

Organization of Social Pedagogical Work (On the Example of a Preschool Educational Organization)

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Abstract: This article considers preschool educational organizations as an important foundation for the personal and social development of children. In this process, the correct organization of socio-pedagogical work plays an important role in ensuring the social adaptation and readiness of children for education. This article analyzes the issues of effective organization of socio-pedagogical work in preschool educational institutions.

Keywords: Preschool education, social pedagogy, social adaptation, pedagogical work, educational technologies.

Introduction: Preschool education is the main stage of children's upbringing and development, during which children's worldview, moral values, social skills and personal characteristics are formed. Effective organization of social pedagogical work in preschool educational organizations contributes to the full and balanced development of children, their integration into society and a successful life in the future.

Social pedagogical work in preschool educational organizations is aimed at developing children's social skills, adapting them to society, ensuring their moral, aesthetic, intellectual and emotional development. All this is done in order to raise children with mutual respect, empathy and a sense of responsibility.

The goal of social and pedagogical work in preschool educational organizations is to develop friendship, cooperation and support among children, to instill in children an understanding of social norms and moral rules in society, to assist in the emotional and intellectual development of children, and to ensure the healthy and successful integration of children in the social environment.

Applying socio-pedagogical rules in communication with children, teaching children to work in groups and communicate through social activities and games, forming moral values and a sense of responsibility in children, and developing social support and empathy skills are among the tasks of socio-pedagogical work in preschool educational organizations.

There are several forms of methods for organizing

social pedagogical work.

For the effective implementation of social pedagogical work in preschool educational organizations, it is necessary to use various methods and techniques. Among them, the following can be distinguished:

a) Educational games and exercises

Educational games and exercises are important in teaching children social skills. For example, through group work, joint activities in team games, and problem solving, children learn social interaction. Through games, children develop skills such as mutual interaction, asking for help, and providing help.

b) Pedagogical conversations and dialogues

Conducting regular pedagogical conversations with children helps to form social norms and moral rules in their minds. Educators should constantly talk to children, answer their questions, and provide explanations on moral issues. This process teaches children to act in accordance with social and moral rules.

c) Role-playing and dramatization

Role-playing and dramatization allow children to experience different situations, understand the feelings of others, and imagine themselves as members of society. Children learn to understand their place in society by portraying themselves in different social roles.

d) Social activities

Preschool educational institutions should organize

various social activities for children, such as group holidays, excursions, nature walks, etc. These activities develop social skills in children based on communication with each other, mutual assistance, respect and empathy.

Also, social pedagogical work should be carried out not only in the preschool educational institution, but also in the family environment. Cooperation with parents increases the effectiveness of social pedagogical work. Parents need to work closely with the pedagogical staff of preschool educational organizations in order to properly influence the social development of their children.

The main areas of cooperation with parents: Assisting parents in supporting the social development of their children. Providing pedagogical advice and recommendations. Communicating with parents about socio-moral values and norms. The role of educators in organizing social pedagogical work in a preschool educational institution is special. Educators are the main leaders in the social development of children, in explaining moral rules and adapting them to society. They must use social pedagogical methods in working with children, as well as in communicating with parents.

It is appropriate to use a number of methods and techniques to effectively organize social pedagogical work in preschool educational institutions. These methods are aimed at ensuring the social development of children, forming social skills and instilling moral values. The most basic methods of organizing social pedagogical work are presented in detail below.

1. Educational games and exercises

Educational games are one of the effective methods of social pedagogical work, as they teach children to establish correct relationships in society, work in a team, and achieve a common goal. Through games, children can imagine themselves in the shoes of others, develop empathy skills, and become emotionally rich.

Team games teach children to work in a group, develop mutual respect and cooperation. For example, in the game "Let's Build Together", children build some kind of figure together. This game teaches children solidarity and teamwork.

Competitive games are also useful in developing social skills. They teach children how to accept success and defeat, and at the same time develop self-control and teamwork.

2. Pedagogical conversations and dialogues

Pedagogical conversations are the main method of direct communication with children. Through conversations, children learn to freely express their

thoughts, listen to the opinions of others. Educators conduct conversations to explain social norms, moral values, and various situations in society to children.

Moral conversations help children discuss mutual respect, justice, helping others, and other moral rules. For example, questions like "How can you help a friend?" or "How can you be fair?" introduce children to moral standards.

Emotional conversations help children learn to manage their own emotions and understand the feelings of others. This process develops empathy and sympathy among children.

3. Role-playing and dramatization

Role-playing and dramatization teach children how to behave in different situations, how to understand the feelings of others, and how to perform social tasks. Through this method, children imagine themselves in different roles and understand their place and responsibilities in society. Role-playing allows children to play different social roles. For example, children learn social relationships in the field of healthcare by playing the roles of "doctor" and "patient".

