

# BUNIN YELETS STATE UNIVERSITY

"APPROVED"

Director of the Institute of Psychology  
And Pedagogy /T.D.Krasova/



## THE WORK PROGRAMME OF THE DISCIPLINE B1.C.06.07 Social pedagogy

**Direction of training:** 44.03.01 Pedagogical Education

**Profile:** Primary education

**Qualification (degree):** bachelor

**Mode of study:** full-time

**Institute of Psychology and Pedagogy**

**Department:** Pedagogy and educational technologies

	full-time form	full-time and part-time form	part-time form
Study course	4	not implemented	not implemented
Term	8		

Lectures	20		
laboratory work			
Seminars	20		
including practical training			
Form of control	Exam – 0,3		
Control	9		
Other forms of work			
Independent work	94,7		

**Total number of academic hours:** 144

**labor intensity:** 4 credits

*Developer of the work programme:*

*Candidate of Pedagogical Sciences, Associate Professor*

*Nekhoroshikh N.A.*

## I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

**The purpose of studying the discipline:** development of professional competence in students, ensuring readiness for social and pedagogical activities.

**Objectives of studying the discipline:**

- to introduce students to the basics of social pedagogy;
- to develop the ability to use forms, methods and technologies of pedagogical support for students.

**The place of the discipline in the structure of the BPEP:** implemented within the framework of the basic (compulsory part) part of block B.1. Disciplines (modules).

### Planned learning outcomes for the course:

Code of competence	Indicators of competence achievement	Planned learning outcomes for the discipline
<b>GPC-8</b>	To know: - special, including subject and methodological scientific knowledge; - the basics of pedagogical activity of a subject teacher (according to the profile of the educational program)	Knows: - special scientific and methodological foundations of social pedagogy; - foundations of pedagogical activity of primary school teachers on issues of social development of primary school students.
	To be able to: - use modern technologies and methods of organizing class and extracurricular activities; - use traditional and modern forms and methods of educational work, including in the subject area	Is able to: - use modern technologies and methods of organizing class and extracurricular activities for the social development of primary school students; - use traditional and modern forms and methods of educational work in solving problems of social development of primary school students.
	To possess: - skills in organizing various types and forms of classes taking into account the specifics of the subject area; - actions in organizing various types of extracurricular activities: play, educational and research, artistic and productive, cultural and leisure	Possess: - skills in organizing various types and forms of classes for the social development of primary school students; - actions in organizing various types of extracurricular activities to solve problems of social development of primary school students.
<b>PCS-2</b>	To know: - patterns, principles and levels of formation and implementation of educational content in the subject area; - structure, composition and didactic units of the content of a school subject in the subject area;	Knows: - forms and methods of social and pedagogical support for students in mastering educational programs; - technologies of pedagogical support for students.

	<ul style="list-style-type: none"> <li>- subject content in the subject area;</li> <li>- skills in selecting variable content taking into account the relationship between class and extracurricular forms of training in the subject area</li> </ul>	
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- select educational content for implementation in various forms of training in the subject area in accordance with the didactic goals, age characteristics of students and the requirements of the Federal State Educational Standard of General Education</li> </ul>	<p>Is able to:</p> <ul style="list-style-type: none"> <li>- implement measures for social and pedagogical support of students in mastering educational programs.</li> </ul>
	<p>To possess:</p> <ul style="list-style-type: none"> <li>- skills in applying a systematic approach to the development and implementation of director's projects when organizing concerts, performances and other forms of festive culture in educational organizations;</li> <li>- skills in working in a creative team with other authors and performers within a single artistic concept for the joint achievement of high quality results of creative activity;</li> <li>- methods of working on the technique of stage speech and speech art skills</li> </ul>	<p>Possesses:</p> <ul style="list-style-type: none"> <li>- skills in providing social and pedagogical support to students in the educational process;</li> <li>- technologies of pedagogical support to students.</li> </ul>

**II. CONTENT AND SCOPE OF THE DISCIPLINE**  
**indicating the number of hours allocated for contact work of students**  
**with the teacher (by type of classes) and for independent work**

