

The history of the development of social pedagogy abroad and in Uzbekistan.

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Annotation: this article presents ideas about social pedagogical activity on the gradual recognition of upbringing as a social phenomenon, the formation of pedagogical and social theories of the history of the development of social pedagogy abroad and Uzbekistan.

All areas of development of social pedagogy are united by its main task-the protection of children's rights. In the 18th and 19th centuries, however, it was filled with previously neglected ideas. More precisely, universal values come to the fore in the theory and practice of the idea of social pedagogy. Another important idea that kept social educators together was the awareness of the inextricable connection of upbringing and education.

The science of social pedagogy existed even more than 2000 years ago, in the history of the development of Social Pedagogy as a science, this science was in the structure of pedagogy. The history of the development of the science of social pedagogy in three stages can be seen.[1.]

The first - the initial-the initial feeder. The stage spans from antiquity to the 17th century. This is the period of formation of educational practices and pedagogical social pedagogical views at this stage.

At this stage, the emergence of educational and social realities occurred. Human education evolved from a natural state to a conscious activity during this period. Various manifestations of the theory of upbringing arise. Moving from primitive society to the Society of feudalism, capital relations began to emerge. This, in turn, puts forward various problems in upbringing. Many ideas about social pedagogy were advanced in distant ancient antiquity. And in the Western Renaissance, the advance of the ideas of humanity in the upbringing of children began to develop. To this period can be attributed the thoughts of the Italian pedagogue, the humanpavari Vittorino Da-Feltre (1378-1446), a scientist who founded the first boarding school called the House of joy.

The second stage is the XVII-XIX centuries. It is characterized by the emergence of the science of Social Pedagogy as a science and the advanced ideas in the development of this science. From the history of world culture of the XVIII-XIX centuries, major scientists (pedgogs, philosophers, sociologists, psychilogs), who took place as a stage of the bourgeois-democratic revolution, sought solutions to social pedagogical problems. They worked with society and the state to look for solutions to these problems. The issues of upbringing were considered with the ideas of reorganization of society. In the ideas of Social Pedagogy of these times, ideas were raised that all people should be equal, free, free.

At this stage, the problems of social pedagogy developed in close contact with practical social pedagogy. Mature educators of the time dedicate themselves to various children's problems and organize children's homes, kindergartens, schools and other institutions for orphaned and unattended children.

For the entire XIX century, the process of separation of social pedagogy from pedagogy lasted a long time. At the same time, in addition to philosophy and pedagogy, its development was greatly influenced by psychology, sociology, anthropology (science of human origin and development) medicine and other sciences.

Along with the process of separation of social pedagogy from pedagogy, another process is its integration process (lot. integer-holistic) i.e., continued to merge with other disciplines.

At the end of the 19th century, social pedagogy became an independent field of pedagogical science. This phenomenon is associated with the names of Adolf Disteverg, Paul The Notorious and others.

The third stage – from the beginning of the XX century - the period of development of Social Pedagogy as an independent science. This period cannot be said to be a flat or easy period.

To date, there is controversy among scientists from different states about how social pedagogy occupies a place among other pedagogical disciplines: whether it is considered a science or an area of practical activity; what are the relationships of social pedagogy and Social Work, etc. In most states, the terms “pedagogy” and “social pedagogy” are not used in social pedagogy at all. For example, in the USA instead of pedagogy in educational institutions, students study the “philosophy of education”, the field of practical-orientation assistance to People concerns social work, however, among social workers there are exactly different problems, even if there are specialists who serve to provide assistance to children. In Belgium, the term "orthopedagogy “is used, close to the concepts of” special pedagogy “and” social pedagogy”.

The development of social pedagogy in Russia – both as a field of Science and as a field of professional practical activity, and as a learning discipline - has its own characteristics.[2.]

The upbringing of social pedagogy forms a commonality with its social side. Social pedagogy is a certain social condition and participates in various situations as pedagogical support. Representatives of the first direction of social pedagogy: K.Mager, P.Natorn, E.Borneshann, F.Schlieper, D.Legeler et al. The first shoots of pedagogical sociology are written in Europe and Asia. This science developed mainly from 820-829, not necessarily being a science. Currently, pedagogy and sociology are included as disciplines. As a branch of pedagogical sociology and sociology, each science “emerges” from a specific reality and expresses its reflection. Scientific knowledge cannot develop in a state disconnected from its practical activity. Practice

is exactly the desired source of science. On the other hand, all practical activities are also more effective if based on the achievements of science.[3.] In the east, social pedagogical ideas have generally become the property of the entire people in the form of Bibles (Shukit in China, the Vedas in India, the books of the God Tot in Egypt, in Central Asia, Avesto, etc. Only in miles. in the middle and second half of the first 1000 years before, the names of the creators of social pedagogical ideas began to be known. After the independence of Uzbekistan in 1991, the task of developing most areas of pedagogy, including social pedagogy, was put forward. 1997 with the adoption of the "National Program of training", "law on education" pedagogical science in order to find effective ways of spiritual and moral education, to develop manic culture, to create the most effective ways of forming a person as a citizen, a free-minded person the tasks of democratization and humanization of the educational system were put forward.[4.] The experiences of other countries are important in the emergence and development of social pedagogy in the Republic of Uzbekistan. The role of analyzing the problems arising in the brewing process in this area, studying scientific knowledge and practical activities abroad is incomparable. Social pedagogy has entered Uzbekistan after independence has been achieved, but before that it has ancient roots such as social protection of social activities. The history of pedagogical science dates back to ancient times. The role of man in the world since ancient times and the importance of culture and religion in the moral formation of the role of personality kotta. In the eastern Renaissance i.e. (9th-11th centuries), Abu Nasr al Farabi, one of the qomusi scholars, left us with very important social pedagogical ideas and ideas about the need to educate a child from the moment of infancy, as well as the influence of nature on the environment on the upbringing of a child.

CONCLUSION

Our allomas, leaders of the jadidism movement, living at the beginning of the 20th Century, created allomas Makhmudkhoja Bekhbudiy, Munavvar qori Abdurashidov, Abdullah Avlani, Kh.X. Many can also be seen in the works of Niyazi and others. The emergence of Social Pedagogy as a science 20 Century 20 - 30 years separate orin tremors. During this period, a. Avloni, M. Kori Abdurashidov, et al. The history of the development of social pedagogy in the Republic of Uzbekistan has a

special feature - as a special practical activity in the field of science, scientific knowledge, as well as educational science. From ancient antiquity, they put forward problems of their own social pedagogical upbringing in order to protect the child. X.X.Niazi, V.F.Lubensów, N.P.The activities of arkhongelisky, and other educators are important. They are that these allomas are social educators, and the schools they founded also relied on the experiences of other educators.[5.]

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