

## Experience of Designing of Educational Training Programs of Social Pedagogues: Comparative Analysis

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**Abstract:** The present study is devoted to topical issues of designing of content of educational programs of the specialty “social pedagogy and self-cognition” taking into account requirements and recommendations of the international accreditation agency. It was considered the important elements of the content of vocational training of social pedagogues, also it was analysed foreign experience, there are presented the results of questioning of students on satisfaction with the content of the realized subject matters. The special attention is paid to a difference of activity of the social worker and social pedagogue, the analysis of researches of foreign European theorists in the field of social pedagogy. It is submitted the contents of curriculum and there are characterized the subject matters, reflecting the essence of training of social pedagogues in Kazakhstan. Research can be useful to the people, interested in preservation and improvement of quality of the higher pedagogical education.

**Key words:** The social pedagogue at school, the content of training, designing, subject matters, paid

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### INTRODUCTION

Strategy of development of Kazakhstan, as well as accession of the country to Bologna Process in 2010, was actualized the need of the international recognition of educational training programs of specialists for higher education institutions. In this connection, in May 2012 a major step was the creation of the National Register of accreditation agencies, approved by the resolution of the National Accreditation Board, headed by the Minister of Education and Science. In the Register there were included 6 accreditation agencies, among which two national Independent Kazakh Agency for Quality Assurance in Education-Consulting (Iqaa)/IKAQAEC (Iqaa) and Independent Agency for Accreditation and Rating/IAAR and also four foreign agencies ACQUIN, ASIIN (Germany), AQA (Austria), ABET (USA).

Since, 2012 there was actively begun process of passing of the Kazakhstan higher education institutions of the international institutional and specialized accreditation, in particular, educational programs of pedagogical specialties. In article it will be considered the designing experience of educational programs taking into account international experience. The important moment is compliance of programs to world training level of the specialists and further accreditation of programs.

Practice of social pedagogues training in Kazakhstan is new which was begun since 2010. There are reflected the features of the Kazakhstan and international experience of professional activity of social pedagogues. In the Republic of Kazakhstan, traditionally, the social protection was only for disabled people, veterans, aged, the low-income families with children and the unemployed. The situation was begun to change with adoption of Law of the Republic of Kazakhstan “About special social services” (on December 29, 2008 No. 114-IV 30). There was a need to make changes to training of the future social workers and social pedagogues, namely on development of practical skills of all levels for work with different categories of the population in a difficult life situation. In this regard, contents of training programs and syllabuses were begun to rework. There can be noted a feature of tradition of educational work of the teacher and paying of great attention to it in domestic pedagogy and education.

### MATERIALS AND METHODS

**Features of social pedagogues training:** In the Republic of Kazakhstan the process of training of specialists in “Social pedagogy and self-cognition” happens in parallel to system of social protection formation of children and

youth. Now the special organizations for rendering social and pedagogical and psychological helping children with various disorders are being opened: the children's centers of development and correction, the rehabilitation centers and the social and pedagogical and advisory centers and others.

Since, 2010 in Al-Farabi Kazakh National University it is carried out the training of bachelors in the specialty: 5B012300 "Social pedagogy and self-cognition" with qualification assignment "The social pedagogue and a teacher of self-cognition", where the training is conducted in the Kazakh and Russian languages. In 2015-2016 academic year the given specialty is being passed the international accreditation.

**Graduates of the specialty:** "Social Pedagogy and self-cognition" can be worked in:

- Educational organizations of the public and non-state financing
- The organizations, connected with problems of education and development of younger generation in the public environment
- The organizations, connected with the organization of children's leisure and support of children's creativity, full socialization and personal development of younger generation

Designing of competences of an educational program was built with orientation to the Dublin descriptors, European qualifications framework, the national qualifications framework, professional pedagogical activity standards. Besides, researchers were guided by the Tuning educational structure in Europe program and the developed competences by education science subject area (Tuning Education Structure in Europe, 2009). Employer's survey was conducted.

