

Socio-Pedagogical Complex as a Pedagogical Support Technology of Students' Social Adaptation

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ABSTRACT

The relevance of the problem stated in the article is determined by the need of developing technological approaches to pedagogical support of students' social adaptation. The purpose of this paper is to position the technological sequence of pedagogical support of students' social adaptation in the activities of the socio-pedagogical complex. The leading method in the study of this problem was the method of modeling, which allowed us to identify the components and structure of the socio-pedagogical complex, the implementation of which optimizes the process of students' social adaptation. The article presents and characterizes the components of the socio-pedagogical complex revealed in the course of the study; proposes activities for the centers and services that provide pedagogical support of students' social adaptation; proves the efficiency of the socio-pedagogical complex technology on the basis of children's additional education institutions. The materials of the article are of theoretical and practical value for both researchers of the problems of personality social adaptation and for educational professionals implementing pedagogical support of students' social adaptation.

KEYWORDS

Pedagogical support, social adaptation, socio-pedagogical complex, pedagogical support technology.

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Introduction

G.K. Selevko and A.G. Selevko (2002) note that the modern concept of technology is a meaningful generalization and has three main aspects:

1) scientific: a technology is a scientifically developed (being developed) solution to a certain problem, based on the achievements of psychological and pedagogical theory and best practices;

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2) formal descriptive: a technology is a model, description of objectives, content, methods and tools, actions algorithms taken to achieve planned results;

3) procedural active: a technology is the process of activities implementation itself, the functioning sequence of all its components, including objects and subjects of activities (Selevko, and Selevko, 2002).

These provisions are leading to developing the socio-pedagogical complex technology. However, it is necessary to review theoretical assumptions that led to the development and implementation of the socio-pedagogical complex technology. Such complexes appeared in the 60-s of the previous century in the Urals - in Nizhny Tagil, Pervouralsk, Sverdlovsk. It is not a simple connection of educational institutions and other social facilities – industrial, educational, cultural, but some holistic system with its socio-cultural atmosphere, psychological climate, and educational system. Semenov D.V. (1986) notes that a socio-pedagogical complex differs from traditional patronage of production teams over the school and from various forms of work in the neighborhood in the following: first, in the integrity, complex system of educational means executing the plan of the social development of the district, village, town; secondly, planning and organizing the work in socio-pedagogical complexes do not rely on the departmental specific character, although it is taken into account, but on the purpose of educational impact: to involve young students in socially valuable activity in the educational institution and beyond, to enrich the scope of their communication, i.e. to provide as wide influence on the formation of their personality as possible; third, creating conditions for the personality development, socio-pedagogical complexes allow to solve the tasks of labour education of children more effectively; fourthly, in the area of targeted impact of socio-pedagogical complexes, there are not only children and youth but also families, teachers, tutors-volunteers (Semenov, 1986).

A socio-pedagogical complex is an open differentiated system that unites adults and children, professional educators and non-professional teachers on the basis of interaction, mutual understanding, and cooperation. Its most important substantive feature is creating an educational environment which socio-cultural potential is aimed at social, mental and physical health.

M.M. Plotkin (2003) highlights some modification of the socio-pedagogical complex technology depending on the specific conditions of the society:

- in the conditions of a city, town, village where there are a large number of institutions (additional education, cultural) that can work with children both on their facilities and in school. The school in this case is a coordinator of educational influences, methodological center for pedagogization of the environment;

- school and industry association (in the conditions of close neighborhood with major industrial enterprises). There are possible options for schools and agricultural production. School– enterprise is a system of bilateral relations, which determines both the content and moral and educational atmosphere of the social space around the school where children's team, family, production team are interrelated by the joint plan, joint doings, concerns, problems, have a shared socio-cultural space;

- the complex of child socio-pedagogical support, which refers to the activities of various society services interested in preserving and protecting

children's social rights. The term "pedagogical support", introduced into scientific use by O.S. Gazman (1995), implies psychological, social, medical support, as they all are integrated by the educational institution;

- the interdepartmental socio-pedagogical complex is an educational institution based on the interaction and cooperation of teachers, parents, institutions of education, culture, sports, state and public organizations.

We consider a variant of the interdepartmental complex which has the possibilities to integrate educational efforts of the society in the conditions of an industrial district of a major cultural and industrial city. The socio-pedagogical complex involves a high degree of integration of different groups in the socio-educational system of the complex. It ensures the comprehensive personality development in the context of the child's natural inclinations and abilities in the social and psychological-pedagogical space; the choice of the profile and the level of study, teachers and extracurricular activities, the availability of different educational institutions, the personality integration into the environment.

