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## FOREIGN EXPERIENCES IN PREPARING FUTURE TEACHERS FOR SOCIAL-PEDAGOGICAL ACTIVITY

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### Abstract

This article analyses the problem of preparing future teachers for socio-pedagogical activities based on the experience of many foreign countries such as the USA, Switzerland, France, Austria, Russia and Japan.

**Keywords:** *future teacher, socio-pedagogical activity, social worker, community, foreign experience, special education, pedagogue, social work*

### Introduction

In recent years, the need to prepare students for the process of social relations is increasing as a result of the acceleration of the pace of social life, which is complex in content, multifaceted and based on internal competition, taking into account the physiological and psychological characteristics of students. The results of foreign experiences and pedagogic-psychological studies show that it is possible to find a solution to this problem by effectively implementing socio-pedagogical activities in educational organizations. The experiences of developed foreign countries (such as Great Britain, Germany, France, USA, Japan, Austria, Russia) and the results of a number of pedagogical and psychological studies show that this need can be met by establishing socio-pedagogical activities in educational institutions.

### Materials and Methods

The problem of preparing future teachers for socio-pedagogical activities is of great relevance even at the modern stage of improving the field of pedagogical education. Socio-pedagogical activity was interpreted by most scientists as a special humane attitude of people to the world, to other people, a form of manifestation of personal activity and its social significance, a specific type of activity. We came to the conclusion that within the framework of the research, this term should be interpreted as the activity of the subject in society to change the social situation, process, and events in accordance with pedagogical tasks. More precisely, the concept of “social-pedagogical activity” is not the work with children that “requires individual-specific influence”, but, on the contrary, the social experiences of learners on the acquisition of life and professional skills. It is appro-

priate to describe it as an integral component of pedagogical activity aimed at formation (Mamatkhanova, 2023).

Social-pedagogical activity is a type of professional activity of a teacher, based on the mastering of the social experience of mankind, obtaining a social goal, and aimed at providing educational and educational means of socialization of the individual (Khodjaev, 2012).

The pedagogical essence of socio-pedagogical activity is the emergence of necessary, goal-oriented and conscious relations that correspond to educational tasks by creating special conditions. Social-pedagogical activity requires the creation of special “educational-educational situations” in which the interests of the individual and the society are combined. Social-pedagogical activities, like other pedagogical events, reflect objective and subjective aspects (Kurbaniyazova, 2022). If the objectivity of socio-pedagogical activity expresses the interaction of subjects with the outside world, its subjectivity is directly related to the interests, needs and motives of the participants of the process.

The preparation of future teachers for socio-pedagogical activities, in turn, requires attention to foreign experiences. Each of the foreign countries has gradually developed models related to education of young people, requirements for professionals working with children in the social sphere and their professional training: free education (France), “good citizen”; preparation for life activities (USA), social integration; Concepts of education “for the world” (Germany) are among them.

Nearly four hundred universities and colleges in the United States offer social work programs, and thousands of public and private health and philanthropic organizations spend billions of dollars training qualified social workers. Many states of the country have adopted laws directing social workers to practice and given the status of a civil service branch. Employees are registered and issued certificates or permits. In several states, social workers have the same rights as salespeople, and insurance companies treat them as qualified service providers. Many federal organizations, such as the Office of Children, Youth, and Family Services and the National

Institute of Psychiatry, have officially adopted the social worker profession in their contracts and grant documents. The number of corporations hiring social workers to provide services within the framework of social programs is increasing year by year (Kurbaniyazova, 2022).

The content of professional training in educational institutions that prepare social service workers in the USA includes knowledge and training in six areas: human behavior in the environment; social policy; professional theory and practice; research; values and ethics; practice. Teaching is carried out at the undergraduate and postgraduate levels of higher education. The purpose of post-graduate education is not scientific, but preparation for independent practical activity.

Social work schools in Switzerland provide college-level education for adults over the age of 30 — students. Unlike in the US and Canada, schools of social work in Switzerland do not have affiliations with university departments. These schools are staffed by professors and teachers with extensive experience, and the professional training system is connected with this. Not less than 3000 hours of practice allocated for one student. In schools of social work, subjects such as pedagogy, psychology, sociology, law, anthropology, economics, social policy, social problems, ethics, philosophy, theology, basics of medical knowledge, projects in social work are taught.

