

ISSN: 2450-8160

Herald pedagogiki. Nauka i Praktyka

wydanie specjalne



Warszawa
2021

Editorial Team

Editor-in-chief: *Gontarenko N.*

EDITORIAL COLLEGE:

W. Okulicz-Kozaryn, *dr. hab, MBA, Institute of Law, Administration and Economics of Pedagogical University of Cracow, Poland;*

L. Nechaeva, *PhD, PNPUI Institute K.D. Ushinskogo, Ukraine.*

K. Fedorova, *PhD in Political Science, International political scientist, Ukraine.*

Aryslanbaeva Zoya, *Ph.D. in Uzbek State Institute of Arts and Culture Associate Professor of "Social Sciences and Humanities."*

Karimov Ismoil, *Kokand State Pedagogical Institute*

Nishanova Ozoda, *National University of Uzbekistan named after Mirzo Ulugbek*

Isamova Pakiza Shamsiyevna, *candidate of pedagogical sciences, associate professor of Uzbek State World Languages University, Republic of Uzbekistan, Tashkent city.*

(wydanie specjalne) Volume-2, № 2 March 2022

ARCHIVING

Sciendo archives the contents of this journal in ejournals.id - digital long-term preservation service of scholarly books, journals and collections.

PLAGIARISM POLICY

The editorial board is participating in a growing community of [Similarity Check System's](#) users in order to ensure that the content published is original and trustworthy. Similarity Check is a medium that allows for comprehensive manuscripts screening, aimed to eliminate plagiarism and provide a high standard and quality peer-review process.

About the Journal

Herald pedagogiki. Nauka i Praktyka (HP) publishes outstanding educational research from a wide range of conceptual, theoretical, and empirical traditions. Diverse perspectives, critiques, and theories related to pedagogy – broadly conceptualized as intentional and political teaching and learning across many spaces, disciplines, and discourses – are welcome, from authors seeking a critical, international audience for their work. All manuscripts of sufficient complexity and rigor will be given full review. In particular, HP seeks to publish scholarship that is critical of oppressive systems and the ways in which traditional and/or “commonsensical” pedagogical practices function to reproduce oppressive conditions and outcomes. Scholarship focused on macro, micro and meso level educational phenomena are welcome. JoP encourages authors to analyse and create alternative spaces within which such phenomena impact on and influence pedagogical practice in many different ways, from classrooms to forms of public pedagogy, and the myriad spaces in between. Manuscripts should be written for a broad, diverse, international audience of either researchers and/or practitioners. Accepted manuscripts will be available free to the public through HPs open-access policies, as well as we planed to index our journal in Elsevier's Scopus indexing service, ERIC, and others.

HP publishes two issues per year, including Themed Issues. To propose a Special Themed Issue, please contact the Lead Editor Dr. Gontarenko N (info@ejournals.id). All submissions deemed of sufficient quality by the Executive Editors are reviewed using a double-blind peer-review process. Scholars interested in serving as reviewers are encouraged to contact the Executive Editors with a list of areas in which they are qualified to review manuscripts.

DEVELOPMENT, PURPOSE AND MISSION OF SOCIAL PEDAGOGY

Nurafshon Jaloliddinov

Kocaeli University of the Republic of Turkey Graduate of the Faculty of
Radio and Television and Film Directing, Master's degree.

Abstract: This article discusses what social pedagogy is, its origins, and its general history. The goals and objectives of social pedagogy, its basic principles and psychology are also covered. It also seeks to highlight the importance of social pedagogy today and its place in society. The article concludes with recommendations for the prevention of social problems in the world and the importance of social pedagogy.

Keywords: Social pedagogy, socialization, sociology, ethnography, social education, internalization.

Introduction

Social pedagogy describes a holistic and relationship-based approach to working with people throughout their lives, nurturing their social worldview, and working in educational institutions.

In many countries in Europe and around the world (and increasingly), this field has a long tradition as a field of application and research of practical and scientific discipline. Social pedagogy promotes social change through the study of social inequality at the individual, community level, and the development of well-being and communication. The term "pedagogy" is derived from the Greek (gr. "Paîs", paída - child, gr. "Ágō", gogos - leader) and means "child leader". Social pedagogy is a "leading factor" of society.

