

PROBLEMS OF IMPLEMENTATION OF SOCIAL PRINCIPLES

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Annotation. It is known that future generations will achieve high success if they learn the principles of social pedagogical goals and objectives and use them in their lives. The article systematizes and presents social pedagogical principles in the acquisition of skills and abilities by students. The authors were able to reveal the definition of scientifically based social principles and reveal the ways of their implementation.

Keywords: humanistic principle, cultural principle, pedagogical activity, family, child, social environment, upbringing.

Аннотация. Известно, что будущие поколения добьются высоких успехов, если усвоят принципы социально-педагогических целей и задач и будут использовать их в своей жизни. В статье систематизированы и представлены социально-педагогические принципы в приобретении студентами умений и навыков. Авторам удалось раскрыть определение научно обоснованных социальных принципов и раскрыть пути их реализации.

Ключевые слова: гуманистический принцип, культурный принцип, педагогическая деятельность, семья, ребенок, социальная среда, воспитание.

Introduction

He showed the development of the child on a practical principle, qualities corresponding to nature, their characteristics, attitude from the point of view of morality, and how much national education absorbs. Kasymova R. S. in the textbook Technology of Work of a Social Educator: issues of applying the principles of a Potential Teacher. To understand and analytically evaluate the theoretical and applied problems of social practice; to independently analyze the materials of current

publications and beginnings; to be able to use the tasks of social pedagogical activity in effective ways to work with different categories, such as family, children of different ages; to develop and apply the methodology of social pedagogical research of family, school, difficult children, young people, to select the appropriate technology; to use the acquired theoretical knowledge in practice to improve their educational, diagnostic, preventive, organizational, counseling, support, assistance, correction, adaptation, communication skills.

The article defines the principle of a social educator, explains the essence and tasks, gives a brief analysis and solutions to the problems of the basic principles of the work of a social educator.

The main part

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d **The essence of the work of a social educator** is the functional field of pedagogical activity in society, aimed at socio-pedagogical support.

u Responsibilities of a social educator:

d - protection of children's rights;

e - creating favorable conditions for the development of the child;

ø - establishing relationships and partnerships between the school family;

r - transfer and formation of children's social experience; - the ability of a person to live in society, and solve everyday problems of life.

p - formation of tolerant positions in the minds of people, study of their abilities, interests, and living conditions;

- identification and elimination of adverse events;

- various types of protection and assistance to all those in need, etc.

In general, pedagogy has its laws and principles to follow:

* Practical principle

* Principle according to nature

- * Individual feature principle

- * Humanistic principle

- * Cultural principle

1. Practical principle

It is divided into several groups, summarizes factors, through these factors, the action, and the results of social educators are explained. Factors affecting social pedagogy (objective, subjective) features, i.e. technological facts.

2. Principle of compliance with nature

Man is a natural being. Therefore, each person develops by accumulating the foundations of natural, intelligent patterns. Taking into account the natural capabilities of man as a whole. In his work, a social educator is aware of the patterns of human development, his upbringing and his rational use. In the process of work, a social educator should take into account the child's capabilities in the near and future, along with age and gender characteristics. To achieve a result, it is necessary to know the individual characteristics of the child and the possibilities of achieving the goal. It is necessary not only to know the natural specifics, but also to know her upbringing.

3. The principle of individuality

The principle is to take into account individual personality traits, abilities, abilities, as well as achievements and shortcomings of a person.

4. The humanistic principle

Respecting any person in the role of personality and from a human point of view, attitude, to establish the principle of personal relationship is the principle of social educator in working with individuals

Acting qualities are focused on performing various situations. timely decision and individual approach to each child.

5. Cultural principle

Each person has his own time. The national upbringing of the child, teaching the native language and traditions. Taking into account the national specifics of the child.[2]

An urgent task is to further promote the paradigm of continuous professional development of a social educator, where each stage of this process (*career guidance; pedagogical training; school; professional development*) is based on the principle of continuity in the professional development of a teacher and the consistent performance of his functions.