**Full-time education**

№	Name of sections and topics	Total	Classroom lessons			Indep. work
			Lec.	Sem.	Lab.work	
	<b>Section 1. "Theoretical Foundations of Social Pedagogy"</b>	<b>64,7</b>	<b>10</b>	<b>10</b>		<b>44,7</b>
1.	Topic 1. "Cultural and historical prerequisites for social pedagogy in Russia"	12,7	2	2		8,7
2.	Topic 2. "Social pedagogy in the system of scientific and pedagogical knowledge"	10	2	2		6
3.	Topic 3. "Socialization of personality as a socio-pedagogical phenomenon"	14	2	2		10
4.	Topic 4. "The main factors, mechanisms of socialization of personality and their functioning. Costs of socialization"	14	2	2		10
5.	Topic 5. "Social deviations in human development"	14	2	2		10
	<b>Section 2. "Features of social and pedagogical activity"</b>	<b>70</b>	<b>10</b>	<b>10</b>		<b>50</b>

6.	Topic 6. "Professional activity of a social educator and its characteristics"	14	2	2		10
7.	Topic 7. "Forms and methods of social and pedagogical support for students"	14	2	2		10
8.	Topic 8. "Technologies of pedagogical support for students"	14	2	2		10
9.	Topic 9. "Socio-pedagogical work with the family"	14	2	2		10
10.	Topic 10. "Work of a social educator in a school and a microdistrict"	14	2	2		10
4	<i>Exam Control</i>	0,3 9				
13	<i>Total for 8 semester</i>	<i>144</i>	<i>20</i>	<i>20</i>		<i>94,7</i>
<b>14</b>	<b>TOTAL:</b>	<b>144</b>	<b>20</b>	<b>20</b>		<b>94,7</b>

**Full-time and part-time education** (*not implemented*)

**Part-time education** (*not implemented*)

### **III. EVALUATION MATERIALS FOR CONDUCTING CURRENT AND INTERIM CERTIFICATION OF STUDENTS IN THE DISCIPLINE**

Current assessment is carried out in the form of a test (in traditional or test form), an essay.

#### **Standard version of the test**

##### **Section 1.**

In traditional form:

1. Define the cultural and historical background of social pedagogy in Russia.
2. List the goal, objectives, object, subject of social pedagogy.
3. Specify the micro factors of personality socialization.

In test form:

#### Sample version of the test test

1. What is social education?
  - a) Active socialization of the individual in the field of family education;
  - b) Active socialization of the individual in the field of civic education;
  - c) Active socialization of the individual in the field of religious education;
  - d) a purposeful process of forming the qualities of the child's personality necessary for successful socialization.
2. The peculiarity of social pedagogy is:
  - a) authoritarian orientation;
  - c) humanistic orientation;
  - c) technocratic orientation;
  - d) pragmatic orientation.
3. Who first used the concept of "social pedagogy"?
  - a) Plato;
  - c) Aristotle;

- c) A. Diesterweg;  
d) A. S. Makarenko.
4. The state system of education includes three levels:  
a) federal, regional, municipal;  
c) cultural, educational, spiritual;  
c) federal, author's, variable;  
d) federal, regional, variable.
5. Which of the scientists put forward the task of combining the educational function of the school and the social environment, the inclusion of the social environment in the upbringing of children, since "... without contact with the environment surrounding the school, the school is not able to resolve the problems of education"?
- a) A. S. Makarenko;  
c) M. V. Krupenina;  
c) V. N. Shulgin;  
d) V. A. Sukhomlinsky.
6. What was the outcome of the past discussions about the role of school and social environment in the new society, the attempts of some scientists to combine the process of controlled and uncontrolled education of the individual?
- a) social pedagogy received the official status of "bourgeois science"  
c) social pedagogy became popular among scientists and practitioners of school affairs.
7. The author of the term "socialization" as applied to a person is:  
a) F. G. Gidding;  
c) P. Natorp;  
c) A. Diesterweg;  
d) K. Mager.
8. In line with the subject-subject approach, the essence of socialization is interpreted as:  
a) self-realization of a person;  
c) adaptation of a person in society;  
c) isolation of a person in society;  
d) sacrifice.
9. According to A. V. Mudrik, there are:  
a) 4 components of the socialization process;  
c) 5 components of the socialization process;  
c) 2 components of the socialization process;  
d) 3 components of the socialization process.
10. The following are not components of the socialization process:  
a) human adaptation to society;  
c) spontaneous socialization;  
c) relatively directed socialization;  
d) relatively socially controlled socialization.
11. The following are not considered factors of socialization:  
a) megafactors;  
b) nanofactors;  
c) mesofactors;  
d) microfactors.
12. Agents of socialization:  
a) these are people with whom a person directly interacts during his or her life;  
c) culture;  
c) education;  
d) social institutions.
13. Which of the following determinants of individual socialization are considered microfactors?