Social Pedagogy with the prefix "social" emphasizes that upbringing is not only the duty of the parent, but the general obligation of society. Social pedagogy has therefore developed differently in different countries and reflects the cultural and social norms, attitudes and concepts of education and upbringing, the relationship between the individual and society, and social security for marginalized members. Social educators (professionals with a degree in social pedagogy) work in a variety of conditions in the region, from working with people with disabilities, adult groups, and the elderly. In each of these settings, social pedagogy combines theories and concepts from interrelated disciplines to achieve an integrated perspective (e.g., sociology, psychology, education, philosophy, medical sciences, and social work...).

CONTENT AND FUNCTIONS OF SOCIAL PEDAGOGY

The content of social pedagogy is determined by its purpose and functional role. Each function performed by a particular science reflects its content and serves as a direction for the development and functioning of that science.

The main tasks of social educators are:

- Cognitive function. It is concerned with the study of practical areas of the pedagogical process by various researchers and experimenters as well as social educators
- Evaluation function. It deals with the identification and analysis of the social components in each individual.

- Scientific function. It consists of the study of the socialization of the individual, social development, exposure to social influences, in addition to the study of the peculiarities of the conceptual apparatus of science and the formation of its theoretical foundations.

- Prognostic function. This function is engaged in determining the directions and prospects of development of socio-pedagogical processes and their metaphor.

- Adaptive function. It shapes a person's adaptation to living conditions, joins social norms.

- Mobilization function. This is due to a specific feature. It involves the identification of areas of work for professionals to activate their skills and abilities in specific areas of social activity.

Let us now take a look at the history of Social Pedagogy.

HISTORY OF SOCIAL PEDAGOGY

Although pedagogy varies in European countries, there are similar roots in pedagogy that have evolved into different areas of modern thinking. Hamalayenen explains that historically social pedagogy is "based on the belief that you can make a decisive impact on social conditions through education". In his opinion, social pedagogy is not a method or a set of methods, but any method is selected on the basis of social pedagogical considerations. In the past, three main methods have been identified: Individual situation study - improvement / development of individual living conditions; Social group work - development of social competencies; Community intervention is the improvement of social demographics. Since the 1970s, many different methods have been derived from these three methods. In practice, a methodological approach is almost non-existent; Approaches / action concepts involving more than three classical methods predominate. Education is seen as a lifelong learning process that involves not only the upbringing of children but also the upbringing of adults. For example, changing ideas and thoughts about children, discovering aspects of children that have not yet been discovered, learning modern and effective ways to raise them as adults. While Classical ancient philosophers such as Plato and Aristotle discussed how education could contribute to social development, in theory and practice social pedagogy developed only during the Renaissance. That is, it emerged under the influence of modern thinking and enlightenment in the era of the reform of all sciences and the entry of children. The essence of social pedagogy was described by the German scientist Paul Natori (1920s) in a completely different way. He believed that social pedagogy explores the problem of bringing together all the educational forces of society in order to raise the cultural and moral level of the people. This understanding is more in line with the order of the new era, and social pedagogy has proven to be a field of knowledge about "education" throughout human life. In the 1960s, social pedagogy included helping children who had committed crimes, conducting educational work in orphanages, and training specialists in social pedagogy. In particular, in the 70s of the twentieth century in Germany began to train social

educators with higher education. The adoption of the Declaration of the Rights of the Child on 20.11.1959 and 20.11.1989 by the UN General Assembly testifies to the fact that by the second half of the twentieth century, social and pedagogical problems have reached a global level. It focuses on the social protection of orphans, large families, social assistance to children from low-income families and a number of other issues.

SOCIAL PEDAGOGY CATEGORIES:

Social assistance is a system of humanitarian assistance: rehabilitation, counseling, social assistance to help vulnerable people to improve their social life;

Social support is a set of social measures that support family living conditions, meeting the needs of children and determining their own destiny;

Creating and stimulating social conditions is about human development, its social formation, and the use of all social influences, and influences;

Social education is a purposeful process and outcome that monitors social knowledge and develops social skills in children;

A social environment is a holistic psychosocial space created by a range of individuals and a variety of factors.

PSYCHOLOGY OF SOCIAL PEDAGOGY

The psychology of social education reveals the psychological conditions for the effectiveness of the interaction of subjects of social education, based on the socio-psychological characteristics of groups and individuals, the psychological characteristics of individuals of different ages.

The process of social education can be represented in the form of a scheme as follows:

Inclusion of a person in the system of vital activities of educational institutions,

knowledge acquisition and collection,

other elements of the social experience,

their internalization, that is, the transformation of external knowledge into the internal property of man (which leads to a change in the internal structures of the human spirit),

exteriorization, i.e., the transformation of the internal structures of the human spirit into certain external actions.

