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The activity of a social pedagogue in modern education in Kazakhstan

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Abstract. This article examines the work of a social pedagogue of educational institution and the problems that are most relevant and subject to consideration in modern society. The main content of socio-pedagogical activity at school is revealed. A number of works of scientists from Kazakhstan and abroad in this area have been studied. The analysis of the research work on the content of the activity of a social teacher at school is given. Based on the results of the study, it was concluded that basically the work of a social pedagogue is reduced to various reports and other paperwork. Therefore, due to such a heavy workload, a social teacher is not able to provide targeted assistance to students in need of social and pedagogical support. The authors of the article have developed modern types of work with students in the form of recommendations, which can give results in the provision of psychological and pedagogical assistance. The main aspects of the pedagogical activity of a social pedagogue with schoolchildren are revealed. The problems that require the participation of a competent specialist in the protection of a children's rights are highlighted. According to the authors, an important point is the interaction of a social pedagogue with school teachers, with classroom teachers and especially with parents.

Keywords: social pedagogue, socialization, psychological comfort, targeted assistance, social and pedagogical support.

Introduction

In a constantly changing world, problems in the field of social protection of the population are very urgent. The experience of social development in Kazakhstan shows that there is a great need for social and pedagogical support of schoolchildren in the education system. President K.K. Tokayev in his address to the people, where he points out that one of the significant areas of the state's work is the further development of the social support system [1]. The state program for the development of education in the Republic of Kazakhstan for 2020-2025 also reflects the need to create a safe and comfortable learning environment at school, and the presence of qualified social educators will contribute to this [2].

The training of social educators was started in 1908. And in early 1970s, universities in Germany and other European countries began to train social educators with higher education. In the post-Soviet space, certain functions of social educators were performed by employees of schools, boarding schools, and social security services. However, in the 1980s there was an urgent need to train specialists who can and are able to professionally provide social and pedagogical assistance and support. On March 20, 1991, the USSR State Committee for Public Education approved the specialty «Social Pedagogy».

There are different approaches to the work of a social pedagogue in different countries. Either the social teacher cooperates with the school, or he is its full-time employee. In Kazakhstan, as in Germany, a social teacher has been introduced into the school staff. He works with dysfunctional families, lagging students, creates children's associations for spending free time, attracts parents to this. In the professional activity of a social pedagogue, the main directions should be highlighted. This is his practical, educational and research activities.

Research methodology

The necessity of the profession of a social pedagogue in Kazakhstan is evidenced by the fact that at this stage of the development of our state, a new layer is emerging-socially unprotected people who needs the protection and the help of professionals. In order to determine the specific features of the training of social pedagogues, first of all it is necessary to define the profession of a social pedagogue and determine their fields of activity in Kazakhstan. According to A.V. Mudrik, a social pedagogue is a teacher who studies social education in the context of socialization [3]. L.V. Mardakhaev believes that a social pedagogue is a specialist engaged in socio-pedagogical assessment (expertise), social development, social education, their correction and rehabilitation, correction and re-education [4]. M.A. Galaguzova defines that a social pedagogue is a teacher who creates conditions for the psychological comfort and safety of a child, satisfies his needs with the help of social, legal, psychological, medical, pedagogical mechanisms for preventing and overcoming negative phenomena in the family, school, immediate environment and other societies [5]. According to V.A. Slastenin, the purpose of the professional activity of a social pedagogue is to increase the efficiency of the process of socialization, upbringing and development of children and adolescents [6]. S.A. Raschetina believes that the emergence of the profession of a social pedagogue is associated with a sharp aggravation of socio-political,

national and economic contradictions of the modern and the world and is caused by «a new quality of socialization of the individual» [7].

