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The problem of training social teachers in the Republic of Kazakhstan

This article is devoted to a topic relevant to the 21st century, the topic of training social educators. The historical facts connected with the use of the term "social pedagogy" in science and practice, with the peculiarities of the development of this science in different countries of the world are noted. At the same time, the issue of the development of this science in the Republic of Kazakhstan is considered in detail. The urgency of the problem of training social educators is related to the fact that previously part of the functions performed by a social educator was performed by the school's deputy director for educational work. Namely, work with children with deviant behavior, prevention and timely detection of negative phenomena, work with children from large families, etc. Currently, a new round is being planned in the profession of a social pedagogue. This can be seen from the analysis of the activities of universities of the Republic of Kazakhstan for the training of social educators. The authors of the article analyzed the curricula of higher educational institutions in Kazakhstan implementing educational programs for the training of social educators. New approaches to the training of social educators imply the expansion of their functions by including the functionality of a tutor in general or a tutor of inclusive education in particular.

Keywords: social pedagogy, socialization of personality, social worker, deviant behavior, inclusive education, pedagogy, social work, educational program.

Introduction

The history of the development of Social Pedagogy, as one of the branches of pedagogy, begins in the XVII-XVIII centuries, when the science of "Pedagogy" itself appeared. The education of the younger generation, the formation of vital skills, the development of life skills in society, and many other issues have always worried the human mind. But the systematization of the accumulated experience in these issues, the formalization of data obtained based on the results of observations, analysis, and generalization of knowledge from previous generations became possible after the separation of pedagogy as a separate science.

Each era had its peculiarities not only in socio-political issues but also in the issues of raising children. For example, from the period of the primitive system to feudalism, much attention was paid to the upbringing of children, it was believed that it was necessary to take into account the individual characteristics of the child, and rely on the authority of parents and other adults surrounding him. During the Renaissance, the emphasis is placed on the humanistic ideas of Education. During the formation of pedagogy as a science, many scientists came up with ideas about the upbringing of orphans, street children, etc. Taking into account the specifics of the psyche in the above-mentioned category of children, scientists concluded that social pedagogy can be distinguished as an independent science. This idea was realized at the end of the XIX century when K. Mager first used the concept of "social pedagogy" in the scientific community by K. Mager. The interpretation of this concept in science is twofold. According to the first interpretations, social pedagogy is closely related to the social aspect of educating a person through society, as well as for society. The second concept is pedagogical assistance in a specific social situation, that is, the pedagogical aspect of the development of society. The founder of the first direction was K. Mager, and the second – was A. Diesterweg.

Adherents of the first direction consider a person's upbringing through the prism of his relationships with family and society. Followers of the second direction study the problems of raising children outside the family, when there are gaps in the child's family and there is abnormal behavior, that is, behavior that does not correspond to the framework established by society. Thus, the object of research of scientists, and adherents of the second direction are children who have committed offenses, homeless children, etc. the

works of scientists tell about the work of social educators in orphanages, and specialized boarding schools for minor violators.

“The training of social educators began in 1908. And in the early 1970s, German universities began to train social educators with higher education” [1; 39]. Social work is a helping profession guided by ethical principles and values. Service and help must be provided within a particular and necessary framework. This empathic framework is guided by principles governing social justice, human rights, and client participation in decision-making while emphasizing the continual reinforcement of boundaries to ensure ethical and professional conduct [2; 102]. On the territory of the Soviet Union, social pedagogical activity was mainly carried out by school educators, teachers of universities and colleges, etc., and only in the early 90s, in particular, the specialty “social pedagogy” approved by the state Education Committee of the USSR on March 20, 1991. The specialty “social work” was also opened [1; 39]. The main difference between the two overlapping professions is that the goal of a social educator is to prevent and timely detect negative phenomena, and deviations in the behavior of children, adolescents, and young people, and the goal of a social worker is to solve problems related to deviations in the behavior of people, drug addiction, alcoholism, etc., as well as work with children. thus, a social educator performs a preventive and educational function, and a social worker performs a law enforcement function.

Today, scientists from different countries distinguish several aspects of social pedagogy. They are: 1) social pedagogy can be considered as corporate, state education. At the same time, it is the opposite of individual training; 2) this area of pedagogy studies the problems of educating a person outside the family, or rather outside it; 3) The goal of social pedagogy is to work with young people, form an active personality; 4) the task of social pedagogy is to resolve social conflicts.

