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PROFESSIONAL STATUS OF SOCIAL TEACHER AT SCHOOL

The article raises the question of the need to increase the social status of a teacher, provides data from various studies confirming the relevance of the problem, analyzes the role of a social teacher in school. The problems that are solved by a social educator in the organization of their work are considered.

Key words: status, social status, social educator, social service, social protection.

The current socio-economic situation in the country is characterized by multi-scale transformations in all spheres of life, which is accompanied by active processes of the destruction of familiar views, beliefs, attitudes, value orientations and replacing them with new ones. In the professional sphere, this is manifested in the fact that professions that meet the needs of new, emerging forms of the economy are becoming prestigious in our society. Every year there is a lack of highly qualified specialists in the most relevant areas for society: health, education, social protection, etc.

The Law of the Republic of Uzbekistan "On Education" (1997) legally established the priority of the individual in the process of education and training of a person in an educational institution. Such an approach requires greater attention to the personality of the student, his social problems, which in the conditions of an educational institution are multifaceted. Among them, the need to address the social and pedagogical problems of a person due to the individual possibilities of his training and education is highlighted; relationships with the teacher, class, individual groups and personalities of the class, school; environment and relationships in the family, direct communication environment.

The key figure is now becoming a social educator. The school has experience in solving social problems of students. This is, first of all, the activity of class teachers, who often entrusted the functions of both a social educator and a social worker.

Social (from lat. Socialis– public) –means "associated with the life and relationships of people in society" [1]. Therefore, the social service should be focused on solving the problems of socialization of a person, his upbringing, protection of his rights, help in solving the problems of self-realization in the environment of life.

The main functions of the school's social service include:

- identification of general and private social problems that occur in classes, schools;
- study and diagnosis of individual characteristics of the student, groups - objects of social services;
- assistance in the work of the teacher with the student, group, parents;
- social protection of the student in connection with the occurrence of problems that are or may be of vital importance to him;
- social protection of a group, class from individuals;
- identifying the teacher's personal and pedagogical capabilities and assisting him in further enhancing pedagogical skills and the effectiveness of pedagogical activity in working with students and parents;
- socio-pedagogical assessment of planned and ongoing educational

activities in groups, schools;

- direct preparation of social and educational activities with various groups of students, individual students, teachers, parents;
- establishing cooperation with social protection authorities, departments for working with minors, other institutions in the interest of solving social problems of students [2].

To ensure the effectiveness of such work, the school's social service needs specialists who can solve the problems of diagnostics (psychologist and sociologist) and applied work (social teacher). Each of them is called upon to carry out its activities in the interests of the child and the school.

Currently, the position of social educator is introduced in many schools. Moreover, most often this specialist performs the functions of either a teacher who is engaged in cultural and leisure work with schoolchildren outside of school hours, or as a social worker.

However, the real practice of schools convincingly shows that this specialist has his own specific amount of professional activity. A social pedagogue is a specialist who, based on the data obtained as a result of diagnostics, can pedagogically competently develop a methodology and guidelines for their implementation in the pedagogical activities of various school specialists. In addition, he himself must be able to pedagogically correctly build educational, social and pedagogical work with individual students, various groups of schoolchildren, their parents, and teachers.

Social teacher - organizer of extracurricular activities. This is a specialist in organizing social and pedagogical work with a class, several parallel classes [3]. Some teachers openly say that they are not paid for educational activities and their duty is only to teach. At the same time, they forget the advice of the great Russian teacher K.D. Ushinsky, who wrote that the duty of a teacher is, first of all, to educate, and then to teach. If we educate a student, then we will teach him.

Thus, the school's social service is a complex multidisciplinary organism. Its activities largely depend on the organization, management and competence of employees. Currently, a number of officials of such a service have not yet been identified and are not included in the staffing of educational institutions [4]. However, the real life of the school dictates an urgent need for them.

In his practical activities, a social educator performs various roles, which involves a wide range of problems of his professional activity at school and various specializations.

Primary tasks solved by a social educator in organizing his work:

- the study of regulatory documents of the school, social (socio-pedagogical) service and official duties of the social teacher;

- direct acquaintance with the organization and functioning of the school as a whole, the main directions and forms of its activity: educational, educational, organizational, managerial, research; with features of planning and monitoring the activities of a social educator;
- familiarization with the forms and methods of socio-pedagogical diagnostics of educational institutions, the living conditions of students and teachers, parents;
- the study of accumulated empirical material obtained during the diagnosis of socio-educational processes;
- participation in individual and group socio-pedagogical work with students, parents, teachers, in counseling on the socio-pedagogical aspects of education, upbringing and self-education;
- the study of the positive experience of socio-pedagogical activity, its use in the practical work of a social educator [5].

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РОЛЬ МОРФОЛОГИИ ПРИ ПЕРЕВОДЕ С ОДНОГО ЯЗЫКА НА ДРУГОЙ

В настоящее время основными процессами в жизни человека являются процессы глобализации, интеграции, стандартизации и оптимизации. Эти процессы, наряду со всеми другими областями, также связаны с лингвистикой. Одним из факторов, оказывающих «негативное» влияние на интенсивность этих процессов, является язык или, вернее, разнообразие, общения между людьми и народами. В настоящее время существуют очень деликатные и сложные проблемы с естественными языками. Это особенно верно при работе с