THE ROLE OF THE SOCIAL PEDAGOGUE IN RESOLVING FAMILY CRISES

IJTIMOIY PEDAGOGNING OILAVIY INQIROZLARNI BARTARAF ETISHDAGI ROLI

РОЛЬ СОЦИАЛЬНОГО ПЕДАГОГА В ПРЕОДОЛЕНИИ СЕМЕЙНЫХ КРИЗИСОВ

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Abstract. *This scientific article analyzes the role, functions, and practical mechanisms of social pedagogues in resolving family crises. The study utilized qualitative methods such as interviews, document analysis, and case observations. Results indicate that through mediation, counseling, monitoring, and referrals, social pedagogues play an effective role in mitigating the effects of family problems. The article concludes with a set of systemic recommendations.*

Annotatsiya. *Mazkur ilmiy maqolada ijtimoiy pedagogning oilaviy inqirozlarni bartaraf etishdagi o‘rni, funksiyalari va amaliy mexanizmlari tahlil qilinadi. Tadqiqotda sifatli metodlar, jumladan intervyu, hujjat tahlili va real holatlar kuzatuvi orqali muammolar chuqur o‘rganildi. Natijalarda ijtimoiy pedagoglarning vositachilik, maslahat, monitoring va yo‘naltirish kabi funksiyalar orqali oiladagi muammolarni yumshatishdagi roli isbotlandi. Maqola yakunida tizimli tavsiyalar ishlab chiqildi.*

Аннотация. *В данной научной статье анализируется роль, функции и практические механизмы социального педагога в преодолении семейных кризисов. В исследовании применялись качественные методы, включая интервью, анализ документов и наблюдение реальных случаев. Результаты показывают, что через посредничество, консультирование, мониторинг и перенаправление социальные педагоги успешно смягчают последствия семейных проблем. В заключении статьи представлены системные предложения.*

Keywords: *Social pedagogy, family crisis, mediation, child protection, social issues, educational institution, intervention mechanism, social assistance, integrated services.*

Kalit so‘zlar: *Ijtimoiy pedagogika, oilaviy inqiroz, vositachilik, bolalar himoyasi, ijtimoiy muammolar, ta’lim muassasasi, aralashuv mexanizmi, ijtimoiy yordam, integratsiyalashgan xizmat*

Ключевые слова: *Социальная педагогика, семейный кризис, посредничество, защита детей, социальные проблемы, образовательное учреждение, механизм вмешательства, социальная помощь, интегрированные службы*

Introduction

Family relationships are one of the key factors in the stable development of society. A strong and healthy family environment ensures the full socialization of an individual, their moral formation, and psychological stability. However, in recent years, factors such as economic hardship, urbanization, labor migration, and the erosion of moral values have contributed to a rise in family crises. An increase in divorce rates, the emergence of “social orphans,” domestic violence, and emotional neglect have led to serious social problems within society.

In such circumstances, the role of the social pedagogue is becoming increasingly significant. Acting as a bridge between the family — one of the most important social institutions — and society, social pedagogues play a vital role in addressing family-related issues. They work to identify family problems early, mitigate stressful situations, restore healthy communication between children and parents, and, when necessary, serve as intermediaries linking families to governmental and non-governmental social services. In particular, social pedagogues operating within schools are of great importance in identifying students’ family issues and working with them individually to prevent potential negative outcomes.

In recent years, institutional reforms have been implemented in the field of social pedagogy in the Republic of Uzbekistan. However, challenges such as a shortage of qualified specialists, insufficient professional training, weak legal frameworks, and the lack of systematic monitoring continue to persist. Therefore, studying the professional approaches of social pedagogues in addressing family crises remains an urgent issue, both from scientific and practical perspectives.

The main objective of this research is to analyze the activities of social pedagogues in the context of family crises, identify methods of intervention and cooperation strategies, and develop systematic recommendations. This article aims to present an in-depth scientific approach that integrates theoretical foundations and practical experience in this crucial area of social pedagogy.

Methods

This study examined how social pedagogues operate in situations of family crisis, which methods they employ, and the effectiveness of those methods. A qualitative

research approach served as the main methodological foundation. The research was structured around the following methodological components:

- **Research Design** - The research was designed to explore the activities of modern social pedagogues in real-life situations. It was both descriptive and exploratory in nature, with a focus on analyzing the interventions, approaches, and outcomes of social pedagogues involved in family crisis situations;

- **Data Collection Methods** - Interviews Semi-structured interviews were conducted with 12 social pedagogues working in schools and social service centers across Tashkent, Samarkand, Namangan, and Khorezm regions. Document Analysis Reports and intervention plans prepared by school social pedagogues, as well as formal statements related to family issues, were examined. Observation Four actual cases of social pedagogue intervention in family crisis situations were directly observed to gain insights into their practical involvement;