The first two years of training the students study, generally, Obligatory Courses (OC) and since 3rd year of training-basic (BC) and the Profile Disciplines (PD) and they are specialized in the main directions of psychology and pedagogical education and social pedagogy.

In different countries there are various approaches to work of the social pedagogue: or the social pedagogue cooperates with school or he is permanent member of staff of it.

In Kazakhstan as well as in Germany, the social pedagogue is entered into the school staff. He works with dysfunctional families, the lagging behind pupils, creates children's associations for carrying out free time, attracts to it parents.

According to the standard qualification characteristics of positions of pedagogical workers and the persons equated to them, approved by the Order of

July 13, 2009 No. 338 of the Minister of education and Science of the Republic of Kazakhstan (No. 5750 is registered in the Ministry of Justice of the Republic of Kazakhstan on August 17, 2009) the social pedagogue has to:

- To study psychological and medico-pedagogical features of the personality and its microenvironment, living conditions, reveals interests and needs, problems, conflict situations, deviations in behavior of the students and pupils and in due time to give them social help and support
- To define tasks, forms, methods of social and pedagogical work, ways of the solution of personal and social problems of the child, to take measures for social protection and the social help in realization of the rights and personal freedoms of the students, pupils, children
- To be a mediator between students, pupils, children and institution, a family, environment, specialists of different social services, departments and administrative bodies
- To carry out a set of measures on education, for training, education, development and social protection of students (pupils) in the education organizations and for the residence place, providing adaptation of the personality to life in society
- To coordinate work on patronage; provision of housing; allowances; pensions; the property and non-property rights of orphan children; and children without parental support; children with disabilities; disabled children; disabled people who are had it from the childhood
- To create the conditions for development of talents, mental and physical capacities of students (pupils) after hours
- To promote establishment of humane, it is moral the healthy relations in the social environment
- To provide a communication between the child and the state, public organizations and social services
- To interact with teachers, parents and other lawful representatives
- To provide protection of life and health of the students during educational process
- To participate in development, the statement and implementation of educational training programs in the education organizations
- To have skills in computer literacy, information and communication competence

In professional activity of the social pedagogue it is necessary to allocate the main directions. These are his practical, educational and research activities. As it is shown the results of employment, generally, the

**Table 1: The main directions of activities of the social pedagogue at school**

Directions of activities	Content
Organizational work	Creation of the social passport of school and each student's collective
Interaction with departments and system services prevention of neglect and offenses of minors	Creation of the plans of joint activity, work plan with inspectors for the affairs of of minors (IAM), juvenile police, plan for prevention of offenses, plan for fight against violence
Preventive work with classes	Prevention of a deviation in behavior of teenagers; the help in overcoming of the arisen crisis and independent changing of the life
Individually-prevention work with the students, are registered in supervisory authorities	Scheduling of school work with children of deviant behavior; the plan for primary who prevention of offenses and drug addiction among minors
Work with pedagogical staff	To inform teachers on technologies of constructive, frictionless communication with pupils and ways of collaboration in correction of negative manifestations in student's collectives
Diagnostic work	Identification of difficult children, children with difficulties in socialization, attendance monitoring
Methodical work	Development of diagnostic instructions, training programs, correctional programs, programs of consultations

graduates found a job in kindergartens, schools, shelters, social services. The social pedagogues have a great demand in labor market and the majority of the education organizations are needed in qualified specialists. The salary to social pedagogues is charged depending on the seniority and a skill level. Statistically, the average salary of the social pedagogue at school is made about 43 700 tenges. The analysis of activity content of social pedagogues at comprehensive school allows to generalize their main activities (Table 1).