Experimental

In this article, we present an analysis of the educational programs implemented in the Republic of Kazakhstan for the training of social educators. The analysis of the activities of universities for the training of social educators showed that:

1) a total of 22 educational programs are aimed at training social educators. Of these, 14 universities train bachelors, 6 universities – for masters, 2 universities – for doctoral students [3];

2) training of social educators at all three levels (bachelor's, master's, doctoral studies) in two higher educational universities.;

3) uniqueness of the educational program:

* training in 18 educational programs is carried out in two directions: social pedagogy and self-knowledge,

* 1 educational program: Social pedagogy and tutoring,

* 1 educational program: Social pedagogy and self-knowledge, tutor of inclusive education,

* 2 educational programs (scientific and pedagogical master's degree): pedagogy and psychology (Social Pedagogy of the Russian Federation), social pedagogy, and self-knowledge (UrFU). This is a double diploma. Developed jointly with Russian partner universities: West Kazakhstan University named after Makhambet Utemisov and Saratov State University named after N. G. Chernyshevsky [4]; Kazakh National University named after Al-Farabi and Ural Federal University named after the first president of Russia B. N. Yeltsin [5].

In addition to subjects aimed at the formation of professional and general competencies, at 3 universities of the bachelor's level, students study subjects in which they learn about stress, its causes, the syndrome of emotional stress, methods of self-regulation of emotional states, the possibilities of organizing work on stress management in the functional space of a social teacher. Management approaches to stress management. These are Eurasian National University named after L. N. Gumilyov [6], Kazakh National Pedagogical University named after Abai [7], and Pavlodar Pedagogical University [8].

In the curricula of other universities, disciplines aimed at the formation of professional and general competencies are presented, but there is no focus on the self-development and self-regulation of future social educators. Taking into account the specifics of the activity of a social educator and the specifics of the categories of people who will have to work with a future social educator, the educational program “Social pedagogy” we consider it necessary to include in the curriculum disciplines that will allow future social educators to learn stress management, identify the causes of stress, and avoid emotional stress. We believe that in the future it is necessary to consider the possibility of including subjects in which students can acquire skills in stress management, prevention of emotional stress, etc.

Further study of the educational program of universities of the Republic of Kazakhstan shows that in our country there is a certain tendency to expand the functionality of social educators. This is reflected in the educational program implemented in some universities, where a social educator has the opportunity to perform the functions of a tutor in addition to his main functions. At Aktobe Regional University named after K. Zhubanov, tutoring activities are taken in a broad sense [9], and at Kokshetau university named after Sh. Ualikhanov [10], the function of a tutor for inclusive education is assigned separately. The duties of a tutor include creating conditions for students with special educational needs to undergo social adaptation. In educational universities, the work of a tutor is carried out to create an individual trajectory of development of each unique student, help in mastering the school program, identify the peculiarities of thinking, accompany the student, with classmates, teachers, etc. help to establish communication.

Tutoring of a child at any stage of education consists of the following stages [11; 16–20]:

- diagnostic and motivational (develop the child's motivation for further educational activities);
- design (collection of information, consultations, support for the independence and activity of the child, individual search for the area of interest);
- implementation (presentation of the project, research, result);
- analytical (analysis of difficulties, reflection, planning of further activities).

The teacher is in constant contact with his ward, so:

- establishes a trusting relationship not only with himself but also with his parents;
- monitors the emotional and psychophysical state of the department and helps to resolve conflict situations in the event of their presence with classmates or teachers;
- “goes to the bathroom if you need to”;
- advises teachers on working with their wards (explaining the specifics of their behavior, thinking, etc.);
- answers parents' questions about raising children;
- conducts information and explanatory work on the relationship of the ward with classmates and their parents, etc.
- advises teachers on working with their wards (explaining the specifics of their behavior, thinking, etc.);
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The above-mentioned functions of a social educator require additional training in the field of psychology and conflictology. In addition, a social educator-tutor should be able to provide first aid to children under their care. Therefore, he should know the basics of medicine if necessary.

Results and Discussions

Summing up the above, it should be noted that the content of the educational program in higher education universities of the Republic of Kazakhstan covers various aspects of the activity of a social educator and pays special attention to the training of future specialists in the field of psychology. This is due to the category of people a social educator works with, children with special educational needs, children with deviant behavior, etc. The specificity of the development of the psyche and physiology of this category of people is the ability of a social educator to recognize the causes of behavior, direct thinking for the development of positive emotions, correct students' behavior, and so on. For this reason, the educational programs of higher education universities include such disciplines as art therapy, work with gifted children, social and pedagogical work with the elderly and disabled, psychological and pedagogical diagnostics of children with special educational needs, family education in an inclusive environment, prevention and pedagogical correction of deviant behavior, Deviantology, social and pedagogical work in centers guardianship, guardianship and patronage in social and pedagogical activity, social and pedagogical work in crisis centers, theory of intelligence, development, and implementation of social programs, design of bachelor's degree educational programs, development and implementation of prevention and rehabilitation programs, national educational psychology, etc. As can be seen from the analysis of the curricula of universities of the Republic of Kazakhstan, the development trend of Social pedagogy in the country is developing in the direction of using the opportunities of society for the development of the individual. At the same time, special attention is paid to children with special educational needs, gifted children, and children with deviant behavior. At the same time, the methodology is widely studied: 1) methods that allow us to determine the psychological health of

the family in which the child develops and is brought up; 2) methods that form the social activity of the individual, which allow us to form the individual's ability to independently master social experience. This method helps a person objectively assess the situation, respond correctly to it, correctly apply it in their activities, and solve problems. In the future, personality may influence this experience.

