

SOCIAL-PEDAGOGICAL ACTIVITY IN EDUCATIONAL INSTITUTIONS

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ABSTRACT

In this article, we will be able to get acquainted with detailed information about the relevance of the work of a social teacher in the school in modern conditions, as well as the content of the work of a general secondary school social teacher.

Keywords: social teacher, school, social and pedagogical activity, student, scientific activity, methodology.

INTRODUCTION

The field of activity of a social teacher is society as the closest environment of a person, human relations, social and cultural conditions of development. What kind of society do we have? In the last ten years, social problems such as need and poverty, alcoholism and drug addiction, unemployment, poverty and social orphans, crime and violence have developed. I am not even talking about national conflicts and terrorism, environmental and man-made disasters.

It is necessary to recognize the existence of a social base in modern Russia. In addition, not everything is determined by material well-being. The loss of value orientations plays an important role here. The environment encourages its informal representatives to quickly solve their problems with various social, sometimes simply criminal, methods. Entire parts of the population fall into the social bottom: disabled, single mothers, refugees, unemployed, large families. Currently, the family is experiencing a general crisis, values and rules, love, care, sympathy, and responsibility are being brought up in the family. Working with a problem family is the priority of a social teacher's activity.

The modern school is in great need of support and development of the system of social and psychological support of students. Delinquency among minors, drug addiction among teenagers, computer addiction and the growth of "virtual" aggression in children, the lack of a universal value system among the younger generation (tolerance, communication skills, culture) - all this is a sharp confrontation is coming school and society as a whole. It is impossible to solve them without the professional work of specialized specialists - social pedagogues and psychologists. The scope of professional tasks of social pedagogues includes working with children, adolescents, young people and their parents, adults in family and home conditions, adolescent and youth groups, associations.

This means that the main field of activity of a social teacher is society (the immediate environment of a person, the field of relations between people). At the same time, the priority direction (especially in modern conditions) is the sphere of relations in the family and its immediate environment, in the place of residence. The social teacher works with children, their families, the family and neighborhood environment, and the purpose of his activity is to organize preventive and socially significant activities of children and adults in society. The tasks of the practical activity of a social teacher are very wide, from working directly with a

child who has problems with socialization in the surrounding society, to all social organizations and social institutions involved in the social education of the young generation. includes the field of activity.

THE MAIN PART

Social workers are increasingly involved in the process of socialization and personality formation. In our country, there are social teachers and social workers who help children and adults to overcome certain life difficulties. Social pedagogy as a practical activity is mainly focused on working with children and families. If parents for some reason cannot help the child solve his problems, the social pedagogue tries to fulfill this task. Social work in the school is mainly focused on the shortcomings noted by teachers, students and their parents, and uses alternative concepts to eliminate them.

Depending on the profile, the workplace of a social teacher can be:

socio-pedagogical services of educational institutions (preschool educational institutions, additional educational institutions, general education schools, special correctional institutions, lyceums, gymnasiums, boarding schools, orphanages, secondary special educational institutions, universities);

social services of specialized institutions (rehabilitation centers, social shelters);

services of city bodies (guardianship and patronage bodies, centers of social psychological and pedagogical assistance, departments of social protection of the population, departments of social assistance to families and children).

Thus, a social teacher:

studies the psychological-pedagogical characteristics of a person and his microenvironment, living conditions, identifies interests and needs, difficulties and problems, conflict situations, deviations in behavior and provides timely social assistance and support to students and pupils - enables;

acts as an intermediary between a person and an educational institution, family, environment, authorities;

helps to realize the rights and freedoms of students, to create a comfortable and safe environment, to ensure the protection of their life and health;

creates conditions for the development of students' talents, mental and physical abilities outside the classroom;

teachers, parents (persons who replace them), social services, family and youth employment services specialists and students, children in need of foster care and foster care, children with disabilities, as well as those in extreme situations interacts in helping;

the institution participates in the development, approval and implementation of educational programs, is responsible for their quality implementation within its competence.

Social-pedagogical activity is social work aimed at helping a child (adolescent) organize himself, his psychological state, establish normal relationships in the family, school, society, including pedagogical activity. the main directions of social work in which the social teacher also participates in the field of social protection were determined.

providing material support (cash, sponsorship, benefits and privileges, assistance in everyday life);

organization of social support (working with people, attracting employees, checking, promoting best practices);

impact on people.

The process of influencing a person is a process of pedagogical and psychological influence. This is done by a social worker, a social teacher. According to the characteristics of the qualification, the content of the social teacher's work is determined by his pedagogical direction. Therefore, all of his professional activities are essentially a set of measures for education, training, development and social protection of students in their institutions and place of residence.

CONCLUSION

Therefore, the activity of the modern general education school as an open socio-pedagogical system implies the expansion of its functions of upbringing and education, taking care of the humanization of the environment surrounding the child, taking initiative in socio-pedagogical activities in the microdistrict. Educational institutions contribute to the formation of promising cultural and educational models and acquire a new social role. It is the social pedagogical work that makes it possible to implement such changes in the education system of children and adolescents that provide optimal conditions for their personal development, social protection, and social protection in accordance with the UN Convention on the Rights of the Child. A social pedagogue ensures that social work, including children themselves and their parents, are active in social work. A social pedagogue studies the interests of children, the problems of family relationships in different lifestyles, - he studies the family, helps it in crisis situations, improves the environment, improves the psychological and pedagogical culture of the environment, protects the interests of the child and develops relationships it will show.

But, unfortunately, today there are still schools that do not have social teachers. But the good news is that his functions are partially performed by the deputy director for academic affairs or some class leaders. For example, they can visit the families of students, they can keep accounts of low-income families for themselves, they can hold meetings and interviews with such families, but they do not have the right to provide official social assistance to students. Social teachers have such rights. Therefore, their presence in the school is unchangeable. But since this profession is relatively young, there is hope that schools that do not yet have a social teacher will not wait long, I want to believe that this profession will be in great demand. And future school social teachers should know what is expected and needed from them.

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