- **Sampling of Respondents** - Participants were selected using purposive sampling. The sample included social pedagogues with at least three years of experience in working with family-related issues. In addition, interviews were conducted with two school principals and three neighborhood (mahalla) specialists to gather complementary perspectives. Thematic Analysis Data from interviews were categorized into major themes and subthemes and logically grouped. Coding A systematic coding framework was used to identify the stages of intervention, types of family problems, and the specific actions taken by social pedagogues;

- **Ethical Considerations and Confidentiality** - Verbal consent was obtained from all participants prior to data collection. Personal information was kept confidential, and all documents reviewed in the study were used solely for academic purposes.

Results and Discussion

Based on the qualitative data collected during the study, the approaches used by social pedagogues in addressing family crises, the methods they employ, and the effectiveness of their interventions were analyzed. The key findings and analytical insights are presented below:

1. Key Directions of Social Pedagogue Interventions Identified Interviews with social pedagogues revealed three main directions of intervention in their professional practice: Mediation and Counseling: Conducting one-on-one conversations with family members experiencing conflict and applying reconciliation techniques;

Diagnosis and Referral: Identifying psychological, economic, or legal issues and referring the family to the appropriate specialists; Monitoring and Observation: Regularly assessing the child's condition and documenting changes over time. These findings indicate that the work of social pedagogues is multi-staged and system-oriented.

2. Most Common Family Problems Identified According to the respondents, the most frequent crisis factors encountered were: Divorce and its psychological impact on the child (reported by 83% of respondents); Emotional neglect among family members (58%); Domestic violence (42%); Economic hardship and parental labor migration abroad (36%). These problems are often interrelated and strongly influence children's behavior, motivation, and emotional well-being at school.

3. Effectiveness and Outcomes of Intervention In the analysis of four real-life cases, the following positive outcomes were observed as a result of social pedagogue interventions: A 20–30% increase in school attendance; A reduction in instances of domestic violence following family consultations; Improvement in the child's psychological state and emotional stability; Strengthened protection of the child through collaboration with neighborhood representatives and school psychologists. These cases demonstrate that timely and structured intervention by social pedagogues can significantly reduce the negative consequences of family crises.

4. Discussion

The results of this study align with international practices. For example, in Scandinavian countries, social pedagogues use social diagnostics to identify internal family issues and resolve them in collaboration with multidisciplinary teams. In Uzbekistan, however, this system is still in the early stages of development, and many social pedagogues lack the legal framework and professional training required for effective intervention.

Respondents emphasized that timely socio-pedagogical support can prevent the deepening of family crises and protect children from long-term psychological harm. However, limitations in professional training, institutional resources, and inter-agency cooperation continue to restrict the overall impact of these efforts.

Conclusion and Recommendations

The results of the study demonstrate that social pedagogues play a critical role in identifying family crises, intervening in a timely manner, and contributing to the formation of a stable social environment. By performing functions such as mediation, counseling, diagnostics, and referrals, they effectively prevent the deepening of family problems and protect the well-being of children.

However, the implementation of these activities faces several obstacles: insufficient professional training, lack of methodological resources, weak inter-institutional collaboration, and inadequate legal frameworks. Moreover, the authority and official status of social pedagogues in addressing family crises remain poorly defined.

Based on the findings, the following recommendations are proposed:

1. Improve the system of training social pedagogues: Introduce specialized, practice-oriented modules in higher education institutions (e.g., family diagnostics,

crisis management, mediation); Establish a state-supported system of continuous professional development and certification programs.

2. Implement mechanisms for early detection and systematic monitoring of family crises: Create a monthly electronic monitoring system for school-based social pedagogues to track risk factors related to family instability; Develop standardized assessment criteria for evaluating children's social conditions.

3. Strengthen inter-institutional collaboration: Launch integrated intervention platforms involving neighborhood committees, psychologists, preventive inspectors, NGOs, and healthcare systems; Establish multidisciplinary intervention teams to respond to each case with a coordinated approach.

4. Develop methodological tools and digital resources: Create national methodological handbooks detailing types of family crises and appropriate intervention strategies; Develop a digital platform for social pedagogues to access consultations, legal information, and training materials.

5. Legally reinforce the status of social pedagogues: Adopt a dedicated legal framework defining the role and status of social pedagogues in the education and social service systems; Introduce official performance evaluation criteria to assess the effectiveness of their work.

In conclusion, social pedagogues are key specialists in ensuring children’s rights, emotional well-being, and social stability in the context of modern family crises. Institutional, methodological, and legal support for their professional activities will serve as a vital foundation for building a healthy and cohesive society in the future.

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