



THE ROLE OF SOCIAL PEDAGOGY IN THE DEVELOPMENT OF SOCIO-PEDAGOGICAL COMPETENCE OF FUTURE TEACHERS

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ABSTRACT

The emergence and development of the science of social pedagogy in our country, the emergence and necessity of new modern professions such as tutor, social pedagogue, practical psychologist, researches in the field of social pedagogy in the CIS and Uzbekistan are discussed.

KEYWORDS

Social pedagogy, social-pedagogical competence, future teacher, science program, State educational standard.

INTRODUCTION

Although not much time has passed since the study of "Social pedagogy" began in our country, its roots go back to our distant past. During the colonial period, no attention was paid to the development of this sector. Social pedagogy as a new field includes not only the departments of state and public bodies of social-pedagogical specialists, but also the system of training specialists, as well as the scientific-research base of social-pedagogical activity. In recent years, certain changes have been made in the comprehensive school system, which are related to the emergence of new educational institutions, various educational

technologies, and the emergence of new pedagogical professions. The emergence of new pedagogical professions (tutor, practical psychologist, legal consultant, social pedagogue, educational manager and economist, valeologist) is primarily related to the need to solve modern professional tasks, and they are the following:

- studying the child's personality, determining his potential opportunities;
- to study the child's problems and ways to solve them;
- designing innovation programs;



- use of modern pedagogical technologies to solve educational tasks and evaluate their results;
- cooperation with all organizations interested in educating children, etc.
- The factors that have the greatest impact on the pedagogical education system are of a social pedagogical nature, since they are associated with the expansion of the necessary, multifaceted cooperation of school and society. Based on the requirements of social and cultural-educational needs in society, pedagogical universities should provide a fundamental scientific and methodological base, which would have ensured the expansion of the social pedagogical worldview of a specialist and the free movement of knowledge and abilities in changing professional activity conditions, the systematic use of knowledge in various scientific disciplines in everyday pedagogical practice [8]. This can be achieved as a result of the inclusion in the content of education in a higher educational institution of educational subjects that ensure the formation of professional competence in the relevant field of activity.

We consider that one such subject in the educational plans of the pedagogical higher educational institution is the science of “Social Pedagogy”.

Since social pedagogy begins to be passed in higher educational institutions after gaining independence in our country, it is required to analyze the state of the Educational Science “Social Pedagogy”, determine its role and place in the pedagogical education system, its tasks in preparing future teachers for the profession. As a result of the research of our scientists, a state educational standard, educational programs were developed that reveal the general essence of science; educational literature was prepared.

For the development of the social pedagogy science of the CIS, the theory of the educational subject developed by a number of scientists such as V.P. Bespalko, M.A. Danilov, V.V. Krayevsky, I.Y. Lerner, H.A. Sorokin, A.M. Sokhor, M.N. Skatkin and others is the scientific basis for the analysis of the educational science "Social pedagogy".

Today, in the teaching of "Social pedagogy" in higher education institutions of the republic, the literature and studies published on the basis of the scientific researches of a number of scientists such as N.M. Egamberdiyeva, A.V. Mudrik, M. Kuronov, Z. Gurbanniyozova, R.A. Mavlonova, N.H. Vohidova, M.A. Galaguzova textbooks remain the main source.

Research scientist Z.T. Saliyeva explains that “Social pedagogy is a science that studies the laws of child socialization and provides specialists with social education and educational methods and technologies”.

According to H.A. Sorokin, "a subject of study is a didactically based system of knowledge, abilities and skills selected from certain fields (or several fields) of science or art" [5,45-46]. According to M.I. Makhmutov, each educational subject is a pedagogically based system of scientific knowledge, mental and practical methods of activity (skills and abilities that represent the main content and methods of a certain science).

According to I. Y. Lerner and M. N. Skatkin, the curriculum includes relevant science foundations. In this case, basic subjects mean the most important facts, concepts, laws, theories, methods, scientific language, its practical application and problems, selected in accordance with educational goals and student’s age-related capabilities [9, 48].

P.I. Pidkasistii says that it is possible to distinguish the levels, "layers" of the system of concepts that make up



the logical core of any academic subject. The scientist believes that such levels of concepts in the educational subject can be divided into four.

Using the first lowest-level concepts, empirical event facts are stated. Such concepts form the so-called factual basis of the content of the educational material in each academic subject. Mastery of concepts in this category usually relies on the process of memorization, and in learning activities, student's efforts to recreate.

The second level of concepts is relatively broad in terms of its content and refers to a whole category of separate facts, events, and phenomena. As noted by N.G.Alekseyev and E.G.Yudin, concepts of the second level in science perform an explanatory function. They represent a relatively high level of generalization of reality. This is also reflected in the nature of the student's learning activity in mastering these concepts. The process of mastering these concepts is based on memorizing not the entire educational material, but its essentials based on understanding its essence. They represent a high level of generalization of reality.

In addition to the fact that the concepts of the third level in the content of education usually appear generalized and have an even wider character, in these concepts they serve as material to reveal the interconnection between different subjects of study. At the third level, concepts characterize the established field of activity.

Finally, in the fourth and science, the subject of study is also considered the concepts of the highest level – philosophical categorical concepts. Their task is to give a characteristic to the whole reality as a whole and the general rules of its knowledge. All these degrees belong to any field of Science, and are reflected to one degree or another in the content of the educational material of each academic discipline obtained separately [1, 83].

N.V. Yazikova comes to the following conclusions in her scientific work:

- there is a consensus of opinion about the interrelationship of science and the curriculum, the difference between their different orientations and tasks. According to the scientist, not only knowledge, but also activities based on them are important in the subject of study, while reality is not considered the main aspect for science;

In science and education, the concepts of object and subject are different: a) the subject of science is the object of learning a subject; b) the subject of learning any subject at school does not have its analogue in science. First, it is characterized by the educational object, that is, the subject of the relevant science; secondly, the study of this field of activity is characterized by the uniqueness of the goals provided by education [2].

B.V. Sazonov's opinion that it is necessary to form in students not only knowledge, but also the activity related to the application of this knowledge, that is, creative activity, is considered very reasonable. And E.G. Yudin states that science and the curriculum are connected through activity, the activity that is formed is the criterion for choosing science facts for the educational subject and forms the content and basis of education in terms of social mission.

Having developed these ideas in her research, Z.A. Reshetova emphasizes that the knowledge system is a creative activity. As a system of knowledge, it has a complex structure, and this structure is divided into several elements, each of which has its own function. Different functional units in the knowledge system can be educational content, but they should be included in the educational subject only through activities. It is the activity that connects science and the subject of study. Science with all its achievements and history is



presented in a revised form in the educational subject, but in all cases, at any educational level, the integrity of the student's knowledge and activity is preserved [9]. The systematic-structural approach that we use in the analysis of the educational subject "Social pedagogy" is that the subject of the subject should be presented in the educational subject in a systematic and structured organizational state. The structure of science becomes the object of student's educational activity. The structure of the object consists of the genetic assimilation of the entire variety of possible forms.

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