The profession of «social pedagogue» in Kazakhstan was officially registered in state documents in 1991. According to the research of Kazakhstan scientists such as G.Zh. Menlibekova [8], Sh. Zh. Columbayeva [9], L.M. Narikbaeva [10], R.I. Burganova [11], M.T. Baymukanova [12] etc. In Kazakhstan, the process of training social educators occurs with the formation of a system of social protection and work with the population. In our country, until the early 1990s, the solution of childhood problems and the attitude of the state towards youth has always had a specific character: the Komsomol and its children's wing, the pioneer organization, performed state functions aimed at regulating its vital activity. In the domestic social pedagogy, the question of the quality of training of future specialists in social work in education has been increasingly raised recently. G.E. Kozhabergenova in her research, she conducts detailed analysis of the relevance of the activities of a social pedagogue in Kazakhstan, which indicates an insufficient level of educational and methodological support for future specialists [13]. And also raises the question of changing the content of professional competencies of a social pedagogue. A.Zh. Cherniyazova in her article «On the problem of professional training of social» educators in the Republic of Kazakhstan, also notes that it is necessary to pay attention to the personal qualities of a social teacher, his altruistic skills [14]. Revealing the job responsibilities of a social teacher at school, he suggests first of all to include self-development as an element of professional self-improvement.

In the state general education standard of education of the Republic of Kazakhstan, a social pedagogue is described as a specialist who studies the psychological, medical and pedagogical characteristics of a person and her microenvironment, living conditions, identifies interests and needs, problems, conflict situations, deviations in the behavior of students, pupils and timely provides them with social assistance and support; defines tasks, forms, methods of social and pedagogical work, ways of solving personal and social problems of the child, takes measures for social protection and social assistance in the realization of the rights and freedoms of the individual of students, pupils; acts as an intermediary between students, pupils and the organization, family, environment, specialists of various social services, departments and administrative bodies; implements a set of measures for the upbringing, education, development and social protection of students, pupils in educational institutions and at the place of residence, ensuring the adaptation of the individual to life in society; coordinates the work on patronage, housing, benefits, pensions, property and non-property rights of orphans and children left without parental care, children with children with disabilities, disabled children, disabled since childhood; creates conditions for the development of talents, mental and physical abilities of students, pupils outside of school hours; promotes the establishment of humane, morally healthy relationships in the social environment; provides communication between students, pupils and state, public organizations and social services; interacts with teachers, parents and other legal representatives; ensures the protection of the life and health of students, pupils during the educational process; participates in the development, approval and implementation of educational curricula in educational organizations; instills an anti-corruption culture, principles of academic integrity among students, pupils [15].

The social teacher creates a comfortable and safe environment for the student, ensuring the protection of life and health, while contributing to the realization of the student's rights and freedoms of the. He/she is responsible for the implementation of general education, conducting master classes, lectures and lessons on healthy lifestyle, road safety, etc. with the help of third-party organizations. Creates conditions for the comprehensive development of the individual, including after school hours.

The relevance of this study is the need to make changes in the activities of the profession of social pedagogue in schools in Kazakhstan. The role of a social pedagogue in the school environment is very important for solving socio-psychological problems of students, resolving conflict situations. The crisis situation in schools (aggressive behavior of students, violence, bullying) requires updating the work of a social pedagogue aimed at providing psychological and pedagogical support.

The purpose of the study: to reveal the main content of the socio-pedagogical activity of a social teacher in a modern school.

To achieve the goal, the following tasks were set:

- 1) To analyze the results of the study of the activities of a social pedagogue from the point of view of students and parents.
- 2) Develop a number of measures for inclusion in the work plan of socio-psychological and pedagogical assistance.

Research methods

In this study, the following qualitative research methods were used: theoretical methods - a review of scientific, methodological literature, systematization of results on the problem under study. Empirical methods - a review of foreign and domestic literature in order to study the experience of the socio-pedagogical activity of a social pedagogue. The review was compiled on the basis of scientific articles and scientific and methodological works included in the base of the list of publications recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan, Google Scholar, Scopus, Web of Science. Literature search was carried out by keywords: social pedagogue, socialization, psychological comfort, targeted assistance. Although the study mainly focuses on data from the last decade, important information found in earlier publications was taken into account

Results and discussion

The analysis of scientific literature sources of domestic and foreign experience of social work in educational institutions shows that the range of social problems in children is very different from the nature of social assistance for adults. Working with children always requires special pedagogical knowledge, which includes, first of all, knowledge of the psychology of the child at all stages of growing

up. Therefore, if we talk about social work with children, then first of all it is an activity that has a pedagogical component. And the specialist carrying out such work should combine the skills of a socio-pedagogical nature.

