

- a large number of educational materials. A large number of diverse information on this development technology published that will allow novice developers to quickly acquire the necessary knowledge.

However, it should be noted that only a few articles and videos describing the technology are available on the Internet in Russian, and the books are currently available only in English. In this connection, to explore this technology, as well as general programming, English is very helpful.

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DEVELOPING SOCIAL PEDAGOGY AS AN ACADEMIC DISCIPLINE

The concept of social pedagogy is used in different contexts and in different meanings: as a tradition of thinking and action in which social and pedagogical points of view are combined, as a field of professional activities that developed from this tradition, as a branch of study in the area of social and educational sciences and as an autonomous academic discipline. These different contexts of use of the concept are connected with each other although there are interpretations of social pedagogy which are mutually exclusive. My purpose in this paper is to outline social pedagogy as an academic discipline and its meaning for development of social pedagogical activities in society.

These two lines are connected with each other although they have obviously different characteristics. Social pedagogy as an academic discipline arises from the line of theoretical discussion but is not independent of the tradition of practical activities and professional development.

The development of social pedagogy as a professional institution and educational system depends on its development as an academic discipline. Developing social pedagogy as an academic discipline includes scientific discussion on the ontological, epistemological and axiological basis of social pedagogical research and theory formation and interpretation on its relation to other disciplines. The main point here is to sketch out the characteristics of social pedagogical thinking and action.

It is usual to claim that social pedagogy is a multi-disciplinary field based on theories of different sciences as though it does not have an own theory formation. Social pedagogy as a discipline can hardly flourish on this idea.

The theoretical origins of social pedagogy have been defined on the basis of different philosophical and theoretical patterns of thought. In many viewpoints, it is emphasized that social pedagogy is a practical science in which not only the me-

chanisms of the origin of the social problems, recurring forms and effects of the manifestations are submitted, but also where questions are asked as to what could and should be done with the problems from the pedagogical point of view.

The basic content of social pedagogy as a theoretical concept is interpreted from three different starting points:

- as educational theory and research paying attention to the connections and reciprocity of education and society, i.e. as a way of thinking in which the societal preconditions of education and the importance of education to the development of society are emphasized;
- as a theory and practice of community based education, i.e. as educational thinking and action in which the significance of community in the human developing process is emphasized;
- as theory and practice of social education in the sense of preventing and alleviating social problems, i.e. as a field of education directed to people suffering from social and moral distresses and threatened with exclusion.

In general, social pedagogical interest is oriented towards the problems in the relationship between individual and society. From the pedagogical point of view its aim can be characterized into different concepts and the framing of its question can be connected to many kinds of conceptual systems.

Every science has an inner structure. How do we describe the structure of social pedagogy? Which are the main branches therein? On what basis is it possible to systematize the content of social pedagogy?

Without structuring the content of a discipline it is impossible to teach and study it. The structuring of a discipline is of course linked with the insight of its fundamental questions and concepts. It is possible to analyse the content of social pedagogy from different theoretical viewpoints offered by other social sciences as well as history of ideas, philosophical anthropology and philosophy of science.

In conclusion we can say, that social pedagogy is a practical and functional science which examines practical functions and exists because of them. Social pedagogy is a practical science that aims at:

- pedagogical functions, the purposes of which are to prevent and alleviate social exclusion and other deprivations;
- those processes of the growth of man, from which the integration into society, social subjectivity, social participation, and coping with life as a member of society, take shape;
- those specific problems humans have with sharing, coping, life management, integrating into systems and communities that maintain the standard of living.