

**STAGES OF PROVIDING SOCIO-PSYCHOLOGICAL AND PEDAGOGICAL
SUPPORT TO YOUNG FAMILIES**

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Abstract: In this article, the common thing that connects the two concepts of socio-pedagogical activity and pedagogical activity is the performance of the same function in society - the function of social heritage, socio-cultural reproduction and human development. A special feature of socio-pedagogical activity is that the need for it arises when a problem situation arises in the relationship of an individual, person or group with the environment.

Key words: Family, socio-pedagogical activity, concept, education, social protection, culture, healthcare, jurisprudence, pedagogical activities.

Socio-pedagogical activity as a type of pedagogical activity has both general and specific characteristics. This concept appeared recently, but has taken a firm place in the conceptual apparatus of social pedagogy and pedagogy in general. The common thing that connects the two concepts of socio-pedagogical activity and pedagogical activity is the performance of the same function in society - the function of social heritage, socio-cultural reproduction and human development. A special feature of socio-pedagogical activity is that the need for it arises when a problem situation arises in the relationship of an individual, person or group with the environment. Through socio-pedagogical activity, the society introduces a completely new approach to social practice, according to which a person, his social health and spiritual well-being is the pedagogically oriented professional activity of education, social protection, culture, health care, legal institutions. becomes the center. law enforcement, employment centers and migration. Such an understanding of pedagogical activity reconsiders the role and functions of traditional social institutions, the nature and mechanism of their interaction. Such an approach strengthens the educational and social functions of all institutions of society, increases the responsibility of the state and society in educating the young generation and providing social protection of the individual.

One of the technologies of socio-pedagogical activity is support. The concept of "support" in relation to pedagogy was recently developed in the works of NB Krylova. Gozman and other researchers believe that this is the professional activity of teachers in educational institutions. According to Gazman, support in the pedagogical process is necessary in connection with the differentiation process of social and individual personality development. Since the word support is often used together with the words "help and support", it seems necessary to clarify the relationship between these terms. Support means "to help"; Therefore, if support is a certain system of measures, the implementation of which is intended to bring relief to someone in something, then support is actually the implementation of this system of measures, this support, that is. relief measures.

The subject of pedagogical support is the process of joint identification of a person's (child's) personal interests, goals, opportunities, and methods of overcoming obstacles and problems that prevent him from maintaining his human dignity and independently achieving the desired results in education. . , self-education, communication and lifestyle. The following basic principles can serve to provide pedagogical support (TA Anokhin):

- consent of the child or adults to help;
- relying on the individual's existing and potential strengths;
- believe in these possibilities;
- focusing on a person's ability to overcome difficulties independently;

- cooperation, collaboration, assistance;
- confidentiality;
- friendly and non-judgmental;
- protection of safety, health, rights, human dignity;
- Implementation of the principle of "Do no harm" ;
- reflective-analytical approach to process and result.

According to Dahl, "support", "support", support for a fortress (base, reliable, shelter), support for everything that supports weight means to serve. In other words, these are actions that do not allow something to stop or be disturbed, which is moving, changing, in dynamics and development. It supports what a positive goal is, as well as the desire for independence, self-development, and mobility. To support and develop, EI Isaev and VI Slobodchikov, subjectivity, that is, the ability of a person to change his attitude to his life, as well as individuality (uniqueness, which distinguishes him from others and thus follows the characteristic of the person that allows him to remain himself.

Conclusion

In short, social support for families is preventive social in solving internal and external problems related to physical and mental health, communication, participation in work, successful socialization, life and professional self-determination. activities of professional social workers and specialists in related fields. .

In the context of working with a young family, the essence of social support is to help the family prevent and successfully cope with negative things in life. At the same time, it is important to focus on the real and potential opportunities, abilities and resources available to it (its members) and at the same time develop the need for successful independent action.

We proposed the game "My Family" in which real social interactions are simulated and controlled: the dominant plot of the game, the preferences of the main subject, the level of expression of emotional reactions, the presence of aggressive objects in the plot, intentional conflict the presence of situations, the attitude towards the end of the game, the characteristics of exiting directed conflicts, the nature of choosing characters for family members.

The study showed that the preschool teacher chose game strategies that reflect the characteristics of the experience of relationships with family members : inclusion of elements of aggression (offensive or defensive), protest or conflict; leveling one's activity, modeling a subordinate position; protective decoration, idealization; emotional neutrality, actions in accordance with the standard rule. During the study, it was shown that the diagnostic method of the oriented role-playing game "A day in the life of a family" is an adequate diagnostic tool for determining the characteristics of the child's experience of parent-child relationships. During the game, the girl was curious, active, happily said "like mommy" and "like daddy" and showed displeasure and aggressive elements. In moments of play, there were signs of protective embellishment, idealization of the mother, and some avoidance of the father.

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