## RESULTS AND DISCUSSION

### **From history of formation of training system of social pedagogues:**

In 1908 training of social pedagogues is begun, in the early seventies training of social pedagogues with the higher education is begun at Germany universities. In the former Soviet Union the separate functions of social pedagogues and social workers were carried out by employees of schools, boarding schools, welfare services. However in the 80<sup>th</sup> years it was ripened the urgent need in training of specialists which can and able to give professionally social and pedagogical help and support, being directed a precept of doctors “do no harm”. March 20, 1991 the state committee of the USSR on the national education was approved the specialty “Social Pedagogy”, at the same time there was approved the specialty “Social Work”. According to I.A. Lipsky, social work is reduced to satisfaction of client needs and the social pedagogy is directed to transformation of the social environment, the prevention of the conflicts, optimization of the relations of the personality and society. In the methodical letter “Introduction to a new profession” is indicated that the social pedagogue according to his destination, at the same time, is social worker (Table 2).

However above-mentioned distinctions are very relative, borders between professions are indistinct. In the

USA there is an integrated profession of the social worker. In Switzerland it is distinguished between social pedagogues, social workers and animators, i.e., organizers of leisure. In many European countries the social pedagogy is considered the specialty of a profession “social work”. These disputes don’t stop also at the theoretical level. So, the Norwegian theorist Matiyesen calls in question a pedagogical orientation of social pedagogy. He supports idea that the social pedagogy was turned into separate branch of standard pedagogy and ideas of a normality and integration are individualized and they are occurred in the private sphere that means in a gap between the social pedagogue and identity of the teenager. Other Danish theorist Madsan focuses attention on “pedagogical emergency situations”. According to him (Madsen, 2006): “Prescriptions and initiatives which purpose are assurance that vulnerable people are integrated in general into society, it is as an answer to social and pedagogical emergency situations which are formed in industrial society”.

Further, one of editors, Jacob Kornbeck, considers that the social pedagogy which is positioned in practice as forms of consultation, clinical social work, work in groups, treatments of a family and the help to people, is directed to receiving our services and resources in society and it is not concrete technical competence. Contrary to him the arguments are adduced by Hamalainen (2003) and he considers that the social pedagogy has own theoretical bases and methods.

In Great Britain training of social pedagogues is also conducted, the international magazine (International Journal of Social Pedagogy) is published. Pat Petrie and e.t. note that experience of the pedagogical theory and educational practical activities of teachers can be well integrated and used in activity of the social worker and therefore the educational program of training of the social pedagogue is developed (Petrie and Chambers, 2009).

Table 2 : A difference between the social pedagogue and the social worker

Parameters	The social worker	The social pedagogue
Purpose of professional activity	works with happened problem (alcoholism, drug addiction, vagrancy, unemployment, an illness, disability, natural disaster, etc.) that demands special types of the social help and narrower specialization (on work with disabled people, aged, refugees, groups of social risk, etc.)	seeks to prevent a problem, in due time to reveal and remove the reasons, generating it; to provide different preventive prophylaxis of the negative phenomena, deviations in behavior of people and thus, to improve their surrounding microenvironment.
Activities	human rights, social	Upbringing, educational and preventive
Clients	various groups of the population	children and teenagers
Object of activity	crisis situation	Upbringing, educational process

Table 3: Comparison of curricula of faculties of social work and social pedagogy.

The objects, studied at faculty of social pedagogy:	The objects, studied at faculty of social work
Didactics/methodology of social pedagogy, general pedagogy, Esthetics communication, psychology, sociology, Law, Social policy, Medical and correctional Pedagogy, Social medicine, Psychopathology, Social philosophy/ Social ethics/theology, Management	Esthetics/communications, Sociology, Psychology, General pedagogy, Medical pedagogy, Social medicine and social psychiatry, Help to youth, Management, Social policy, Social philosophy/ Social ethics

In Kazakhstan the profession of the social worker belongs to a services sector and a profession of the social pedagogue to education. In the international standards of a profession of the social worker there are marked out three activities: Rendering rehabilitation services to the population Assistance to different types and sorts of families on the basis of detection of family trouble with the help of the techniques of early intervention in a family, plan and program developments of rehabilitation, reintegration of the child and a family in society; to render to the population, social groups, individuals the social help, support in socialization, overcoming of difficulties of adaptation at different stages of development of the personality, to carry out diagnostics of activity and a social environment of population various groups for creation of sociocultural rehabilitation. Therefore, creation of the program is synthesized the bases of pedagogical activity and social work.

