



THE ROLE OF SOCIAL PEDAGOGY IN THE PROFESSIONAL TRAINING OF FUTURE TEACHERS

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Received: September 2 nd 2021	The article provides scientific and analytical information on the rejection of scientific stereotypes about social pedagogy as a study of the patterns of work with children and adolescents with deviant behavior. There are also proposals for the study of social pedagogy as a sub-module of great importance for preparing future teachers for today's changing society and social life.
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FEATURES OF THE "SOCIAL PEDAGOGY" MODULE IN THE DEVELOPMENT OF STUDENTS' SOCIO-PEDAGOGICAL COMPETENCE

Future teachers are prepared for socio-pedagogical activities through an integrated unit of all disciplines taught in the higher pedagogical education system: natural sciences and humanities, general vocational, specialities, and electives. In this process, pedagogical and psychological sciences play an important role. Pedagogical-psychological knowledge characterizes the peculiarities of the teacher's work, and therefore they are of invariant importance for the training of teachers, regardless of the field of science.

In our opinion, the module "Social Pedagogy" of the subject "General Pedagogy" is a systemic organizational component of socio-pedagogical orientation of teacher training. The inclusion of this module in the teacher training program is directly related to the following modern conditions:

- the need to humanize the relationship between the individual and the rapidly developing society;
- the role of socio-pedagogical knowledge in the scientific support of the development of all areas of social practice (social institutions, the system of social services);
- increasing the role of socio-pedagogical activities.

In the scientific, methodological literature, the subject "Social Pedagogy" is interpreted as a component of professional training of specialists in social pedagogy, social work, special psychology, correctional and rehabilitation pedagogy, and consists of sections and topics containing environmental and personal social pedagogy.

The main objective of the social pedagogy module is to provide a scientific knowledge of the socio-pedagogical reality of all professionals working with people in their professional activities as educators, social workers, organizers and manufacturers, commercial, leisure,

military, and other leaders of human communities. The module's goals are as follows:

- to create the basis of socio-pedagogical worldview, to determine the place of pedagogy of interpersonal relations between the individual, family and society in the modern concept of improving the quality of life;
- equip future professionals with knowledge of fundamental pedagogical law and the rule of law, the ability to make informed decisions in various areas of social practice, in accordance with pedagogical goals;
- assistance in personal development, self-education, social and professional adaptation, strengthening of moral and physical health, creation of favorable conditions for living in society.

L.V.Mardakhaev proposed the structure of Social Pedagogy as an educational science, indicating two directions in the development of this science: social and personal. The first (social) direction involves the influence of the state and the environment on the process of personality formation, while the second (personal) reveals the role of the individual in social formation [6, 14-p.].

Thus, we see that social pedagogy as a training module is intended for the professional training of a wide range of specialists, it has its own characteristics and requires students to master a certain amount of knowledge.

Due to the need for socio-pedagogical training of increasingly large number of specialists, we have identified the peculiarities of the development of the module "social pedagogy" in the pedagogical education system within the framework of our research.

In the last twenty years, the school teacher has been experiencing a new socio-cultural environment, which is significantly different from the conditions that have been in existence in our society for a long time. The hope of the society from the educational system and its requirements



have changed. Thus, in recent years, there have been changes in the system of school education related to the emergence of new types of educational institutions, various educational technologies, the emergence of new pedagogical professions. The emergence of new pedagogical professions (tutor, coach-trainer, practical psychologist, social educator, Education Manager, etc.k.) first of all, it is connected with the need to solve modern professional problems, for example:

- learning the personality of the child, determining its capabilities;
- to study the problems of the child and look for ways to solve them;
- design of innovation programs;
- use of modern pedagogical technologies to solve educational tasks and evaluate their results;
- interaction with individuals and legal entities interested in children's education, etc.

The factors that have the greatest impact on the changes in the pedagogical education system have a socio-pedagogical characterization. Because they are connected with the kengay of the necessary, multifaceted interaction between school and society. Proceeding from the needs for social, cultural and educational situations in society, the Pedagogical Institute should create a fundamental scientific and methodological base, which is the breadth of the socio-pedagogical world of a specialist and the free transfer of knowledge and skills in the changing conditions of professional activity, the use of various scientific disciplines in everyday pedagogical practice. [18, 99-p.].