All the aforesaid requires structuring and defining the technological sequence of the activities of the socio-pedagogical complex.

Methodological Framework

Research Methods

In the course of the research the following methods were used: analysis, synthesis, generalization, modeling permitting to determine the socio-pedagogical complex technology providing optimal pedagogical support of students' social adaptation.

Experimental Base

The experiment was carried out on the basis of Children and Youth Centre of the Oktyabrsky district in the city of Kirov, a multidisciplinary institution of additional education which nearly 5,000 children, teenagers, high school students (in 399 groups) attend, of which 72% are children of secondary school age, and 58.1% members of associations are boys. According to the children and their parents' social order the educational process is implemented in 96 children's associations.

The Stages of the Research

The first stage implied the reasoning of the theoretical and methodological foundations of the study. The system-synergetic approach has been determined as a leading one which allowed to determine the core of the socio-pedagogical complex technology presented as the structure of the socio-pedagogical complex.

The second stage was devoted to organizing the work on implementing the socio-pedagogical complex as the technologies of pedagogical support of students' social adaptation on the basis of Children and Youth Centre of Kirov.

The third stage comprised the analysis, synthesis, generalization of the obtained data.

Results

Successful personality social adaptation can be based on combining possibilities of all social institutions, because the individual has to learn

adaptation skills in such areas as the society, the family, an educational institution, an informal group. For an educational institution to promote students' social adaptation holistically and systematically a certain logic of the institution's implementing pedagogical support of students' social adaptation must be built on these leading ideas and goals. As noted above, one of the technologies for students' social adaptation is the socio-pedagogical complex technology. Establishing and functioning of the socio-pedagogical complex involves a certain system – the set of elements that are related and connected with each other and form a certain integrity reflected in the internal unity, interdependence of all elements and in the relative autonomy from the environment.

The socio-pedagogical complex (SPC) is an innovative organizational model and represents a structurally ordered and extensive network of support services for the family and childhood, aimed at social protection and exercising rights of each member in self-determination, creative self-actualization, and successful physical, mental and social development of the individual.

As a result of theoretical and empirical studies we consider the socio-pedagogical complex technology as pedagogical support of students' social adaptation. Let us give its detailed description.

The Aim and Objectives of the Socio-Pedagogical Complex

SPC activities are conducted on the basis of combining educational efforts of the additional education institutions, secondary schools, institutions of culture, social protection of the district that help to create a universal educational space. SPC is an open socio-pedagogical system, which builds ties with public and state institutions, organizations, social institutions of the city and region.

The aim of SPC activities is to create conditions for students' social adaptation through providing pedagogical support.

Objectives:

- studying and use of socio-cultural opportunities of the environment and integrating educational efforts of the society;
- social education, social upbringing, social protection of the childhood, directed on forming personality social qualities, self-awareness, self-esteem, personal identity of pupils;
- implementing a wide range of variable social and adaptive programs aimed at involving pupils in the system of social relationships and acquiring social experience;
- harmonizing the life and social relations of an individual to help in the personality's social adaptation of;
- self-development and professional development of the teaching staff;
- resources' provision of pedagogical support for students' social adaptation.

Priority Areas of Socio-Pedagogical Work

In the Field of Educational Content:

- implementing educational programs of different levels, types, terms of studies in artistic-aesthetic, sports, technical, ecological and biological, military-

patriotic, socio-pedagogical, tourist and local history orientation for kids, teenagers, youth;

- providing families with educational services designed to help in social and professional identity, promoting successful socialization and social adaptation of children and parents.

In the Field of Social Upbringing:

- socio-pedagogical work with families;
- preventing socially negative phenomena among children and adolescents;
- developing and implementing educational, social and adaptive programs and projects aimed at forming skills of a healthy lifestyle, moral, civil and patriotic education of children, parents, teachers;
- social and pedagogical protection of children's rights;
- supporting and developing children and youth's social initiatives;
- organizing purposeful leisure time of different social groups to improve their cultural level.

In the Field of Scientific and Methodological Support:

- implementing the multilevel system of improving the professional competence of managers and teachers;
- professional development of administrators and teachers in the field of socio-pedagogical work and social education;
- informative and methodological support of SPC activities of;
- organizing experimental work;
- scientific and theoretical support of the teaching staff on personality's social adaptation;
- improving program and methodical materials in the context of pedagogical support of personality's social adaptation of students and their parents;
- implementing organizational and analytical activities through forecasting, planning, analysis of innovation activities of institutions like SPC;
- monitoring SPC socio-pedagogical activities.

