



FORMATION AND DEVELOPMENT OF SOCIAL PEDAGOGY

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ABSTRACT: - The article contains some comments about the formation and development of the science of social pedagogy. The role of the social pedagogue in the formation of educational, humane, moral and psychological favorable relations in the society and the influence on the relations in the society are described.

Also, social pedagogy involves relying on an integral, integrated concept of the person, which is aimed at establishing interdisciplinary relations between human sciences, which helps to strengthen the necessary scientific foundations for social policy, all its spheres.

KEYWORDS: Social pedagogy, educational, humanitarian, ethical, psychological favorable attitude, human sciences, interdisciplinary communication, integral, holistic concept of the person, social policy.

INTRODUCTION

Today, pedagogical science is integrated into a broader concept of social sciences, due to the

fact that the issue of education extends to research in other sciences: the emerging

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system of concepts of social pedagogy as a philosophy of education and upbringing is interconnected with the methodology, theory and conclusions of philosophy, social philosophy, sociology and psychology, as well as many other humanitarian, natural, technical and environmental sciences that study a person [1, p. 593]. Pedagogy is increasingly associated with the social environment, which is defined as a system of social conditions for the life of an individual (economic, political, legal, industrial, cultural, pedagogical, ethnic, etc.), in which its formation, development and activity takes place [2]. The modernization of pedagogical theories affects social pedagogy as the most dynamic version of the educational sciences. This is due to the fact that it is based to a greater extent on the laws of the development of society, forced to adjust its mechanisms to the rapidly changing modern world.

Social pedagogy as a field of science is taking its first steps, but its origins can be found in the works of many domestic educators, like psychologists. Especially rapidly social pedagogy as a science began to develop in recent decades.

LITERATURE ANALYSIS AND METHODOLOGY

Successfully develop the issues of social pedagogy and social work I.N. Andreeva, S.A. Belicheva, V.G. Bocharova, Yu.V. Vasilyeva, M.A. Galaguzova, S.I. Grigoriev, L.D. Demina, V.I. Zagvayazinsky, I.A. Winter, S.D. Mavrin, A.V. Mudrik, L.Ya. Oliferenko, V.D. Semenova, V.A. Slastenin and others [3].

However, the emerging field of pedagogical science has not yet clearly defined its main categories. Practice is ahead of the development of theory, and this leads to the fact that the question of the relationship between social work and social pedagogy is debatable, although their connection is obvious.

Social pedagogy, like any science, has its own object and subject. The objects of social pedagogy is the process of human development in society based on the totality of its social interactions. The subject of social pedagogy is social education, its goals, content, essence, principles, methods and forms of implementation.

Ministry of Education of Uzbekistan, the state educational standard in the specialty 031300 Social Pedagogy and methodological recommendations of the UMO universities of the Republic of Uzbekistan on teacher education [4].

The procedure for conducting and the program of the state exam in the specialty 031300 Social Pedagogy are determined by the university on the basis of methodological recommendations and the corresponding exemplary program developed by the Educational Institution of Higher Education Institutions of Uzbekistan for teacher education. Regulations on the final state certification of graduates of higher educational institutions, approved by the Ministry of Education of Uzbekistan, and the state educational standard in the specialty 031300 Social Pedagogy.

A graduate who received the qualification "social teacher" must know the Constitution of the Republic of Uzbekistan, the laws of the Republic of Uzbekistan; decisions of the Government of the Republic of Uzbekistan and education management on education issues; The concept of the rights of the child; fundamentals of general theoretical disciplines to the extent necessary for solving socio-pedagogical, scientific, methodological, organizational and managerial tasks; pedagogy, psychology, age physiology, school hygiene; requirements for equipping and equipping classrooms and utility rooms; teaching aids and their didactic possibilities;

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the main directions and prospects for the development of education and pedagogical science, the foundations of law; scientific organization of labor; rules and regulations of labor protection, safety and fire protection.

“Social Pedagogy is a scientific discipline that reveals the social function of general pedagogy and explores the educational process in all age groups” H.Miskes[5].

DISCUSSION

Social educators and social workers - highly qualified specialists - are designed to provide a multidisciplinary system of social assistance and protection services. Depending on the profile, specialization, they can work directly in a residential building, at enterprises and institutions of various departments (school, clinic, leisure center, etc.) or specialized institutions (social assistance department, orphanage, rehabilitation center, social shelter, medical -psychological consultation, "helpline", employment and employment center, etc.).

The concern of a social educator (worker) extends to different age categories of the population and is aimed at activating the socio-cultural and socio-pedagogical functions of society, family and personality [6].

Based on the practical experience of social work, we can distinguish the following most common (basic) characteristics of social educators (workers), regardless of specialization:

the ability to provide acceptable and expedient mediation between the individual, family, on the one hand, and society, various state and public structures, on the other;

the ability to perform a kind of role of a “third person”, a link between the individual and the microenvironment, between children and adults, family and society;

the ability to influence communication, relationships between people, the situation in the micro-society, stimulate, encourage the client to a particular activity;

the ability to work in conditions of informal communication, remaining in the position of an informal leader, assistant, adviser, contributing to the manifestation of initiative, an active subjective position of the client;

the ability to participate, empathize with the client in solving his problems;

the ability to build relationships based on dialogue, on an equal footing; sociability, extraversion.

The profession of "social worker" is inseparable from the concept of "social work", which is interpreted by scientists from different countries far from unambiguously. A wide palette of passages to the definition of the essence, functions, content, methods of social work is viewed.

In our country, the complex process of forming a social policy strategy is accompanied by the formation of responsible models of the system of social services. Practice shows that in the multivariate gamut of trends in the development of the system of social services, the failure of socio-political orientations towards half-measures and endless injections, the inferiority and dead-end nature of social policy, aimed only at material support and saving those in dire need and living below the poverty line, have become too obvious. is constantly growing. Therefore, the strategy of social policy is increasingly focused not on the fight against the consequences, but primarily on overcoming the causes that give rise to problems, which determines the focus of social work on the modern identification and effective solution of problems arising from a particular client, family, and social problems in general.

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The division of the sphere of activity of social services into socio-pedagogical and social work has lost its validity today. There is another relationship between these definitions: the universal recognition of the decisive role of the psychological and pedagogical security of work (both the profession in general and the specific social worker in particular) implies, firstly, the indispensable presence in the emerging system of services, in social work as a single profession of a basic integrative basis, the socio-pedagogical foundation (the bearer of the functions of which in this case becomes a social teacher); secondly, the development of social pedagogy as a science that, as it were, humanizes, pedagogizes social work, considering a person in a personal-environmental context (in the organic unity of the individual-psychological and social) as an open, constantly changing system. This approach does not accept monodisciplinary in the very methodology of the science of the profession "social work". It involves reliance on an integrative, holistic concept of a person, oriented towards the establishment of interdisciplinary links among human science disciplines (as well as within each of them), which helps to strengthen the necessary scientific basis for social policy, all its areas, since they all concern a person (management, economics), education, culture, health care, social security, etc.).

"The meaning of social pedagogy is to help young people quickly adapt to the social system, to resist negative deviations from the norms of behavior." E. Molenhauer[7].

CONCLUSIONS

Thus, a social educator is a professionally trained specialist in the field of pedagogy of relations in society. In a family and a family-neighbor community, in a rural community and at an enterprise, in a general education

and vocational school, in a hospital, orphanage, orphanage or boarding school for the elderly, in a correctional institution, a social teacher influences the formation of educative, humane, morally and psychologically comfortable relationships in society.

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