

THE WORK OF A SOCIAL PEDAGOGUE WITH SCHOOL-AGE CHILDREN

Dexqonova Jamilaxon Yodgorjon kizi

*Teacher at the Department of Pedagogy and
Educational Management at Kokand State University.*

Annotation: *This thesis holds significant importance in today's social pedagogy education process. In particular, the role of social pedagogues in working with school-age children is to support their development, social adaptation, and the resolution of personal issues. This thesis explores the directions, methods, and importance of a social pedagogue's work with school-age children.*

Keywords: *Social pedagogy, school, social pedagogue, social literacy, collaboration, group work, social needs.*

Social factors play a decisive role in adaptive mechanisms in humans. Scientific and technological development, the acceleration of urbanization, active exploration of nature and space, the expansion of communication tools and computerization, as well as intergovernmental integration processes, highlight the importance of developing the ability to quickly adapt to changing environmental conditions. This ability is becoming a crucial component of personal development.

"Adaptation is the property of an organism to form an adequate connection with the external environment. Additionally, adaptation is also the ability of an organism to adjust its functions according to the needs of the external environment." [1, p. 67]

"The birth of a human is the first test of adaptation. Even a newborn has certain adaptation mechanisms. However, during infancy, complex functions of higher nervous activity emerge as a result of active interactions with the environment." [3, p. 107]

The process of gathering and processing information in the brain enables the child to assimilate the social experience of the social environment through educational influence.

In recent years, interest in social adaptation during infancy has significantly increased. The issue of social adaptation is of great importance for all children being raised in educational institutions. Currently, enhancing a child's adaptation capabilities and expanding their social interactions play a crucial role in shaping their personality.

A child's personality development depends on the diversity of their interactions. Therefore, the comprehensive development of a child also leads to the well-rounded growth of their social connections. Thus, the early formation of social relationships has a positive impact on upbringing.

The ability for social adaptation develops during postnatal ontogenesis, depending on the development of higher nervous activity. This process is especially rapid during the first three years of life.

"When a social pedagogue works with school-age children, they assist in their social, emotional, and intellectual development. In this process, understanding the children's individual characteristics and challenges is of great importance." [2, p. 103]

Children grow up in a social environment, so the role of a social pedagogue is to ensure that they develop in a proper setting and acquire essential social skills.

"A social pedagogue provides psychological support to children, helping them overcome stress and depression. They should learn how to behave in a community, value friendship, and make decisions." [2, p. 78]

A social pedagogue must closely collaborate with parents. Through communication with parents, accurate information about the children's development and issues can be obtained.

The social pedagogue should diversify the educational process and organize activities that align with the children's interests. This will help them unleash their full potential.

The pedagogue helps children develop leadership, collaboration, and understanding skills by ensuring their participation in various social projects.

The support of a social pedagogue is crucial when addressing issues that arise in the school environment. They must actively participate in identifying the problems and suggesting solutions.

The behavioral patterns that form in a child as a result of a specific micro-social environment are considered the physiological state of social adaptation. When these conditions change, such as when entering a children's institution, changes in behavior are required. During different stages of development, this can lead to varying levels of difficulty.

In conclusion, it should be emphasized that the issue of social adaptation for children who deviate from social-pedagogical guidance is critical, as many of them fall outside the scope of pedagogical influence. These social-pedagogical problems must be addressed by skilled and professional means starting today, as the future social health of our society depends on it. Therefore, in our view, the theoretical development and organizational planning of social-pedagogical activities for this category of children have become a priority task today.

The role of a social pedagogue in working with school-age children is of great importance in their comprehensive development and in helping them find their place in society. Through individualized approaches, group work, and collaboration in the educational process, children's social activity increases, and their psychological well-being is supported. Therefore, it is essential to continuously focus on improving the effectiveness of a social pedagogue's work.

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