In the Field of Psychological and Pedagogical Support

- diagnostics of students' personal development;
- correctional and developing work with children in socially dangerous position;
- psychological and pedagogical counseling and education of pupils, their parents, teachers on the problems of the personality, team, family;
- providing pupils assistance in professional and social identity;
- psychological support of administrators and teachers' activities, creating conditions for their personal growth.

The Structure of Socio-Pedagogical Complex

The core of the socio-pedagogical complex technology is a set of services and centers providing systematic pedagogical support of students' social adaptation. Let us give their brief description.

- Center for Artistic and Aesthetic Education. Its activities are aimed at moral formation, developing personal creative potential, early identification, support and development of children's creative gifts.

- The Center for Civil and Patriotic Education is oriented on forming younger generation's citizenship, training of young people to military service, personal spiritual and moral formation.

- The Center for Development of Social Initiatives of children, adolescents, and youth. Its main task is promoting children and youth's public organizations and associations, supporting adolescents and youth's social initiatives and volunteer movements.

- Center for Family Work provides educational services to families, organizes purposeful family leisure time, its work is focused on forming intergenerational relationships and traditions.

- Center for Development Technical Creativity. Its activities are aimed at promoting children's technical and sports -creativity, supporting and developing children's inventive activity.

- Center for Sports and Recreation Activities with children and adolescents focuses on forming values and habits of healthy lifestyle in the younger generation, organizing sports competitions and events.

- Center for Leisure Activities organizes recreational and educational activities for the pupils of SPC and district schools.

The key role belongs to the work of services. Let us characterize them in more details.

The Service of psychological support is a component of the organizational structure of SPC, which provides psychological means for the educational process and socio-pedagogical work in the institution.

Objectives of the Service are:

- providing psychological security of children and adolescents, supporting and improving their mental health, creating supportive socio-pedagogical conditions for family education;

- assisting students in gaining psychological knowledge and skills necessary for the profession, success in life;

- providing psychological assistance and support to teachers, parents in the upbringing and education of children.

Tasks of the Service:

- promoting pupils' personal and intellectual development;

- preventing and overcoming deviations in pupils' social, psychological health and development of;

- assistance to the pedagogical staff in harmonizing socio-psychological climate in the institution;

- developing educational, correctional, rehabilitative programs, methods for work with children, teenagers, family.

The main activities of the Service:

- psychological education is formation in pupils and their parents (legal representatives), teaching staff demands in psychological knowledge and desire

to use it in the interests of their own development; creating conditions for full personal development and personal identity at each age stage, as well as early prevention of possible violations in the personality formation and intellectual development;

- psychological prevention of occurring students' maladjustment, the development of specific recommendations for the teaching staff, parents (legal representatives) to assist in questions of upbringing, learning, developing;

- psychological diagnostics is an in-depth psychological and pedagogical study of pupils throughout the period of study, defining personal characteristics and aptitudes of the individual, its potential in the training and educational process, professional and social self-determination, and identifying the causes and mechanisms of disorders in learning, developing, social adaptation;

- psychological correction is active influence on the process of personal formation in childhood and preserving its identity, carried out on the basis of joint activity of teachers, psychologists, speech pathologists, speech therapists, doctors, social workers and other professionals;

- advisory activities provide assistance to students, their parents (lawful representatives), pedagogical workers on the questions of development, education and training, on problems of the personality, team, family through psychological counseling.

Organization of the Service activities. The service is created and operates in the structure of the SPC. The Service operates in close collaboration with the juvenile commissions of the Oktyabrsky district, educational and social protection institutions of the district, the Center of socio-psychological assistance to children, adolescents, and youth.

The Head of the Service organizes the work and bears personal responsibility for its implementation.

Primary aid to participants of educational and upbringing process is rendered by the educational psychologist (educational psychologists) or a group of professionals. The specialist's group structure is determined by the goals and objectives of a certain stage of development of the socio-pedagogical complex.

The selection of priority areas of work, the correlation of different types of work are determined by the needs of the educational institution, the specificity of SPC development and the availability of staff psychologists and other professionals in Service at the given moment.

The educational psychologist is appointed and dismissed by the Director of the institution. The educational psychologist must have a degree in psychology or higher pedagogical education with the additional specialty "Psychology" without requirements to the work experience.

The educational psychologist reports directly to the Head of Service of psychological support.

The activity of the educational psychologist is guided by the Constitution and Laws of the Russian Federation, the Convention on the rights of the child, acts of the education authorities of all levels on matters of education and training, rules and safety standards, by the Charters of educational institutions, the Regulation on the service of psychological support.