- a) space, planet, world;
  - c) ethnic group, regional conditions, type of settlement, mass media;
  - c) country, state, society, culture;
  - d) family, micro-society, educational institutions, religious organizations.
14. Which of the following determinants of individual socialization are considered mesofactors?
- a) space, planet, world;
  - c) ethnic group, regional conditions, type of settlement, mass media;
  - c) country, state, society, culture;
  - d) family, micro-society, educational institutions, religious organizations.
15. Which of the following determinants of individual socialization are macro-factors?
- a) space, planet, world;
  - c) ethnicity, regional conditions, type of settlement, mass media;
  - c) country, state, society, culture;
  - d) family, micro-society, educational institutions, religious organizations.
16. Which of the following determinants of individual socialization are mega-factors?
- a) space, planet, world;
  - c) ethnicity, regional conditions, type of settlement, mass media;
  - c) country, state, society, culture;
  - d) family, micro-society, educational institutions, religious organizations.
17. Human socialization is carried out in the environment:
- a) natural;
  - c) social;
  - c) economic;
  - d) political.
18. The planet is a concept:
- a) astronomical;
  - b) toponymic;
  - c) geographical;
  - d) geodetic.
19. Social and pedagogical support is used when a person in his affairs is:
- a) optimal;
  - c) successful;
  - c) maximal;
  - d) unsuccessful.
20. The principle of cultural conformity assumes:
- a) introduction to musical culture;
  - b) filling the educational process with elements of culture;
  - c) development of general culture in children;
  - d) education on universal human values.
21. Humanism is:
- a) love for all mankind;
  - c) study of humanitarian knowledge;
  - c) recognition of the value of man as an individual;
  - d) non-resistance to evil.
22. Following the principle of conformity to the species, it is necessary to take into account:
- a) age characteristics of children;
  - c) seasons;
  - c) geographical features;
  - d) natural conditions.
23. The objects of activity of a social educator are mainly:
- a) children, youth

- b) mentally ill people
- c) teenagers
- d) adults and pensioners

24. At present, issues of social protection and support of childhood are handled by the Ministry:

- a) of emergency situations;
- c) defense of the Russian Federation;
- c) finance of the Russian Federation;
- d) education and science of the Russian Federation.

25. To prevent any negative manifestations in a person, social educators use:

- a) warning;
- c) imagination;
- c) example;
- d) persuasion.

## Section 2.

In traditional form:

1. Describe the main forms of social and pedagogical support for students.
2. Describe the functions of a social educator.
3. Prepare a plan for a conversation between a social educator and parents on the topic: "Internet addiction of our children."

In test form:

Sample version of a test test

1. Work with difficult children at school is coordinated by:
  - a) the principal;
  - b) the class teacher;
  - c) the head teacher;
  - d) a social educator.
2. Social and pedagogical activity as a professional activity is aimed at helping a child in the process of:
  - a) socialization;
  - b) education;
  - c) work activity;
  - d) cognition.
3. What a social educator should not do in his/her work:
  - a) teach;
  - b) help;
  - c) respect;
  - d) educate.
4. Organizational and educational measures aimed at preventing or neutralizing the main causes and conditions that cause negative social deviations in children's behavior are called:
  - a) socialization;
  - b) rehabilitation;
  - c) interview;
  - d) prevention.
5. The social educator uses an arsenal of legal norms, promotes the use of state coercion measures, implementing the function
  - a) compensatory;
  - b) rehabilitation;
  - c) protective and security;

