and monitoring these norms as key components of students' professional formation. The necessity of purposeful pedagogical influence is highlighted, which fosters internal acceptance and stable acquisition of social and moral guidelines.

INTRODUCTION. The development of society and the education system are closely interconnected. Nowadays, a modern teacher is expected not only to impart knowledge, but also to act as a responsible figure who shapes students' understanding of the social and moral norms of professional-pedagogical activity. Social and moral norms are among the key factors that directly influence students' personalities and activities during the learning

process, serving as the foundation for their position in society, ethical image, and professional qualities.

This article aims to justify the necessity of fostering appropriate social and moral norms in students for their future professional-pedagogical activities, to explore methods of forming these norms, and to identify the pedagogical significance of monitoring their development. Promoting these norms in students should go beyond merely providing knowledge—it requires a well-organized educational process and timely pedagogical supervision.

In today's 21st-century educational system, not only technical or professional knowledge but also moral values receive special attention. The formation of social and moral norms plays a crucial role in shaping the younger generation into well-rounded individuals. Therefore, this article analyzes scientific and theoretical approaches to the issue and proposes effective methods for its implementation.

Several scientific works and research studies are of great significance when it comes to highlighting the issue of shaping social and moral norms in students' professional-pedagogical activities. Numerous theoretical and practical studies have been conducted on this topic, analyzing in detail the ethical standards of pedagogical activity, ways to develop them, and methods of monitoring them. Below are some key scholarly perspectives and pedagogical ideas.

V.A. Sukhomlinsky emphasized the importance of humanistic ideas in the process of moral education, noting that social norms should play a central role in teaching and upbringing [3]. Likewise, A.S. Makarenko developed methods for shaping moral norms by organizing the pedagogical process socially and engaging students in group activities [4].

Contemporary researchers such as N.D. Nikandrov and L.M. Mitina have studied the socio-moral dimensions of education and explored methods for organizing professional-pedagogical activities in line with the demands of modern society. Their works provide not only theoretical insights but also practical approaches for shaping professional-pedagogical norms in students.

"The awareness of social and moral norms related to professional-pedagogical activity among students becomes evident during the stage of professional self-identification as a teacher. This stage includes fulfilling a professional-pedagogical role and engaging in the socio-psychological system. Self-identification takes place in three phases: preparatory, primary, and final. In the preparatory stage, the student identifies the types of activities related to the intended profession, defines their role and position, and determines the means

and methods of realizing their behavioral standards, etiquette, and goals. In the primary stage, the student begins to implement these self-expression goals. In the final stage, the results of this self-expression are evaluated, and the causes of any difficulties are identified. Professional-pedagogical success is closely related to the presence of social-moral norms and a strong professional orientation in future teachers" [4].

M.I. Dyachenko and L.A. Kandibovich state: "Developing a professional orientation in students means strengthening their positive attitude toward the chosen profession, nurturing their interest, talent, and abilities, and fostering the desire to improve their professional-pedagogical activity after graduation. It also involves striving to meet their material and spiritual needs through continuous work in their field and enhancing the prestige of their chosen profession in the eyes of future specialists" [5].

This literature review shows that the formation of social and moral norms is significantly influenced by the interaction between students and educators, the systematic approach in the teaching and educational process, and the practical implementation of these norms during professional activity.

A comprehensive approach was used to study the selected topic. The following main directions were used as the research methodology. Theoretical methods included the analysis of pedagogical and psychological literature to identify advanced approaches to shaping socio-moral norms in students and to examine the moral principles of pedagogical activity in the educational process. Empirical methods involved conducting surveys among students to determine their attitudes toward socio-moral values, evaluating their application of moral norms in professional-pedagogical activities through observation, and assessing the effectiveness of various educational influences via experiments. Analytical methods were used to statistically analyze the collected data and identify general trends, as well as to evaluate the effectiveness of the monitoring process.

These methodological foundations ensured the scientific validity and reliability of the practical results of the study. The chosen methods allowed for an in-depth exploration of the process of shaping and monitoring socio-moral norms in students' professional-pedagogical activities.

Several important conclusions and practical outcomes were reached regarding the shaping and monitoring of socio-moral norms in students' professional-pedagogical activities. These results, based on theoretical and empirical methods used in the study, confirm the scientific nature of the pedagogical analysis.

The findings demonstrate that socio-moral norms play a central role in preparing students for professional-pedagogical activity. These norms serve not only as the foundation of the future educator's personality and behavior but also as a key factor in defining their social role and responsibility in society. It was also found that students' acceptance and integration of these norms into their activities positively influence their moral worldview and professional goals.

The stages of development of socio-moral norms appropriate to professional-pedagogical activity were identified, and three main stages of students' professional identity formation were observed: preparatory, main, and concluding stages. Preparatory stage: At this stage, students strive to internalize ethical values related to their future profession. Their interest and knowledge related to their chosen field begin to take shape. Main stage: Students try to demonstrate their moral norms in pedagogical practice and learning processes. Monitoring and analysis are especially crucial during this phase. Concluding stage: Students learn to apply socio-moral norms in real-life situations during professional activities and evaluate their own achievements in strengthening these norms. Based on the importance of monitoring in the pedagogical process, the study revealed the role of control in shaping socio-moral norms. Regular observation of students' activities, assessment of their professional skills, and providing feedback based on monitoring results led to effective outcomes. This process not only helped reinforce moral norms but also developed students' self-evaluation and sense of responsibility.

In conclusion, the formation and monitoring of socio-moral norms hold a central place in the professional-pedagogical training of students. When implemented through integrated methods, this process significantly enhances students' moral worldview, professional orientation, and sense of responsibility. Therefore, the study proposes approaches aimed at developing students into well-rounded individuals and competent specialists through the combination of pedagogical monitoring and educational processes.

Based on the above conclusions, the following recommendations are proposed: Provide students with theoretical knowledge about socio-moral norms, ethical principles in pedagogical activity, and their role in professional work. Organize special training and practical sessions focused on developing moral values. Introduce educational programs that promote ethical and professional competencies by involving students in social activities. Teach students to experience social and moral responsibility through real-life situations during pedagogical practice. These recommendations will further improve the development

of socio-moral norms in students' professional-pedagogical activities and contribute to implementing qualitative changes in the education system.

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