Educational psychologist's functions: psychological education, psychological prevention, psychological diagnostics, psychological correction, psychological counseling.

The educational psychologist contributes to the protection of the rights of the individual in accordance with the Convention for the protection of the rights of the child. The educational psychologist carries out psychological support of the educational process. He/she assists students' gaining psychological knowledge and skills necessary for full personal development and identity. The educational psychologist contributes to forming in educators general psychological culture and the desire to use psychological knowledge in the work with children and in the interests of their own development.

The educational psychologist provides psychological assistance and support to parents in upbringing and education of children. He/she organizes psychological diagnosis of the causes of students' deviations in personality development and behavior and takes measures to provide various kinds of psychological help. He/she is involved in planning, developing and implementing educational, preventive, rehabilitative programs for work with children, teenagers, family. He/she provides psychological support for gifted pupils. The educational psychologist participates in the work of the parent clubs, parent-teacher meetings. He/she participates in preparing and conducting teachers' certification, conducting monitoring studies. He/she keeps professional secrets, does not spread the information obtained as a result of the diagnostic or consultative work, if its disclosure could do harm to the individual. He/she maintains established records and accounts, analyzes the activities in accordance with their main directions.

He/she constantly cooperates with the juvenile commission and the divisions, specialists of the Center for social and psychological assistance to children, adolescents, youth with educational psychologists of schools of the district.

The Service for professional and social identity is a component of the SPC organizational structure, which provides the process of forming personal relationship to social and labour spheres and the ways of personality realization, acquiring practice-based experience in social activities, developing skills of social partnership, social activity, self-esteem as a specialist of a certain profession.

The aim of the Service is to create a favorable socio-pedagogical conditions for social and professional identity, successful socialization and social adaptation of children, adolescents, young people and their parents.

Tasks of the Service:

- forming in pupils abilities for personal identity and self-development;
- carrying out work to prevent minors neglect, assisting in eliminating difficult situations in the family;
- assisting children in choosing vocational areas;
- creating conditions for developing personality's social activity, forming cultural values, citizenship.

The main activities of the Service include:

- socio-pedagogical, legal advice;

- involving children in a wide range of activities guiding them in choosing future profession;
- civil-patriotic education of the individual;
- practical assistance to minors having different forms of maladjustment, and asocial families;
- educating children, adolescents and youth in the areas of preventing harmful habits, organizing healthy life style;
- propaganda and organizational-methodical support of activities of children's and youth public organizations and associations.

The organization of the Service activity.

The service is created and operates in the structure of the SPC. The Head of the Service organizes the work and bears personal responsibility for its implementation.

Primary aid to the participants of educational process is provided by a lawyer, experts in the field of childhood social protection, organizations of children's and youth movements, social educators. The specialists' group structure is determined by the goals and objectives of a particular stage of SPC development.

The selection of priority areas of work, the correlation of different types of work is determined by the needs of the educational institution, the specificity of SPC development, the availability of staff specialists in the Service at the given moment.

The Service operates in close collaboration with the district juvenile commissions, district institutions of education, health, social protection, the Center of social and psychological assistance to children, adolescents and youth, the Center for social assistance to families.

One of the key experts is a social educator. The social educator reports directly to the Head of the service for social and professional orientation. The social educator is appointed and dismissed by the Director. The social educator must have higher or secondary special (professional) education and work experience not less than 2 years.

The activities of the social educator are guided by the Constitution and the Law of the Russian Federation, the Convention on the rights of the child, basics of social policy, law and the state, labour and family law, general and social pedagogy, socio-pedagogical diagnostic techniques, rules and safety standards, the charters of educational institutions and the Regulation on the service of social and professional identity.

The social educator carries out work to build pedagogically appropriate environment for social development of children in difficult life situations. He/she carries out a complex of measures for the upbringing, education, development and social protection of the child's personality.

He/she identifies interests and needs, difficulties and problems, conflicts and deviations in the behavior of pupils and provides them with timely social assistance and support.

He/she acts as an intermediary between the pupil's personality and the institution, family, environment, specialists from various social services agencies.

He/she defines the tasks, forms, methods of socio-pedagogical work, ways of solving personal and social problems, takes measures for social protection and social assistance, securing the rights and freedoms of individual pupils.

He/she organizes various types of social activities, at developing social initiatives, implementing social projects and programs, participates in their development and implementation.

He/she contributes to creating a favorable climate and situation of psychological comfort and safety of students.