- d) preventive
6. Establish a logical sequence of techniques for forming habits:
- 1) setting the task;
  - 2) monitoring the correctness of execution;
  - 3) practical demonstration;
  - 4) forming motivation to complete the task;
  - 5) organizing practical training;
  - 6) presenting requirements;
  - 7) explaining the rules of execution.
7. In the studies of Russian scientists, social and pedagogical support of a child is considered from the standpoint of a number of scientific approaches:
- a) systemic, procedural, cultural, environmental, social, personality-oriented and activity-based;
  - b) systemic, health-preserving, conceptual, integrative, personal;
  - c) systemic, cultural, environmental, conceptual;
  - d) systemic, environmental, integrative, personal, coordination.
8. According to I.D. Frumin, V.I. Slobodchikov, pedagogical support is understood as:
- a) assistance to an individual in his personal growth, empathic understanding of the student as open communication;
  - b) the process of personal adaptation;
  - c) the process of education;
  - d) communication between the teacher and the student.
9. One of the components of pedagogical support is:
- a) analytical;
  - b) spiritual and moral;
  - c) coordination;
  - d) integrative.
10. The algorithm for studying the family does not include:
- a) study of the family composition, structure (complete, incomplete, with one child, with many children, divorced, etc.);
  - b) study of housing and living conditions;
  - c) study of material security;
  - d) study of the school community.

### **Approximate topics of essays Section 1.**

1. Social pedagogy: subject, tasks, functions.
2. Caring for orphans among the ancient Slavs.
3. "The Teaching of Vladimir Monomakh".
4. Social reforms of Peter I.
5. Activities of the department of Empress Maria.
6. Shelters in Russia in the 19th century.
7. P.F. Lesgaft on raising a child in a family.
8. Pedagogy of non-violence.
9. Practice of social education of S.T. Shatsky.
10. Children's summer colonies in the 20s of the 20th century.
11. State policy for the protection of children in the 20s of the twentieth century.
12. Experience of social education of an individual in a team.
13. Social and pedagogical experience of A.S. Makarenko.
14. Pedagogical system of A.S. Makarenko.
15. Pedagogical system of V.N. Soroka-Rosinsky.

16. Republic of Shkid.
17. Social functions of the modern education system.
18. Personality of the child, dependence on the environment.
19. Social deviations in the development of students.
20. Modern concepts of socialization of the individual.
21. Stages of socialization and their features.
22. Man as a victim of the socialization process.
23. The main institutions of socialization and their characteristics.
24. Agents and means of socialization.

## **Section 2.**

1. Functions of a social educator.
2. Specializations of a social educator.
3. Methods used by a social educator in their work.
4. Types of socio-pedagogical technologies and their characteristics.
5. Historical types of families; relationships in the family and the problem of transmitting values.
6. Educational functions of the family and problems of family education.
7. Preventive and rehabilitation technologies in working with children and adolescents with deviant behavior.
8. The system of state institutions for social orphans.
9. The main areas of activity of a social educator in a microdistrict.
10. The main areas of activity of a social educator at school.
11. Interaction of a social educator with children's and youth public organizations and associations.
12. Features of a social educator's work with orphans.
13. Fundamental legal documents on the protection of children's rights.
14. Forms of social protection of children.
15. Family children's home.
16. Children's public organizations of Russia.
17. Youth public organizations and associations of Russia.
18. Forms of extracurricular activities organized by a social educator with students.
19. Profession - social educator.
20. Work of a social educator in the summer.

Intermediate certification of students is carried out in the form of a test (in traditional or test form) using the following assessment materials: a list of questions for the exam.

### **Exam questions**

(8 semesters)

1. Subject and tasks of social pedagogy.
2. Peculiarities of the relationship of social pedagogy with other branches of pedagogy.
3. Main stages of development of social pedagogy.
4. Main functions of social pedagogy.
5. Essence of the concepts of "education" and "social education".
6. Principle of conformity to nature in social pedagogy.
7. Principle of conformity to culture in social pedagogy.
8. Principle of humanism in social pedagogy.
9. Causes of social and pedagogical problems in society.
2. Essence of the concept of "socialization".
3. Factors influencing human socialization.
4. Influence of social organizations on the socialization of the individual.