Animators-specialists are trained to work with children in a micro-society in France. An animator is a specialist who combines the positions of pedagogue, culture worker and youth leader. In France, many public, state and private educational organizations and centers pay great attention to the training system of animators. Strict control is established to improve their qualifications. The duration of social work courses is 160 hours, and its basis is the following five subjects: the structure of social work institutions; social economy; social environment; interpersonal relationships; hygiene and medical and social protection of the population.

A number of universities in Austria, Belgium, Denmark, France, Greece, Italy, the Netherlands, Norway, Portugal and Switzerland have special departments that train

social workers. The duration of the study period is three to four years. Graduates receive a diploma or social worker degree. Modern programs in these types of education are designed for a four-year course leading to a bachelor's degree: one-year postgraduate studies, two-year postgraduate studies, incomplete university courses and three-year courses for them. Graduates receive degrees, diplomas and certificates.

Austria is the only European country that pays special attention to the preparation of teachers for socio-pedagogical activities. Personnel training is carried out in pedagogical academies. In order to obtain a diploma of a social pedagogue, students are required to carry out pedagogical activities related to working with young people. Future Austrian teachers specialize as "leisure pedagogues" and learn the methodology of social animation pedagogy, sports, music, fine arts, crafts, theatrical games.

There are a number of elective programs in the training of social work professionals in Japan: two years of study at local colleges, four-year undergraduate courses at colleges and universities (the most common option), and two-year postgraduate programs at universities that grant master's degrees. Indonesia has adopted the Dutch model, where different levels of study are considered, from general education courses to university programs for students.

A system of personnel training in the field of social pedagogy has been established in higher educational institutions of pedagogy in Russia. Research institutes for the training of pedagogical and scientific-pedagogical personnel in the field of social pedagogy operate.

### Results and Discussions

The analysis of the problem of training pedagogues for socio-pedagogical activities of foreign countries shows that the practice of training social pedagogues for social service and education system is widely popular. In each country, the system of training specialists in this field is different, but there are also the following general features:

The system of education and training of pedagogues and social pedagogues is connected with complex charity and social work

systems that meet the interests of different countries and is carried out in an integrated manner in accordance with international practice. The pedagogic personnel training system for raising children in a micro-society also has national characteristics, which is also reflected in the content and forms of teaching. Such training is usually carried out in schools of social work. In Iceland, Israel, Spain, Turkey, Sweden, America, Canada, Russia, Belarus, Kazakhstan and some other countries, social work and social pedagogical education is carried out in universities (even in technical higher education institutions).

Contributions of Social-pedagogical support for children and adolescents abroad is carried out on the basis of the principle of territoriality, as opposed to institutionalism. Based on this basis, social workers are trained at the state, local and regional levels, and the share of non-governmental organizations is high. Not only the government, but also various foundations, associations, boards of trustees, etc. are engaged in developing educational standards and monitoring their implementation.

The training of social workers is more focused on practical activities, and half of the educational process is spent in education, youth organizations, social service and support, counseling centers in foreign countries. Conducting scientific-research works is not popular. The interests of students are mainly focused on mastering the methodology of concrete work with the client or the public. It should also be noted that the content of education focused on socio-pedagogical activities reflects the national and cultural characteristics of the countries, therefore, a number of subjects or modules are included in the educational directions of our country's higher education. there is no possibility of direct inclusion in the plan.

### Conclusion

Thus, emphasizing the importance of preparation for socio-pedagogical activities for the future teacher, the development of this quality is his adaptation to changing socio-economic conditions, a timely and pedagogically appropriate response to these changes has a positive effect on the willingness to give, — it was concluded. This type of activity allows fu-

ture teachers to expand their worldview, develop a system of valuable relationships with the world, people, and themselves, motivation for independent learning, and a holistic view of their interest in their profession. There are qualitative changes in the development of teachers' professional-pedagogical functions, the implementation of moral values that are the basis of socio-pedagogical activity; provide pedagogical assistance and support to

students; close assistance to the child in the process of socialization, orientation towards harmonizing relations between all subjects of the educational process (teachers, parents, students); it is evident in respect for individual and group differences. According to the rule, such teachers strive to ensure social justice by creating conditions for the social and personal development of students, and strive for high standards of personal and professional ethics.

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