Thus, the goal of social education is a process related to the purposeful and planned development of a person in educational institutions.

The methodology of social pedagogy is selected from practice and develops new ways of meaningful organization of social pedagogy.

Social pedagogy, on the other hand, is a concept that has its own interpretation and broad perspective. Therefore, it is possible to use the achievements of various pedagogical networks in practice. Depending on the process, more or less humanities and social sciences may resort to methods such as data integration in other fields.

Social pedagogy is closely related to different areas of pedagogical knowledge, which

are different educational institutions. They include preschool pedagogy, school pedagogy, professional pedagogy, pedagogy of various closed institutions, pedagogy of children and youth organizations, pedagogy of social work and others.

Conclusion

It follows that social pedagogy is in fact based on a very old principle, studying today's social problems, finding solutions, and looking for measures to prevent their recurrence in the future. Social pedagogy is in fact a very broad concept that studies the most serious and neglected, or hidden (such as mistreatment of children) problems in society. It educates people on how to prevent and overcome these problems. It relies on a variety of sciences and sources along the way. In the process of upbringing, it covers not only children but members of the whole society. It teaches about the relationship between the child and the parent in the family, the relationship between the disabled and those around them, the relationship between the elderly and those around them. Social Pedagogy is actually the most topical issue today. As the world has fallen under the clutches of technology, new problems (such as computer addiction, Internet addiction, loneliness addiction, and so on) have entered the lives of human beings along with technology that have not yet been fully explored. As the world continues to evolve with technology, these problems will continue to multiply, with the emergence of new species. Therefore, the role of social pedagogy in overcoming and preventing the problems that have arisen at this point is enormous. Unfortunately, the focus on this area today is not as expected, and it has not been given great opportunities. Enthusiasts in this field are also very few. For these reasons, social problems are overcoming us today.

Science has not had time to find a solution to the new problem that has arisen. In other words, the field of social pedagogy is unable to establish control over social problems. For example, the financial sector has established very strong control over material resources. All opportunities and attention have been given to this area. Conditions are created. Because financial resources are so important to people's needs, it's an inescapable fact. But the importance of social problems and their solution is no less than the importance of financial resources. We saw the reason for this in the fight against the Covid-19 virus, which has almost stopped the world. We have lost a lot of people because of the ignorant society that has been tempted in the fight against this virus. And we continue to lose. Their disappearance can be attributed to the fact that those in need of social assistance have been neglected by society and members of the community, or the conditions for their treatment have not been created. We are not talking about those who died in the medical institution despite all the procedures, but about those who died from the covid-19 virus due to negligence, lack of timely measures, lack of funds, loneliness, neglect, social isolation, etc. Even if the world were not ready for antiviral drugs, but were ready for the social problems caused by viruses, many lives would have been saved. If we want to save the world from new problems, we must develop the field of Social Pedagogy, give it great opportunities.

Social pedagogy needs to reach a level where we can anticipate the problem we are experiencing. Measures and solutions need to be prepared in advance. If social pedagogy develops like world technology, the world we live in will not be left in the clutches of technology. As it grows, it will be a few steps ahead of technology, not a few steps behind. Today, the world is looking for solutions after social problems have taken root. The main reason for this is that the field of social pedagogy is very backward and neglected. What the world really needs to share is to take action before social problems arise. Then we cannot consider ourselves developed as human beings. But today's world sees the development of technology as human progress. No, in fact, the development of technology does not mean the development of humanity, but its decline. Because if the problems that come with technology are not solved in advance, it indicates that the field of social pedagogy, which will find a solution to these measures, is far behind. This is proof that humanity is not developed, but backward.



Used literature.

- 1.E.A.Zdanovskaya, I.P.Gomzyakova, N.V.Kojevnikova. "Social Pedagogy" St. Petersburg 2009.
- 2.Working curriculum of Tashkent State Pedagogical Institute named after Nizami (Social pedagogy) (2014)
- 3.Hamalainen.J. (2003). The concept of social pedagogy in the field of social work. Journal of Social Work.
- 4.ThemPra (2018). A set of educational resources on social pedagogy. Unpublished material.
- 5.N.Egamberdiyeva, H.A.Pirimkulovich (2017) Social pedagogy.
- 6.N.Egamberdiyeva (2009) Publishing House of the National Library of Uzbekistan named after Alisher Navoi.