



IMPORTANCE AND OPPORTUNITIES OF SOCIAL PEDAGOGY IN CHILD REARING.

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Received:	27 th August 2021	This article describes in detail the peculiarities of the pedagogical process, the importance and current state of social pedagogy, the role of pedagogical education in the education of young people.
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The upbringing and development of the individual is an important problem of pedagogical science. A growing and evolving human being is an object of education. Human development continues throughout life. In doing so, he undergoes various physical, mental, quantitative and qualitative changes. Physical changes that occur in humans include neck growth, weight gain, changes in the internal organs of the skeletal and muscular systems, and changes in the nervous system. Mental changes, on the other hand, are related to his mental development and are the formation of spiritual qualities in a person, in which he contains the social qualities necessary for life.

The development of the human child is an important process. The influence of social and biological factors on a person's development and behavior is not always the same. In order to correctly identify and accurately assess a person's qualities, it is necessary to observe him in different relationships, in different situations.

In pedagogy, the concept of "person" as opposed to the concept of "human" refers to the social characteristics of a person. The way a new society interacts with other people refers to the qualities that are formed as a result of building relationships. The development of a person's spiritual qualities (mind, will, attention, action, etc.), his ability to find his place in life, his faithful service to the Fatherland, the people's progress, faith, raises a person to the level of a person. The realization of such qualities depends on upbringing.

One area of science activity where it creates new objective knowledge and skills. Human development is a very difficult process. Its development is inherent in any living organism, including man. Development is influenced by external and internal factors.

External factors include the natural and social environment that surrounds man. It includes purposeful activities aimed at shaping certain personal aspects in children. Internal factors: Includes biological factors. Factors affecting human development will be controllable and uncontrollable. In the process of development of the child is exposed to various activities: play, study, work, sports, etc., interacts with different people, parents, siblings, relatives, friends and others.

Different social skills begin to develop as a result of interacting with different people in different activities. Communication is very important for the normal development of a child. Global thinking on the child, environmental factors: water, air pollution to date, there is an increase in the number of blind, deaf and disabled children. As a result of environmental factors, the underlying apparatus is disrupted, leading to diseases such as schizophrenia and mining disorders.

But in the process of socialization of the child all these must be taken into account social factors: micro factors, macro factors, criterion factors.

The role of society in a child's development is enormous. The societies that are closest to the child are the different groups of different families in the family. The child can move from one society to another. He seeks only from this society a favorable condition which suits him, and as a result of this search he develops for himself a social skill, which may be negative or positive.

The influence of social status personality on a child's development in society is enormous. Social status is innate, acquired.

Education is a social phenomenon that has historically emerged, and then the management and determination of behavior is a complex set of interrelated and defining components - moral consciousness, moral activity, and moral relations.

Upbringing is a pedagogical process organized for the purposeful improvement of the individual, which allows regular and systematic influence on the personality of the pupils.

Education was created and developed with the emergence of human society, and with the change of society, education also changed. A. Speaking of upbringing, Avloni said: upbringing is for us a matter of life, or death, or salvation, or destruction, or devotion, or disaster.

It is known that man has changed throughout his life. develops. But growth in childhood, adolescence, and adolescence is extremely strong. During these years, the child develops as a person due to both physical and mental growth and change, and as a result of the purposeful influence of the upbringing instilled in their character, the child develops as a member of society and takes its rightful place in society. Therefore, L. I. Bojovic said that in order for a person to be a person, he had to develop mentally, to feel like a whole person, to be different from others with his own characteristics and qualities.

Everyone manifests differently as an individual. One person differs from another in his or her client behavior, abilities, level of mental development, needs, and displays. These are the personal, mental qualities of a person, and after the development of these qualities reaches the peak of education, a person can express himself as a person. At the same time, a person must also have his own point of view on the events and happenings in the environment. These are also the signs that distinguish a person from one another.

The individual is also manifested in social relations. More precisely, everyone's attitude to work, people, society is also expressed differently. The qualities that characterize a person's level of morality and activity also set him apart from others.

When it comes to a person, such a question naturally arises. Can anyone be a person? What does it take to be a person? This question can be answered as follows. In order for a person to become a person as a social being, first of all, social order and good upbringing are needed. Under the influence of such factors, a person develops and becomes a person.

Based on the results of many years of research, pedagogical researchers describe human development as follows: Transition from simple to complex, from bottom to top, from old qualities to good, renewal is the emergence of new and death of old, quantitative change is a complex process of action leading to qualitative change. After all, even the laws of life show that the main source of development is the struggle between opposites.

Citizens can develop only in full observance of moral norms based on their constitutional rights, specific natural, economic, socio-historical, national spiritual and cultural conditions.

It is formed as an individual who passes through the system of social education and upbringing.

A person who has the ability to perform social tasks, who can creatively demonstrate his interests and abilities, who can enter into independent relationships with other members of society, achieves a social status as an individual.

At the same time, the practical activities of social pedagogy and social work are very close to each other, this closeness occurs according to the task, content and method of work, they never overlap with each other.

The system of scientific knowledge is reflected in its concepts and criteria. Concepts are one of the forms of reflection in the process of perceiving the existing world. In the process of the development of any science, concepts are merged, expanded, and regenerated into the criteria of science. Criteria combine more general, fundamental so-called 'original' concepts. From these concepts are derived the focused concepts used in this science.

In recent years, the process of differentiation in pedagogy has intensified. Many new scientific fields have emerged, including social pedagogy. Each new scientific field of pedagogy has its own characteristics. These features are reflected in his system of criteria and concepts.

The socialization of a person, his integration into society, begins with the family. The role of the family in the formation of a person's personality is great. The family creates the conditions for the formation of the first social and moral ideas, character in a person, influences the development of the emotional sphere. The child's place in the family also depends on how many children are raised in that family. The adults around the child care about saving his life, strengthening his health, protecting him from unpleasant influences, and interacting with those around him.

As a child goes to school, his or her social interactions become much faster. At school, the child interacts with classmates, children and youth organizations, the teaching staff, and educators. At the same time, the scope of the child's out-of-school relationships is expanding. At this time, cultural planes such as theaters, museums, cinemas, libraries now have a positive impact on the formation of the child's spiritual world and arouse his personal interests. The child will be with schoolmates, parents in different parts of our republic or in other countries, which will make a great impression on the child.

In social pedagogy, the principle of harmony of education with nature should be based on the following rules:

- taking into account the characteristics of children's age;
- taking into account the characteristics of children;
- take into account the individual characteristics of children associated with abnormalities;
- rely on the strengths and weaknesses of the child's personality;
- development of children's initiative and independence.

Thus, man as a person consists of a complex set of qualities and attributes that nature has bestowed on him and developed in a certain way depending on the conditions of upbringing and social formation, as well as his interaction with the surrounding reality throughout his life. As a result, each person's personality may have its own socio-typified characteristics of a representative of a particular society, his social group, as well as specific psychological characteristics that belong to him as an individual. These characteristics, on the other hand, arise as a result of the influence of all external factors on the individual and are manifested in his peculiar behavior.

The choice of content that children should acquire, the guidance of its acquisition is carried out by adults in the educational process.

It takes into account the psycho-physiological characteristics and developmental dynamics of the child. Therefore, the content and form of education are changing and becoming more complex, and the methods of influencing it are also changing.

In a centralized environment of society, even the social mobility of the individual, i.e., the ability to change his position in society according to his desires and abilities, was very limited. In a situation where there was a difference between a person's perception of his place in life and his real position, it was not possible to change social status according to personal needs, abilities, and value orientations.

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