To determine the need for the widespread introduction of the position of a social pedagogue into the practice of school education, we conducted a survey of 100 students and 80 parents of secondary schools in Pavlodar. The questionnaire for students was compiled on the topic «Types of socio-pedagogical work carried out at school», it was created using Google Forms and consisted of 8 questions:

1. Is there a social teacher in your school?
2. Are you personally familiar with a social teacher?
3. What kind of joint work did you do together with a social teacher?
4. What types of work does a social teacher do with your parents?
5. Do you need the help of a social educator?
6. What kind of help would you like to receive from a social educator?
7. What activities would you like to participate in with a social pedagogue?
8. In your opinion, what should be the office of a social pedagogue?

According to the results of the survey of school students, the following conclusions were made: most students need the help of a social teacher, they emphasized that one social teacher can do nothing because of the large number of students at school. It was also noted that often a social pedagogue is limited to collecting a list of students with poor conditions in the classroom, providing them with little help, collecting documents for students receiving free meals in the cafeteria, and submitting reports on them to the education department. That is why every school in Pavlodar needs a center for social and pedagogical assistance. And this should include social educators, psychologists, speech therapists, speech pathologists, deputy heads of educational work, classroom teachers, tutors. Most students believe that this is the only way each student will be able to solve their problems at school. At the same time, the students expressed a desire to update the content of the ongoing socio-pedagogical activities. The following questions were proposed for the parents' survey:

1. How would you assess your child's social security at school?
2. Was there a situation in your life when you needed the help of a social pedagogue?
3. If there was a problem in your family concerning the protection of the rights of the child, where would you prefer to seek help, to state authorities or a representative of school social work?
4. Do you think it is enough to hold events at the school dedicated to the social problems of society?
5. Would you like to participate together with your child in the activities conducted by a social teacher at school?
6. What do you think is the work of a social teacher at school, do you know the social teacher of the school where your child studies?
7. Has your child ever been bullied at school and what help did the social teacher provide in solving this problem?
8. Do you think the pandemic has affected the relationship between parents and school?

These questions reflect the interests of the family and are aimed at clarifying the real need for parents in social and pedagogical assistance. And also allow them to involve them in the problems of education, indicating their involvement in the formation of the child's personality, and, accordingly, his future. The choice of such a method as a survey in our study is due to the fact that it is a fairly effective and universal way of collecting reliable information about motives, about value orientations, about people's further actions. With the mathematical processing of the results of this method, the percentage characterizing a person's need for a certain area of vital activity is calculated.

The results of the analysis of the survey of parents showed that 65% of them do not feel completely protected by their children at school, note the complaints of children about the aggressive behavior of classmates, 15% of parents are not satisfied with the behavior of teachers and note strong moral pressure on students. Some parents, and this is 35%, were in situations when they needed the qualified help of a specialist in the social protection of their child, most often these are conflicts between schoolchildren. Half of the parents, which is 50%, noted that they would prefer to solve social issues (guardianship, additional benefits, financial assistance, etc.) with a school social teacher, as they consider it very convenient and it saves them time. The majority of parents, which is 80%, note that children are not taught social activity at school, there are very few events where children can show their creativity and intellectual abilities. It is noted that this is due to the fact that priority is given to the academic load and core disciplines. According to the results obtained, it is clear that most parents prefer to solve their social problems within the framework of a school institution and they have many reasons to worry about the safety of the child at school.

After interviewing students and parents and based on the conclusions we have made, we have proposed a number of measures for inclusion in the work plan of socio-psychological and pedagogical assistance (Table 1).