This can be achieved through the inclusion of similar training modules in the content of higher education that provide the formation of professional competence in relation to their field of activity.

One of such modules in the curricula of pedagogical higher education, in our opinion, is the sub-module "Social pedagogy" in the discipline of "General pedagogy". When it comes to social pedagogy, many people interpret it as an activity carried out with children of deviant behaviours of adolescent age. Such a one-sided approach is required to analyze the state of the subject "Social Pedagogy", determine its role and position in the pedagogical education system, its purpose in the professional training of the future teacher.

In our opinion, it is necessary to answer the following questions. What is the interdependent aspect of Social Pedagogy as a module of study of Science and *Higher education institutions*? How should the training module be structured in such a way that it fully reflects the current state of science? What logical-psychological grounds exist for the development of the training module?

In our supposition, the hypothesis of the subject, created by educational researchers such as V.P. Bepalko, I.Ya. Lerner, M.N. Skatkin, N.A. Sorokin, R. Safarova,

serves as a logical premise for the consider of the subject "Social Instructional method" does. Concurring to N.A. Sorokin, "academic science may be a didactic-based framework of information, abilities and capacities chosen from a specific department (or a few branches) of science or art" [14, pp. 45-46]. M.I. Mahmudov accepts that each subject reflects a educationally based framework of logical information, mental and viable strategies of activity (abilities and capacities that speak to the most substance and strategies of a specific science) [15, pp. 128-140]. As I.Ya. Lerner and M.N. Skatkin point out, the subject includes the basics of the relevant science. In this case, the basics of science means the most important arguments, concepts, laws, theories, methods, language of science, its practical application and problems, selected in accordance with the learning objectives and age-appropriate capabilities of students [4, p. 165].

P.I. Pidkasistiy believes that in the subject it is possible to distinguish the levels, "layers" of the system of concepts that form the logical basis of any subject [8, p. 108]. In the system of subject concepts, four such levels can be distinguished. With the help of the concepts of the lowest first level, empirical realities were described. These types of concepts serve as the basis for the content of the instructional material in each subject. Mastering the concepts in this category is based on the principle tariff, the memorization process and the repeated actions of the students in the educational activity.

At the second level, the concepts are broader in terms of content, denoting the knowledge that belongs to the whole class, and not to the individual subjects, events, phenomena of a particular class. Fanda N.G.Zire "lost in Test match", P.Carpenter, A.Findlock, C.Potter [24, 2:1-10.], A.V.Usova [16, 88p.] R.Safarova [12,72 p], E.Gazievs [19,48 p.] as noted, the concepts of the second level play a role of explanation. They reflect a high level of generalization of reality. This is also reflected in the character of cognitive activities in the assimilation of students with these concepts. The process of mastering these concepts itself is based on the fact that not all teaching materials are in a row, but only the main part is remembered, having understood its essence. In the content of the teaching, as a rule, the third level of concepts that arise in a generalized form acquires a broader character, the corresponding concepts differ in that they contain material to open the relationship between different teaching subjects. At the third level, the concepts characterize the already defined sphere of reality.

Finally, the fourth and highest level of the hierarchical ladder of scientific concepts in science and, accordingly, the subject of study is philosophical concepts. Their main goal is to give a characteristic to the whole reality and the general principles of getting to know it. All these levels are inherent in any field of Science, and this or



that level is reflected in the content of the teaching material of each individual Subject [9, 22-30 p.]. N.V. Yazykova in her research draws the following conclusions:

- there is a vague connection between science and the subject, the similarity of views on the differences in their different directions and functions. It is emphasized that not only knowledge but also the activity formed on its basis is important in the subject, and for science the activity is not the main one;

- the concepts of object and subject in science and teaching are different: a) the subject of science - the object of study of the subject; b) the subject of any school subject has no similarity in science. It is, first, with the object of education, that is, with the relevant subject of science; secondly, it is characterized by the peculiarities of the study of this field of reality, which is predetermined for educational purposes [22, p. 238].