5. Costs of socialization.
6. Means of socialization of the individual.
7. Agents of socialization.
8. Mechanisms of socialization.
9. Social and pedagogical mechanisms of socialization.
10. Components of the socialization process.
11. Man as a victim of the socialization process.
12. The place and role of self-education in personality development.
13. Types of socio-pedagogical technologies.
14. Qualification requirements for the activities of a social educator.
15. Methods of persuasion and exercises in socio-pedagogical activity.
16. Methods of socio-pedagogical assistance.
17. Methods of correction in the work of a social educator.
18. Family as an object of socio-pedagogical activity.
19. The main functions of the family and their consideration in socio-pedagogical activity.
20. Typology of families and social adaptation of the family in society.
21. Socio-pedagogical activity with families with a child with physical and/or mental disabilities.
22. Socio-pedagogical activity with a foster family.
23. Activities of a social educator at school.
24. Social and pedagogical centers at the place of residence.
25. Interaction of a social educator with state organizations for the social protection of children.
26. Activities of a social educator taking into account the relationship between the class and extracurricular forms of the educational process.
27. Preventive and rehabilitation technologies in working with children and adolescents.
28. Interaction of a social educator with children's and youth public organizations and associations.
29. Selection of variable content of social and pedagogical activity taking into account the relationship between the class and extracurricular forms of the educational process
30. The essence of methods of social and pedagogical activity.
31. Features of methods of social and pedagogical correction.
32. Methods of social and psychological assistance: psychological counseling, social and psychological training, auto-training, business game and their application by a social educator.
33. Social and pedagogical work on prevention and overcoming of social orphanhood.
34. Social and pedagogical work with addictions.
35. Technologies of social and pedagogical activity.
36. Content of social and pedagogical activity of a social educator in an educational organization.

#### **IV. LIST OF REFERENCES REQUIRED FOR MASTERING THE DISCIPLINE**

##### **4.1. Main literature**

1. Social pedagogy: textbook / I. A. Lipsky, L. E. Sikorskaya, O. G. Prokhorova [etc.]; edited by I. A. Lipsky, L. E. Sikorskaya. – 5th ed., revised. – Moscow: Dashkov and K<sup>o</sup>, 2024. – 278 p. – URL: <https://biblioclub.ru/index.php?page=book&id=710177> (date of access: 02.09.2024).

##### **4.2. Additional literature**

1. Mardakhaev, L. V. Social pedagogy: theoretical and methodological foundations: textbook for graduate students, master's students and students: textbook / L. V. Mardakhaev. - 2nd ed., revised and enlarged. - Moscow: Direct-Media, 2023. - 268 p. - URL: <https://biblioclub.ru/index.php?page=book&id=701390> (date of access: 02.09.2024).
2. Social and psychological support of the adaptation period of primary school students: a teaching aid for social educators, social psychologists / compiled by M. M. Asil'derova. - Moscow: Direct-Media,

#### V. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" REQUIRED FOR MASTERING THE DISCIPLINE

№	Link to information resource	Name of the development in electronic form	Availability
1.	<a href="https://infourok.ru/">https://infourok.ru/</a>	Infourok: educational internet project of Russia. Includes: lesson plans, presentations, tests, video lessons and other materials on school curriculum subjects.	Free access
2.	<a href="http://edu.ru/">http://edu.ru/</a>	Russian Education: Federal Portal. Includes links to portals and websites of educational institutions; state educational standards; regulatory documents; catalog of excursions and educational programs.	Free access
3.	<a href="http://window.edu.ru/">http://window.edu.ru/</a>	The information system "Single Window of Access to Educational Resources" provides free access to the catalog of educational Internet resources and a full-text electronic educational and methodological library for general and professional education	Free access
4.	<a href="http://fcior.edu.ru/">http://fcior.edu.ru/</a>	The Federal Center for Information and Educational Resources (FCIER) provides access to electronic educational resources and services for all levels and stages of education.	Free access

#### VI. MODERN PROFESSIONAL DATABASES AND INFORMATION REFERENCE SYSTEMS

1.	<a href="http://www.biblioclub.ru">http://www.biblioclub.ru</a>	Electronic library system (ELS) University library online	Registration via a university computer. Further individual unlimited access from any point where there is access to the Internet
2.	<a href="http://www.garant.ru">www.garant.ru</a>	Information and legal portal	Free access
3.	<a href="http://www.consultant.ru">www.consultant.ru</a>	Russian computer reference and legal system	Free access
4.	<a href="http://www.elibrary.ru">www.elibrary.ru</a>	Russian information portal in the field of science, technology, medicine and education	Free access

## **VII. LICENSED AND FREELY DISTRIBUTED SOFTWARE**

The following licensed and freely distributed software is used in the implementation of the academic discipline:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice and others.

## **VIII. EQUIPMENT AND TECHNICAL TEACHING EQUIPMENT REQUIRED FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE**

Classes are held in classrooms equipped with specialized furniture, including stationary or portable technical training equipment (projector, screen, computer/laptop).

Independent work is conducted in classrooms equipped with computer equipment with the ability to connect to the Internet and provide access to the electronic information and educational environment of the university.