On the example of Protestant higher special school named after Reynland-Vestfalei-Lippe (Bochum city) it is possible to observe similarity of the curriculum of faculty of social work with the curriculum of faculty of social pedagogy. An interview with the pro-dean of faculty of social pedagogy, Professor Mogga-Grotian is testified that it can lead to merge of faculties subsequently. (Table 3)

All objects are actually coincided, excepted for the leading: didactics/methodology of social pedagogy (faculty of social pedagogy) and theory and practice of social work (faculty of social work) and also objects: law, theology, (faculty of social pedagogy), help to youth (faculty of social work).

In difference of faculty of social pedagogy, the faculty of social work has the specializations: “family, youth, women”, “gerontology, work with elderly people”, “psychosocial work”, “municipal and regional social work”. At faculty of social pedagogy in the near future it is planned opening of the specializations such as: “social and pedagogical work with children, youth”, “work with elderly people”, “work with the people having drug addiction”. This process, perhaps, will also promote to merging of faculties in faculty of social protection as it was happened in many schools of Germany.

In the long term, perhaps, such association will be peculiar also to the Kazakhstan system of training of social pedagogues. However there are some nuances as the specialty has in its name also self-cognition. That is, we train teachers of self-cognition in parallel. It is the unique Kazakhstan experience, connected with name of the First lady S.A. Nazarbayeva. According to it in Kazakhstan from 1-11 class of the secondary school there was entered the course “ Self-cognition “, it is carried out once a week.

**Comparison of curricula of social pedagogues training:**

On the example of the Higher Special School named after A. Salomon (Berlin) we will consider the integrated training of social workers/social pedagogues. Its history was begun with the year courses, organized A. Salomon in 1893 for training of specialists in the field of the charitable help (Salamon, 1994).

At A. Salomon’s school there is assumed such division: the basic phase has 3 semesters, the main has 4 semesters. Basic training is aimed at the informing about

Table 4: The basic subjects, studied at faculties of social pedagogy of the Higher School named after A. Salomon and also comparison with Al-Farabi Kazakh National University

The Higher School named after A. Salomon	Comparison with Al-Farabi Kazakh National University
Main problems of social work and social pedagogy;	History of social pedagogy and self-cognition
Methods of social work / social pedagogy;	Self-cognition
Theory and practice of socio-cultural work;	Social pedagogy
Social and political conditions of social work;	Methodology of teaching self-cognition
Social researches / informatics;	Social and pedagogical diagnostics
Fundamentals of law on the example of the family and youth law;	Social and pedagogical consultation
Socialization / social education;	Pedagogical skill of the social teacher
The main concepts and problems of social medicine	Methodology and methods of social and pedagogical researches
	Designing of social and pedagogical work
	Technologies of social and pedagogical work with children

Table 5: Subjects of the main training of Higher School named after A. Salomon and Al-Farabi Kazakh National University.

The Higher School named after A. Salomon	Comparison with Al-Farabi Kazakh National University
Right of the help to youth;	Pedagogy
Right of the public assistance;	Psychology and personality development
Social management;	Social psychology
Right of working and social insurance;	Pedagogy and psychology of interpersonal communication
Rights of immigrants;	Comparative pedagogy
Methods of social work (social pedagogy)	Age physiology and school hygiene
Psychosocial consultation;	Deviantology
Intercultural social work.	Ecology and sustainable development
	Kazakhstan law
	Economy fundamentals
	General and applied sociology
	Ethics of personal and social success
	Culture and religion

of fundamentals of social and social and pedagogical knowledge. It is included the following subjects (Table 4). Besides students have the right to attend obligatory subjects in the choice. The basic course covers both the general objects for all students and specialization. During the main training the following disciplines are studied (Table 5).