Also on the agenda of social pedagogy is the issue of using the opportunities of society to solve the problems of the individual in work in any field, in particular, building the process of interaction of a specialist with the social environment, etc.

Conclusions

Studying the trends in the development of social pedagogy in our country, we conclude that this direction of training specialists is relevant, there is a tendency to expand the functionality of the social educator, which allows us to focus on all segments of the population and prevent negative manifestations in the behavior of the younger generation. This task is socially significant. The established regularity in the development of the specialty "social educator" allows us to conclude that higher educational universities of the Republic of Kazakhstan will need to expand and deepen the content of subjects taught within the framework of the educational program "Social pedagogy". Some universities have already started working in this direction. In their educational programs, they provide for the expansion of the functionality of a social educator by including the functions of a tutor. If the tutor is perceived in a broad sense as a coordinator and organizer of the training of gifted children, children with disabilities, and children with deviant behavior, then in another case the tutor is perceived in a narrow sense, that is, only in inclusive education. These two approaches have been adopted by universities in the current centuries, taking into account the requirements imposed on social educators.

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Г.С. Ерсұлтанова, У.М. Баймаханова, А.К. Аманова, Б.Т. Куанышева

Қазақстан Республикасында әлеуметтік педагогтерді дайындау мәселесі

Мақала ХХІ ғасырдың өзекті тақырыбына, яғни әлеуметтік педагогтерді даярлау тақырыбына арналған. Ғылым мен тәжірибедегі «әлеуметтік педагогика» терминінің қолданылуы, әлемнің әртүрлі елдеріндегі осы ғылымның даму ерекшеліктерімен байланысты тарихи фактілер атап өтілген. Сонымен қатар, Қазақстан Республикасында осы ғылымды дамыту мәселесі егжей-тегжейлі қаралды. Әлеуметтік педагогтерді даярлау мәселесінің өзектілігі бұған дейін әлеуметтік педагог атқаратын функциялар-

дың бір бөлігін мектеп директорының тәрбие жөніндегі орынбасары атқарғандығымен байланысты еді. Атап айтқанда, девиантты мінез-құлқы бар балалармен жұмыс, жағымсыз құбылыстардың алдын алу және уақтылы анықтау, көп балалы отбасылардан шыққан балалармен жұмыс және т.б. Бұл Қазақстан Республикасының жоғары оқу орындарының әлеуметтік педагогтерді даярлау жөніндегі қызметін талдаудан көрінеді. Мақала авторлары әлеуметтік педагогтерді даярлау бойынша білім беру бағдарламаларын іске асыратын Қазақстанның жоғары оқу орындарының оқу жоспарларына талдау жүргізген. Әлеуметтік педагогтерді даярлаудың жаңа тәсілдері тұтастай алғанда тьютордың немесе инклюзивті білім беру тьюторының функционалдығын қосу арқылы олардың функцияларын кеңейтуді білдіреді.

Кілт сөздер: әлеуметтік педагогика, жеке тұлғаны әлеуметтендіру, әлеуметтік қызметкер, девиантты мінез-құлық, инклюзивті білім беру, педагогика, әлеуметтік жұмыс, білім беру бағдарламасы.

Г.С. Ерсұлтанова, У.М. Баймаханова, А.К. Аманова, Б.Т. Куанышева

Проблема подготовки социальных педагогов в Республике Казахстан

Статья посвящена актуальной для XXI века теме — теме подготовки социальных педагогов. Отмечены исторические факты, связанные с использованием термина «социальная педагогика» в науке и практике, с особенностями развития данной науки в разных странах мира. Вместе с тем подробно рассмотрен вопрос развития данной науки в Республике Казахстан. Актуальность проблемы подготовки социальных педагогов связана с тем, что ранее часть функций, которые выполняет социальный педагог, исполнял заместитель директора школы по воспитательной работе, а именно: работа с детьми с девиантным поведением, предупреждение и своевременное выявление негативных явлений, работа с детьми из многодетных семей и т.д. В настоящее время в профессии социального педагога намечается новый виток. Это видно из анализа деятельности вузов Республики Казахстан по подготовке социальных педагогов. Авторами статьи проведен анализ учебных планов высших учебных заведений Казахстана, реализующих образовательные программы по подготовке социальных педагогов. Новые подходы к подготовке социальных педагогов подразумевают расширение их функций за счет включения функционала тьютора в целом или тьютора инклюзивного образования в частности.

Ключевые слова: социальная педагогика, социализация личности, социальный работник, девиантное поведение, инклюзивное образование, педагогика, социальная работа, образовательная программа.

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