



SOCIAL PEDAGOGY - AS THE MAIN BASIS FOR THE DEVELOPMENT OF SOCIO-PEDAGOGICAL COMPETENCE OF STUDENTS

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ABSTRACT

This article reflects on the relationship of social pedagogy and its separation from pedagogical knowledge into an independent area of pedagogical knowledge in the preparation of future teachers, as well as on the special significance and modern conditions for studying the science of social pedagogy.

KEYWORDS

Social pedagogy, socio-pedagogical competence, correction, rehabilitation.

INTRODUCTION

Currently, large-scale reforms are being carried out in the political, economic, educational and cultural spheres of our country. On the basis of these reforms, the demand for new educational directions and specialists in new fields is increasing day by day. The training of future teachers for a social-pedagogical profession is carried out without the close integration of the blocks of all disciplines in higher educational institutions: humanitarian and socio-economic, mathematical and specific sciences, general professional and training subjects related to their own direction. not In this regard, the series of psychological

and pedagogical sciences is of particular importance. Knowledge of psychology and pedagogy characterizes the specific characteristics of each discipline during work, and these disciplines serve as the main link for training any teacher, regardless of professional direction. . In our opinion, the subject of "Social pedagogy" is a systematic component of the social-pedagogical direction of teacher training. The inclusion of this subject in the professional training program of future teachers is related to the separation of social pedagogy into an independent field of pedagogical knowledge. The specific importance and modern



conditions of studying the science of social pedagogy are as follows:

- the need to humanize the relationship between a changing person and a rapidly developing society;
- the importance of social pedagogical knowledge in scientifically ensuring the development of all areas of social practice (social institutions, social service systems);
- social pedagogical activity is determined by the necessity of implementation.

In scientific, scientific-methodical literature, the academic subject "Social pedagogy" includes the contents of the pedagogical environment and the social pedagogy of the individual, includes certain chapters and sections, social pedagogue, social worker, it is interpreted as a component of professional training of specialists in special psychology, correctional and rehabilitation pedagogy, preschool education pedagogy. The task of social pedagogy as a subject of study "provides a scientific view of social pedagogy for all those who are expected to work with people in professional activities as pedagogues, social workers, organizers and leaders of communities in production, commerce, recreation, military and other spheres of public life. "

The goals of the academic subject are as follows:

- To form the foundations of a social-pedagogical worldview in the future teacher, to determine the place of pedagogy in the interaction of the individual, family and society in the modern concept of improving the quality of life;
- to teach future specialists fundamental pedagogical laws, making decisions based on various spheres of social practice, in accordance with pedagogical goals;

- personal development, self-education, social and professional adaptation, strengthening of moral and physical health, and creation of a comfortable living environment in society.

A.B. Mudrik considers social pedagogy to be a field of pedagogy that examines social education as a social institution that is implemented in specially organized and non-educational organizations. V.D. Semenov interprets social pedagogy as a science of the educational effects of the social environment, as one of the system-forming functions of general pedagogy.

T.F. According to Yarkina, social pedagogy should remain a theory of providing social assistance to young people due to historical traditions. L.I. Aksenova sees social pedagogy as a system of knowledge related to the pedagogical regulation of the relationship between the person and the environment [3].

In the dictionary of pedagogical terms, "Social pedagogy" is defined as a special branch of pedagogy, which deals with the science of public education institutions, the educational system aimed at the formation of the personality, the socialization of the individual, and the preparation for the life of society.

Analyzing the term social pedagogy, its content is generally the relationship between a person and society, the factors, methods and methods of socialization of a person, his adaptation to the living environment, the development of the person and the harmony of the relations of the subjects of the social environment with the purpose of society (family, institutions, enterprises, offices, can be considered as a network of pedagogical knowledge about increasing, increasing and using the pedagogical potential of private individuals)

According to R.A. Mavlonova and N.H. Vahidova, "Social pedagogy is an independent department of



pedagogy with special methods of social education and training activity."

N.M. Egamberdiyeva explains in her textbook that "Social pedagogy is a field of pedagogy aimed at studying the laws of socialization of a person, developing effective methods and technologies of social pedagogical activity in order to solve social problems of society, and applying them."

Doctor of Pedagogical Sciences, Professor L.V. Analyzing the structure of social pedagogy as an educational discipline, Mardakhayev distinguishes two social and personal directions in the development of this discipline. The first (social) orientation includes the influence of the state and social environment on the process of personality formation, the second (personal) determines the social pedagogy of the person and shows the role of the person in the social formation [102.B. 14].

Based on the above, social pedagogy as an educational discipline is intended for the professional training of a wide range of specialists, has its own characteristics depending on the goals of the training course, and requires students to master a certain amount of knowledge.

Currently, as a result of the increasing demand for representatives of the socio-pedagogical field by the society and the increase of specialties in this field, we considered the peculiarities of the development of the science of "social pedagogy" in the pedagogical education system within the framework of our research.

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