It should be noted that comparison of the curriculum of department with the curriculum of the Higher Special Schools was led to the conclusion about a bigger systematization of the department's plan of social pedagogy Dresden Technical University (Dresden TU). It provides not only separate subjects, but also their subsections, than more reminds curricula and programs of the Russian higher education institutions. The greatest number of hours is given for social pedagogy (28 h a month). The subjects are leading (Table 6).

The last subject (training introduction) is taught on the first semester and it is indicative, like introduction week at the higher special schools. It is supplemented also with practical work and work in small groups. As it was noted earlier, each subject is accurately structured. The social pedagogy has the following sections during basic training:

- Theory and history of social pedagogy
- Historical and political conditions of practical social and pedagogical activities

- Clients and conditions of their life
- Theories and forms of social and pedagogical activity
- Vital problems of sexual character
- Research methods
- Fundamentals of law and social administrations

Thus, if at the higher school named after A. Salomon education comes from the general problems of social work, then a reference point of training of social pedagogues in Dresden Technical University is pedagogical and social and pedagogical activity. The main training is assumed a specialization in one of five spheres of social and pedagogical work (Table 7):

- Age social pedagogy (social and pedagogical work with children, youth, elderly people). This specialization proceeds from specifics of various phases of the specialization, understood as development process during of all human life
- The social and pedagogical educational help (work in orphanages, families, etc.)
- Social and pedagogical consultation and assistance (work in consultations "Marriage and family", youth counseling centers, the help to risk groups)
- Social administration (social and youth services of planning)

Table 6: Leading subjects of social pedagogy department of Dresden Technical University and Al-Farabi Kazakh National University

Social pedagogy department of Dresden Technical University	Al-Farabi Kazakh National University
General pedagogy	Self-cognition
Sociology	Social pedagogy
Psychology	Pedagogy
Methodology of social work	Psychology
law	Sociology
Training introduction	Kazakhstan law

Table 7: Quantity of the credits on training modules. Baccalaureate of "Social Pedagogy and Self-cognition" speciality

Type of the module	Kazakhstan credits	Quantity of the credits	Kazakhstan credits for the course	Lectures/Seminars /Lab works	Each course in ECTS UNIT	Totally
State obligatory module	10	4 (2x2 +2x3)	2	1+1+0	3	12
Social and communicative module	4	2	3	0+3+0	3	9
STEM	6	2	2	1+1+0	3	6
			3	1+2+0	3	6
						33
Obligatory professional modules	66	22	3	2+1+0	5	110
Elective professional modules	35	13 (1x1,3x2,9x3)	1	1+0+0	2	2
			2	1+1+0	3	9
			3	2+1+0	4	36
						157
Interdisciplinary modules	8	4	2	1+1+0	3	12
Practices	12	5			16	148
Sport	8		4	4		
Diploma thesis	2				20	20
						240

- Socio-cultural work (social and pedagogical activity by means of art, music, theater, dance, the movements, rehabilitation methods and education by means of culture)

In recent years the central place in social pedagogy is transferred to education of children as holistic personality with acceptance of his physical, informative, social, emotional and moral development (Petrie 2002). In this regard, work of the social pedagogue means work not with separate aspects of the personality and as holistic, complex work (Petri *et al.*, 2009).

It is possible for comparison to provide also the training curriculum of bachelors of social education in Denmark. The program of training consists of the following subjects and the academic elements:

- Pedagogical theory and practice
- Danish, cultures and communications
- Persons, institutions and societies
- One of the following main disciplines according to the choice of the student
- Health, body and exercises
- Expressions, music and drama
- Folk art and crafts, science and technologies
- Practical training

- Specialization in one of the following professional or functional areas:

- Children and youth
- People with limited functionality
- People with social problems (Website materials)

**Results of poll:** Further for the purpose of identification of disciplines which it is necessary to correct and identification of vital issues in designing of the curriculum of a baccalaureate, there was conducted a survey of students of the 3rd course.

Only 50 students participated in poll of the speciality "Social Pedagogy and Self-cognition" of "Philosophy and political science" faculty of Al-Farabi Kazakh National University.