The peculiarity of the object study, in particular, is that the content of science is not fully reflected in the content of the subject matter, as well as the inclusion in its composition of a system of skills and qualifications, which is not inherent mainly in the content of science. In the development of these ideas, Z.A.Reshetova argues that science is both a system of knowledge and a theoretical activity that repeats this knowledge. As a system of knowledge, it has a complex structure, is divided into elements, each of which has its own specific function. The content of the teaching can be different functional units of the cognitive system, but they must be included in the subject of educational activity only through activity. The same activity interacts with the subject of Science and education. All achievements and history of science are presented again in the subject matter of the study, but in all cases, at any level of education, the unit of knowledge and activity of students is preserved [11, 70-78p].

The systematic-structural approach that we use in the analysis of the educational subject" Social Pedagogy " should be presented in the subject of the subject on a systematic-structural basis. The composition of science becomes an object of student's educational activities. The structure of the object is manifested as the genetic basis of the probable individual forms of its existence. It represents an unchangeable, stable composition, preserved as a "carrier" of the quality of the object with all its specific modifications [22, 82 p.].

The theory is the largest structural block, which should consist of any independent scientific science. From this it follows that any educational science can be imagined as a set of many theories that are logically, semantically, gnoseologically interrelated [9, 22-30 p.].

The structural components of socio-pedagogical theory are determined by the characteristics of the module of social pedagogy and the nature of the integrated practical knowledge.

The following components that form the system play an important role in the structure of socio-pedagogical theory: 1) the specifics of the leadership role of the individual in macro and micro society; 2) the potential of society aimed at the optimal support of the individual's life through education, socio-cultural, health, rehabilitation; 3) person-centered education systems, self-development and self-determination of the individual in the context of social upbringing; 4) the family and its functions in the process of social development, etc [17, pp. 37-42]. These highlighted components are reflected in the training module.

The next step in the analysis of social pedagogy as a learning module is to identify its main categories.

Scholars have given a number of definitions to the concept of "social pedagogy". For example, the British scholar Kiron Hutton in his book "Social pedagogy in the UK" put forward the idea that "Social pedagogy is an integrative science that studies the issues of socialization at different ages" [25, P.17].

Yu.V.Vasilkova states that this science is "the theory and practice of upbringing, teaching of an individual or a group" [3,14p.]. According to A.V. Mudrik, "Social pedagogy is a field of study of social education of all ages and social groups" [7]. V.D Semenov considers social pedagogy or environmental pedagogy as "a science that combines certain achievements and implements them in the process of social education" [13, p. 16]. I.P Podlasy's textbook "Pedagogy" has the following definition: "Social pedagogy is a science that studies the laws of the influence of the social environment on the formation of the individual and the problems of social education [10]. According to T.F Yarkina, social pedagogy should serve as a theory of social assistance to young people on the basis of historical tradition [23]. L.I Aksenova considers social pedagogy as a system of knowledge about the pedagogical regulation of the relationship between the individual and the environment [1]. The manual "Social pedagogy" authored by M.Kuronov and Z.Kurbaniyazova, created for the first time in the country, puts forward the following ideas: "Social pedagogy, by its name, deals with society. Therefore, it can also be called community education. Society education means education carried out within the "Human-Human" system. That is, the educational impact in the process of direct human relations, as well as the educational impact of the activities of social institutions (charitable foundations, organizations, societies and associations)" [22, 8 p.]. N.M Egamberdieva, a scientist of the Republic, published the first textbook "Social Pedagogy", which defines the concept as follows: the field of pedagogy aimed at their application" [pp. 21,71-72]. According to R.A. Mavlonova and N.H. Vohidova, "Social pedagogy is an



independent branch of pedagogy with special methods of social education" [5.11p.]. Z.T Salieva's textbook "Social pedagogy" published in recent years offers the following generalized definition of this concept: "Social pedagogy is a science that studies the laws of child socialization, provides specialists with methods of social education and technology and technology" [26.89p.].

CONCLUSION

In short, social pedagogy is the study of the pedagogical potential of society (families, institutions, organizations, enterprises, agencies) in order to harmonize the relationship between man and society, the factors, methods and techniques of socialization of the individual, his adaptation to the environment, personal development and the relationship between social actors. can be considered as a separate science network of knowledge about detection, enrichment and use.

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