The quality and effectiveness of the pedagogical process are determined by the criteria of the educational component. Morality, independence and individuality are the basic principles of pedagogy in all countries of the world. In Asian countries, respect for traditions is given great importance in the upbringing of children. The main condition of a social educator in the matter of education is that he is responsible for the quality and provision of his knowledge, for his educational activities through the system of internal quality assurance of the student and the formation of the culture of the educated generation.

The concept of education development is based on the following principles:

- 1) equality of rights of all persons to receive quality education;
- 2) intellectual development, accessibility of education at all levels for the population, taking into account psychological, physiological and individual characteristics;
- 3) the priority of civil and national values, human life and health, and free personal development;
- 4) respect for human rights and freedoms;
- 5) continuity of the educational process, ensuring continuity of educational levels;

Problems of applying the principles of a social educator

1. Analytical and diagnostic - the formulation of a "social diagnosis", for which research is conducted on individual characteristics and social and living conditions of children, families, and the social environment;

- identification of positive and negative effects on the child, as well as various problems;

- identification of the causes of deviant behavior of children, the causes of social dysfunction of the family;

- assistance in identifying gifted children, as well as children with disabilities in emotional and intellectual development.

Abai: after all, I differed from each other in such things as reason, science, conscience, character," he said, differentiating the specifics of the role of the social environment in human education.[4]

2. Programming and forecasting based on prognostic - socio-pedagogical analysis and the process of upbringing and personality development; determining the prospects for the process of self-development and self-education of the individual;

3. Organizational and communicative-to promote the involvement of not only school workers but also the general public, and residents of micro districts in the transformation of the process of social education of schoolchildren into joint labor and leisure;

- establish business and personal contacts;

- accumulation of information about the positive and negative impact of society on students;

- formation of a system of Democratic relations in the children's and adolescent environment, as well as in personal relationships with adults.

1. Herbart proved that in the process of organizing the educational process, step-by-step training leads to the development of the market in the comprehensive interest of young people. The learning process (Sabak) was classified into stages:

anictic, associative and systematic. In the first stage (clarity), the student examines the content of the educational material, breaks it down and remembers the basic concepts.

In the second stage (association), the main ones are selected in the material of the study and combined with the impressions of life, connecting with previous knowledge.

The third stage (systemic), connects the newly acquired knowledge with the old knowledge and summarizes the conclusions of thought based on the set of knowledge.[4]

4. Correctional - carrying out correctional work for children and adolescents from the family and social environment, as well as all educational activities in an informal form;

to enhance the positive effect and neutralize or replace the negative effects of the social environment.

Zh. Aimaurov "The main purpose of education is character correction. "to raise a child, every teacher must be well-mannered. This is because the child imitates more what he sees than what he says. When this happens, you will need to show the child what he likes and what he doesn't like." [4]

5. Social preventive and rehabilitation - organization of a system of preventive measures to prevent deviant (deviant) and criminal (delinquent) behavior of children and adolescents;

- influence on the formation of moral and legal stability;
- organization of a system of measures for social rehabilitation of families, timely social, legal and other assistance to families and children at risk.

6. Coordination and organizational- organization of socially significant activities of children and adolescents in an open microenvironment;

- promote the rational organization of leisure activities;

- inclusion of students in various types of useful activities, taking into account psychological and pedagogical requirements;

7. Providing social pedagogical support and assistance to students - providing the child with qualified social and pedagogical assistance in self-development, self-knowledge, self-esteem, self-expression, self-organization, self-recovery, and self-realization. [1]

Conclusion

In conclusion, the President of the Republic of Kazakhstan Kassym-Jomart Kemeluly Tokayev's "Just State. A united nation. The message "Blessed society" contains issues related to all spheres of education in the country. President Kassym-Jomart Kemeluly Tokayev considers secondary education to be "an important condition for becoming a successful nation." The 21st century is a historical time when knowledge and qualifications are challenged. That is why our people will be able to rise to the level of a successful nation only when full conditions are created for the education of the younger generation. As our leader said, the education of a competitive generation is in the hands of these pedagogical specialists, therefore, they will compete together for the development of the country, it will be connected with the quality of the teacher's work, and will have a stable and continuous character.

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