On a question: "What disciplines did you like or which ones were remembered most of all during your training?" there were included the following disciplines in the first five:

- "Psychology"
- "Social pedagogy"
- "Theory and practice of self-cognition"
- "Deviantology"
- "Correctional pedagogy"

These disciplines were most of all remembered by the fact that they were substantial 57%; were almost directed- 47%; were perspective 23%.

Estimating on 6-point scale and answering the question: "On formation of what qualities were directed the disciplines, taught during training?" 80% of respondents noted that in the majority the taught disciplines were aimed at the development:

- Awarenesses on a subject
- Visions of a problem, ability to formulate it, to find the correct solution the disciplines, taught during training, were directed on formation of qualities
- Abilities to be guided in the modern educational environment

The assessment "3" was received the objects on development of ability to transfer the known ways of activity to new situations and to open new ways of activity. And the lowest mark was received on development of skills of implementation of educational, experimental and research activity.

Estimating quality of readable disciplines, 76% of students were highly appreciated disciplines in such parameters as: dynamism; novelty; openness. 14% of respondents were noted that courses weren't so dynamic, systematic and complete. On a question: Whether "Were there disciplines, during your training which content was duplicated?" - 90% answered in the affirmative, only 10% answered negatively. Ranging the offered positions, as wishes of improvement of content of subject matters students noted the following:

- About 76% suggested to make emphasis on creation of the methodical systems of training, focused on development of intellectual potential of the trainee, on formation of abilities independently to acquire knowledge
- About 50% on improvement of quality of disciplines
- About 38% to improve contents
- About 34% to improve methods and organizational forms of education
- About 16% to improve diagnostic instruments of educational process

As disciplines, where the contents were repeated somewhere during study of other disciplines, the following disciplines were called: "Deviantology" and "Work social pedagogy with children of deviant behavior" "Self-cognition" and "Methodology of teaching Self-cognition", "Correctional pedagogy" and "Social and pedagogical correction", "Social and pedagogical educational work with parents" and "Social and pedagogical work with a family".

In the majority cases there were repeated the content of disciplines of the obligatory block with disciplines of the elective block. On a question: "What could you offer on improvement of content of your training?" the following offers were received:

- To strengthen a practical orientation
- To improve quality of lecture contents
- To provide a book supplying of elective disciplines in Kazakh
- To strengthen the methods of social and pedagogical work, to focus attention to specialization

On a question: "What other disciplines would you like to listen and pass?", respondents offered the following courses:

- "Practical psychology"
- "Management"
- "Time-management"
- "Social and psychological conflictology"
- "Technique of scientific researches"
- "Professional English"
- "Methodology of the social and pedagogical help"
- "Comparative social pedagogy"

On a question: "What abilities and qualities, would you like to develop in the future during training at university?", respondents note the following:

- Oratory and public speaking skills
- To master of the techniques of critical thinking
- Skills on development of personal leadership skills
- Skills of writing of scientific publications and works
- Skills of motivation and work in team

**Designing of educational programs:** There are given several definitions at determining an educational program. The most popular among them the next: it is the document where it is fixed and the purpose of educational process is logically reasoned represented; thematic and educational plans, ways and methods of their implementation, criteria for evaluation of results in the conditions of specific educational institution the normative text, determining the purposes, education values, the curriculum, training programs, pedagogical technologies and techniques of their practical implementation and determination of result student individual educational route where at passing he can get this or that level of education according to the standard, guaranteed by this program (Trapitsyn *et al.*, 2014).

The educational program allows presenting also a complete context of creation of individual and educational

trajectories of the trained pupil for the purpose of expansion of his personal competences (Bederkhanova and Bondarev, 2000; Churakova, 2010).

Designing in education is understood as creation of a prototype of the educational process which is characterized by the set of characteristics and aimed for reduction of process to the set optimum state (Kurbatov and Kurbatova, 2001).