Through dramatization, children learn to portray different social situations (for example, friendship, asking for help, or respecting personal boundaries). This method develops social thinking in children.

4. Social activities

Social activities are important for the development of children's social skills, as they help children learn to help each other, work as a team, and interact in different social situations. Social activities give children the opportunity to develop skills and life experiences.

Community holidays and social events teach children to work in groups and find their place in society. For example, holiday events (New Year, International Children's Day) help children develop solidarity and friendship.

Walks and excursions in nature create opportunities for children to engage in social communication. They learn to study nature, work in a team, and feel social responsibility.

5. Pedagogical observation and analysis

Pedagogical observation and analysis play an important role in organizing social pedagogical work. When working with children, educators should observe and analyze their social relationships, behavior patterns, and group activities.

Observation allows children to analyze their relationships, group actions, and how they perform social tasks. Based on this analysis, educators can develop an individual approach.

Analysis and feedback give children the opportunity to analyze and improve their behavior. This process helps children develop self-awareness and social skills.

6. Arts and Creative Activities

Arts and creative activities are a great way for children to express themselves and understand other people, and through them they learn to communicate with each other, understand their place in society. Creative activities develop teamwork, co-creation and social responsibility with children.

Through drawing, music, singing and dancing, children communicate their thoughts and feelings to others. These creative activities develop children's ability to understand each other and cooperate. Theater and drama classes teach children to manage their emotions and understand the thoughts of others. Preschool is an important stage in the social, moral and emotional development of children.

During this period, children's personalities are formed, social skills, moral values, interpersonal relationships and the ability to find their place in society develop. Effective organization of social pedagogical work in preschool educational organizations is aimed at helping children express themselves freely and fully in the social environment.

The main goal of social pedagogical work in preschool educational organizations is to help children develop socially, prepare them to find their place in society and develop their moral, emotional, and intellectual skills. There are the following main goals for implementing this process:

Development of children's social skills: In preschool education, children learn to work in groups, communicate with each other, help others, and work in a team. These skills are strengthened through social pedagogical work. **Formation of children's moral and aesthetic values:** Social pedagogical work in preschool education ensures the instillation of moral, aesthetic, and cultural values in children, their adaptation to society.

Development of friendship, respect, and empathy among children: Pedagogical work is aimed at improving social relations between children, developing mutual respect and empathy.

Support for children's personal development: Educators help children develop personally by organizing social pedagogical activities that correspond to their individual characteristics, needs, and interests. The tasks of social pedagogical work help children adapt to the social environment and find their place in society. These tasks are carried out by educators to achieve the general goals of preschool education.

Teaching social norms and moral values: Teaching children the social norms, moral values, and etiquette that are important in society. This helps children demonstrate proper behavior in their relationships with others. For example, social values are instilled in children through concepts such as "helping a friend," "waiting in line," and "honesty."

Developing social skills in relationships: Helping children develop social skills such as communicating with each other, working as a team, taking responsibility, and expressing their opinions freely.

Developing teamwork skills among children: Teaching children in preschool education skills such as working in a group, collaborating with other children to achieve goals, helping each other, and taking collective responsibility.

Developing emotional intelligence: Children learn to understand their own feelings, understand the feelings of others, how to behave and how to solve problems. This task ensures the development of children's emotional abilities.

Developing social security and conflict resolution skills: Social pedagogical work teaches children to find their place in society, make the right decisions in various social situations and resolve social conflicts that may arise.

Teaching children to express their opinions and be heard: Through social pedagogical work, children learn to convey their thoughts to others in an understandable and respectful way, listen to each other and build constructive relationships.

Developing friendship and cooperation: Social pedagogical work explains to children the importance of cooperation, working together and helping each other, develops friendship and social bonding.

Social pedagogical work in preschool education is of great importance in ensuring the social, emotional and moral development of children. To effectively organize this process, it is necessary to use methods such as cooperation between educators and parents, educational games and dialogue, role-playing games. Successful organization of socio-pedagogical work creates opportunities for healthy and balanced development for children, preparing them to find their place in society in the future.

Effective methods of organizing social pedagogical work are aimed at instilling in children the norms, rules, and moral values of society, as well as teaching them to establish relationships and work in a group. Through educational games, pedagogical conversations, role-playing games, art activities and other methods, children develop their social skills, while learning mutual respect, empathy and responsibility.

The purpose of organizing social pedagogical work in preschool educational organizations is to develop

children's social skills, introduce them to moral and aesthetic values, and help them develop personally. To achieve these goals, a number of tasks of social pedagogical work are implemented, the main of which are the formation of mutual respect, friendship, cooperation and emotional development among children. Social pedagogical work prepares children for successful adaptation to the social environment and creates the opportunity for them to become active and responsible citizens in society in the future.

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