Table 1

Areas of work and activities aimed at providing socio-psychological and pedagogical assistance

Areas of work	Activities	Participants
Socio-pedagogical research aimed at identifying social and personal problems of children of all ages.	<ul style="list-style-type: none"> - The «Unfinished Letter» technique. - The «My World» technique. - Conducting talks and trainings on various topics in the direction of the humanistic-personal theory of Sh.A. Amonashvili. - Gamification. 	Schoolchildren, social pedagogue, psychologist, classroom teachers.
Identification and support of students in need of social protection (children with special needs, gifted children, children who have been subjected to violence, etc.).	<ul style="list-style-type: none"> Art therapy. - Case study. - Music therapy. - Film therapy. - Gamification. 	Schoolchildren, social pedagogue, psychologist, classroom teachers, parents

Early detection of dysfunctional families.	Exercises aimed at strengthening the relationship between parents and children: - Exercise «Distinctive traces». - Exercise «Sand shelter». - Exercise «The Land of Mercy». - Exercise «Family history» (button technique). - Gamification.	Schoolchildren, social pedagogue, psychologist, classroom teachers, parents.
Working with students in a difficult life situation.	- Art therapy. - Case study. - Music therapy. - Mindfulness technique. - Gamification.	Schoolchildren, social pedagogue, psychologist, classroom teachers, parents.
Working with students with deviant behavior.	- Gestalt therapy - Participation in social and pedagogical projects. Social project topics: - «Prevention of dependent behavior». - «Mobile phone in the life of modern person: friend or foe?». - «Physical culture is a companion of health». - «Sports and healthy nutrition in my life». «Me and my environment are the key to successful development».	Schoolchildren, social pedagogue, psychologist, Deputy director for educational work, classroom teachers, parents.
The direction of work related to children with special needs and low-income children.	- Kinesiotherapy (manual therapy). Participation in social and pedagogical projects and actions: - «Give joy to the child». - «Good Wizards». - «Our sunny children». - «Working of good deeds». - «The path to success without barriers». - «Give me a smile». - «The tree of kindness».	Schoolchildren, social pedagogue, psychologist, classroom teachers, parents.
Working with students with a social phobia.	- Technique of 5 steps «AWARE» - Technique of Mindfulness - Gamification.	Schoolchildren, social pedagogue, psychologist.

So who is a modern social pedagogue, and what is his role in a modern school? A social pedagogue is usually understood as a person who primarily protects the interests of the child and his parents, then represents the interests of society and then represents the interests of the state or his institution. Practice shows that such a sequence of priorities characterizes the professionalism of a social pedagogue. At the same time, adhere to the principle of humanity, justice and humanity. The professional characteristics of a social pedagogue also include the ability to create a complete picture of a child's life, which includes knowledge about the

conditions of his residence and development. The ability to represent the role of a teacher with full responsibility in making decisions on important issues of children's life. Despite the fact that the specialty «social pedagogue» involves activities of a more pedagogical nature, nevertheless, he must possess elements of legal education. Knowledge of the laws makes it possible to ensure the protection of the rights of the child in a timely and competent manner, and skillfully provide documentation to state institutions. The competence of a social pedagogue can also include a socio-psychological component with elements of research work, since this activity requires the study and correction of interpersonal relationships, the ability to analyze the situation. And a special place is occupied by the organizational abilities of a social pedagogue, which allow him to conduct socio-psychological and pedagogical activities, both with children and with parents, aimed at strengthening the connection between school and family.

Conclusion

The changes taking place in our society reveal a number of social problems that primarily concern the younger generation. It is children who become a socially vulnerable link in the modern world, therefore they need the presence of a specialist who, according to his professional appointment, is called upon to protect their rights and interests. Undoubtedly, this is a social teacher who will ensure the prevention of negative phenomena in an educational institution. Practice shows that a social pedagogue is a defender of the rights of a child and his family, mediates between the interests of children and the environment, and also performs human rights functions between the family and various services and institutions. The professional competencies of a social pedagogue include not only knowledge of the law, but also the ability to practically apply them in protecting the interests of children. Especially if they are in a difficult life situation. In addition, he teaches children to use their rights in modern society, improves their legal education. When considering the duties of a social pedagogue, it should also be noted about his rights as an accomplished specialist. This profession allows him to represent the interests of children in executive authorities, deal with family education issues, make requests to public organizations and constantly keep records of the work done.