At designing of educational programs the teaching staff of department was paid attention to module designation, to formation of its content and the list of references for reading, to the description of results of training, forms of the organization of lecture, practical studies and other forms of work. Also forms of an assessment of results were projected: tasks on weeks and at the end of the module, the Medexam form, etc. Distribution of the credits in the curriculum is presented in appendix A. The choice of disciplines is carried out independently by the student, according to his educational trajectory and the individual plan.

Content of the specialty "Social Pedagogy and Self-cognition" is presented by "The main professional module", where there are entered such subjects as: The theory of education, Pedagogy, History of social pedagogy and self-cognition, Comparative pedagogy, Social pedagogy, Social psychology, Theories of social integration, Prospect of inclusion and exclusion in social pedagogy, Physiology, Psychology and development of the person, Age psychology and school hygiene, Psychology of development, Education Psychology, Ethnopedagogy, Self-cognition, Deviantology, Fundamentals of rehabilitation pedagogy, Technologies of social and educational work with children, Technologies of social work in society, Law and ethics of social pedagogy, Communication in work with children and the studying youth, Family and social consultation, Social and pedagogical intervention, Methodology of teaching Self-cognition, Methodology of teaching pedagogy, Methodology and methods of social and pedagogical researches, Diagnostics in social and pedagogical work.

The elective professional module offers the following educational trajectories of training: Track 1: Teacher of Self-cognition, Track 2: Social and pedagogical work. In the context of the studied problem of article, here, it is interesting the second trajectory and there are offered for the students the following disciplines:

- Social partnership and dialogue in the field of social work
- Volunteering as manifestations of social activity
- Gender aspects of socialization
- Technology of social work in emergency situations

- Social and psychological services in the field of education
- Social protection of the childhood and family
- Social and pedagogical training
- Social and educational technologies in work with children of deviant behavior
- Psychodynamic bases of intervention
- Social and psychological consultation at school
- Penitentiary pedagogy
- Preventive in social work

Substantial filling of the elective professional module, of course, can be corrected according to changes of the real educational situation in the university, determined by the contingent of students, social and educational inquiries of students and employers, educational priorities, extension of contacts with other higher education institutions, etc.

### CONCLUSION

In general, the results of poll show on need of strengthening of a practical component of an educational program. It would be desirable to note that these difficulties are caused by lack of accurately created steady system of the social help to the population (Kokkozova, 2010). The same shortcomings were specified by experts: the communication with employers, demanding expansion; lack of applied nature of training results.

As shows foreign experience, the great attention in practice of training of social pedagogues is paid to working off of necessary practical competences. For this purpose there are built various professional trajectories of training, it is carried out the analysis of professional transitions in labor market; polls in society on perception of social pedagogues, etc. (Materials of European Journal of Social Education journal).

The majority of curricula of foreign higher education institutions are directed to motivation of students to think critically about areas of professional activity, providing them this hidden history and trying to dispel all myths of the present.

The great attention at an assessment of content of educational programs is paid to quality of teaching and quality of teaching structure. The remark of Ildikó Takács is interesting in this context. So, he considers that at the teacher of social pedagogy has to be strongly developed identity. If expectations and needs of the teacher are satisfied, that is the place for development of own talents and he is able to serve society when and if it is necessary (Takacs, 2006).

Taking into account foreign experience, expert recommendations at this juncture an educational program of the specialty "Social Pedagogy and Self-cognition" in



Al-Farabi Kazakh National University is strengthened in the following directions: social and pedagogical activity with children and youth (including workers in kindergartens, preschool and school classes, the centers of rest / on the basis of leisure school, school clubs); social and pedagogical activity in the organizations for children, young people with disabilities, orphanages and shelters, with the children having social problems (toxicomania, alcoholism, etc.), social and preventive activity.

The skilled specialists of the basic social centers are begun to involve in process of training and inculcation of work practical skills with clients as teachers, mentors and advisors of work practice. Further it will be continued university work on strengthening of interrelation with the organizations for creation of profile bases for carrying out a practical training.

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