

The content, essence and concept of the socio-pedagogical process in social pedagogy.

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Abstract

We will consider the different points of view of scientists on the definition of the concept of "social and pedagogical activity", the article examines in detail the approaches to defining the essence and content of the social and pedagogical process .

Keywords

process, socio-pedagogical process, socio-pedagogical activity.

Introduction

In social pedagogy, there is such a concept as a socio-pedagogical process. This process is understood as the dynamics of the development of a socio-pedagogical phenomenon, as well as the sequence of actions of a social teacher, in the process of interaction between the educated and the educator to achieve a certain socio-pedagogical goal. The socio-pedagogical process is a movement from the goals of education to its results by ensuring the unity of social training and social education in a specific society[1].

The concept "process" comes from lat. *processus* - passing, promotion. In the scientific literature, it is understood as a sequential change of states, a close connection of regularly following one after another stages of development, representing a continuous single movement.

However, there is no single approach to understanding its essence. The most typical are:

a) specially organized, purposeful interaction of teachers and pupils, for solving developmental and educational problems (V.A. Slastenin);

b) a set of sequential actions of a teacher and a student (educator and pupil) for the purpose of education, development and formation of the personality of the latter (T.A. Stefanovskaya).

In essence, the socio-pedagogical process is a purposeful sequence of actions of a social teacher (subject), which ensures the most optimal achievement of a certain socio-pedagogical goal in social development (developmental correction), upbringing (re-education, correction), mastering skills in self-service, training, vocational training facility.

Material and methods

When considering the content of the socio-pedagogical process, two approaches are distinguished: structural and functional. Structural determines its component composition, which can be conditional or functional. This approach is important for studying and analyzing the nature of activities to achieve a specific goal. It is important in the process of finding the most optimal option for a social worker to work with a certain person (group), as well as for assessing its effectiveness. In terms of its component composition, the functional approach differs from the structural one by the allocation of each stage (substage) according to its purpose, as well as by the presence of a subject and an object[2].

The subject of the external socio-pedagogical process is a social worker. The position of the subject in professional activity is largely determined by his training, social experience[3].

The content and orientation of the external socio-pedagogical process are guided by a certain object of social work - elderly people, people with special needs, socially unprotected people, etc., their individual characteristics, opportunities, social problems, attitude to their

problem, the possibility of solving it. The subject and the object determine the uniqueness of the socio-pedagogical process. At the beginning of his professional activity, the specialist (social worker) uses mainly teaching aids, data from special studies on the possibilities of solving social problems of the client, depending on his personality and, in accordance with the recommendations in a particular situation, predicts, what are the options for work technologies. Over time, accumulating experience in working with various categories (or with one of the categories) of people, testing various technologies, he acquires the appropriate skills, develops pedagogical intuition and gets the opportunity to more confidently pedagogically predict the prospects of his client and his social and pedagogical activities. Based on a personal understanding of his social purpose in working with a client, knowledge of his individual characteristics, his own capabilities, working conditions, the social worker determines the goals and objectives of his activities (external socio-pedagogical process). This is the next sub-stage of the socio-pedagogical process, which can be called goal-setting.

The goal of the socio-pedagogical process is what the social worker should strive for in interaction with the client. The goal, in fact, is the social ideal that the social worker wants to approach when working with this client. In accordance with the goal, the tasks that need to be solved to achieve it are determined [4].

Conclusion

The expression "socio-pedagogical activity" speaks of its social orientation. This is pedagogical activity in relation to a specific person, group, social environment in the interests of achieving social and pedagogical goals. Such activity is of a direct nature - a direct impact on a person, a group (interaction with them); mediated - the use of educational (stimulating, prompting, warning, etc.) possibilities of the environment, the purposeful creation (transformation) of the pedagogical situation of the environment in the interests of achieving specific social and pedagogical goals. As a rule, a social teacher tries to use the possibilities of both direct and indirect interaction with the object of social and pedagogical activity. It should be noted that in practice, the result of socio-pedagogical activity is very diverse. In particular, it can manifest itself in serious positive changes, small shifts in the object of influence, and sometimes, as a result of pronounced negative reactions or actions of the object, have a negative effect. Socio-pedagogical activity also leaves a certain imprint on the subject. He either asserts himself in his capabilities, receives satisfaction, accumulates positive experience, or he has doubts, disappointments. Sometimes there is a loss of confidence in their abilities to achieve certain socio-pedagogical goals in working with this client or in general in themselves, in their socio-pedagogical capabilities.

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CONFLICT OF INTEREST STATEMENT:

The author declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.