Contribution of the authors

In this article, the role of **K.I. Zhumazhanova** is the conceptual planning and overall design of the study, in addition to the interpretation of research data. She prepared an introduction, a literature review and conclusions, setting the intellectual tone of the entire manuscript. **G.K. Dlimbetova** took on logistical tasks and played a key role in the analysis of the source data. She is the main author of the section «Materials and methods» and a participant in the editorial revision in order to enrich the intellectual content of the manuscript. **G.Zh. Fahrutdinova** played an important role in shaping the analytical aspect of the study, paying close attention to educational technologies, and made a significant contribution to the section of the main results. **S.U. Abenova** ensured the integrity of all sections of the article, she carried out a theoretical

analysis of the results of foreign research in this field. All the authors worked together as a team, giving the manuscript a multifaceted academic rigor.

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Қазақстанда қазіргі білім берудегі әлеуметтік педагогтың қызметі

Аңдатпа. Мақалада жалпы білім беретін мекеменің әлеуметтік педагогының жұмысы және қазіргі қоғамдағы ең өзекті мәселелер қарастырылды. Мектептегі әлеуметтік-педагогикалық қызметтің негізгі мазмұны айқындалды. Бұл бағыт бойынша Қазақстан және шетел ғалымдарының еңбектері сараланды. Мектептегі әлеуметтік педагог қызметінің мазмұны бойынша зерттеу жұмысына талдау жүргізілді. Зерттеу нәтижелері бойынша негізінен әлеуметтік педагогтың жұмысы әртүрлі есептер мен басқа да қағаз құжаттарына тәуелді деген қорытынды жасалды. Сондықтан, осындай ауқымды жүктемеге байланысты әлеуметтік педагогтың әлеуметтік-педагогикалық қолдауды қажет ететін оқушыларға атаулы көмек көрсетуге мүмкіндігі жоқ. Мақала авторлары психологиялық-педагогикалық көмек көрсету кезінде нәтиже бере алатын білім алушылармен жұмыстың заманауи түрлеріне ұсыным әзірледі. Әлеуметтік педагогтың оқушылармен педагогикалық қызметінің негізгі аспектілері айқындалды. Балалардың құқықтарын қорғау мәселелері бойынша құзыретті маманның қатысуын талап ететін проблемалар ерекшеленді. Авторлардың пікірінше, маңызды мәселе - әлеуметтік педагогтың мектеп мұғалімдерімен, сынып жетекшілерімен, әсіресе ата-аналармен өзара әрекеттесуі.

Түйін сөздер: әлеуметтік педагог, әлеуметтену, психологиялық жайлылық, атаулы көмек, әлеуметтік-педагогикалық қолдау.

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Деятельность социального педагога в современном образовании Казахстана

Аннотация. В данной статье рассматривается работа социального педагога общеобразовательного учреждения и проблемы, которые в современном обществе наиболее актуальны и подлежат рассмотрению. Раскрывается основное содержание социально-педагогической деятельности в школе. Изучен ряд работ ученых Казахстана и зарубежья по данному направлению. Приводится анализ исследовательской работы по содержанию деятельности социального педагога в школе. По итогам исследования сделаны выводы о том, что в основном работа социального педагога сводится к различного вида отчетам и другой бумажной работы. Поэтому в силу такой большой нагрузки социальный педагог не имеет возможности оказывать адресную помощь учащимся, нуждающимся в социально-педагогической поддержке. Авторами статьи разработаны в виде рекомендации современные виды работы с обучающимися, которые

могут дать результат при оказании психолого-педагогической помощи. Раскрываются основные аспекты педагогической деятельности социального педагога со школьниками. Выделяются проблемы, которые требуют участия компетентного специалиста по вопросам защиты прав детей. По мнению авторов, важным моментом является взаимодействие социального педагога с учителями школы, с классными руководителями и особенно с родителями.

Ключевые слова: социальный педагог, социализация, психологический комфорт, адресная помощь, социально-педагогическая поддержка.

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