He/she collaborates with teachers, parents (persons replacing them), social services specialists, charitable organizations to support children in need of guardianship and custody, with disabilities, deviant behavior, caught in an emergency situation.

The Service for cultural leisure and animation is an organizational component of the SPC structure which provides the content for cultural leisure of different population groups.

The purpose of the service: involving children and adults in purposeful leisure activities aimed at meeting people's physical, moral and social needs in their spare time

Objectives:

- to create conditions for involving children different ages in social action and cultural creativity;
- to promote the culture of intergenerational and interpersonal relations;
- to expand the range of forms of leisure activities according to the needs of the district population;
- to create conditions for self-realization and self-rehabilitation of children, adolescents and adults.

Main activities:

- forming leisure culture of different population groups;
- organizational and musical-technical provision for holidays;
- methodical support and organization of mass events.

Organization of the Service activities. The service is created and operates in the structure of the SPC. The Head of the Service organizes the work and bears personal responsibility for its implementation.

Personnel: a teacher-organizer of work with children of different ages; a teacher-organizer of work with adults; a methodologist; a manager (administrator); a sound engineer; a graphic designer; the head of the game room; a costumier; a video engineer.

Material and technical equipment of the Service: a specially equipped room for conducting various forms of work; a game room; a game hall; a lounge, a gym; a dressing room; equipped area for events in the street; the light and music equipment; video and photo equipment; gaming equipment; stylized costumes; the room of fairy tales.

The service carries out its activity in close cooperation with the departments and structural units and schools of the district.

The methodological service is a component of the organizational structure of SPC, which provides scientific-methodological support of educational process, social and educational activities.

Tasks of the Service:

- implementing the multilevel system of improving the professional competence of managers and teachers;
- professional development of administrators and teachers in the field of socio-pedagogical work;
- program, information and methodological support of SPC activities;
- organizing of innovative and experimental work;
- organizing the media-library.

Main activities of the Service

- Program and methodological support of educational process:
 - consulting teachers developing educational programs;
 - creating the bank of educational programs of various types and profiles;
 - improving program and methodical support in the context of creating conditions for students' personal social adaptation.
- Informational and methodological support of educational process of institutions like SPC:
 - developing and maintaining the bank of information and methodological materials for qualitative support of the educational process;
 - scientific-theoretical support of the teaching staff on personality's social adaptation;
 - advisory support to teachers in developing methodical and didactic materials;
 - developing regulations, organizing and conducting professional skills contests;
 - studying, identifying, disseminating and implementing in practice the most valuable pedagogical experiences in the field of personality's social adaptation;
 - organizing periodicals subscriptions.
- Professional development of teachers:
 - organizing personnel training within the institution, in professional training institutions of the city, region, Russia;
 - advisory support to teachers in taking certification procedure.
- Innovative and experimental activities:
 - programming, design, analysis of innovation activities of institutions like SPC;
 - organizing experimental work;
 - publishing the results of innovative activities.
- Diagnostics and monitoring:
 - monitoring socio-pedagogical activities of institutions as SPC;

- diagnostics of innovative potential of the institution teaching staff, pedagogical difficulties.

Organization of the Service activities.

The service is created and operates in the structure of SPC on the basis of the educational institution.

The methodological service includes:

- the methodological council;
- the program and methodological commission;
- teachers' methodological association on problems of organizing educational-upbringing process;
- a problematic group for developing educational technologies;
- a laboratory of personality's social adaptation;
- a creative laboratory of teachers-organizers;
- temporary creative groups of target orientation;
- media library.

The Head of the Service organizes the work and bears personal responsibility for its implementation.

The methodological service staff includes a program and methodological support specialist; a methodologist on generalizing experiences; a methodologist on educational work; a methodologist on upbringing issues; a methodologist on socio-pedagogical work; leaders of the problem creative groups and laboratories; a methodologist on experimental work; a librarian.

The Management of Socio-Pedagogical Complex

The work of the SPC is directed by the Coordination Council, which is chaired by the Director of the educational institution. The Coordination Council of the SPC consists of the Scientific Director, Deputy Directors, Heads of crosscutting educational, social and adaptive programs.

Activities of personality social adaptation departments are coordinated by the Council of the Heads of Departments (centres, services).

To implement crosscutting educational and socio-adaptive programs and tracking their effectiveness there are Programs Councils, which are headed by program managers. Program Councils are composed of methodologists, tutors, additional education teachers, teachers-organizers, social educators.

Meetings with the Deputy Directors on educational work are held to coordinate educational and social-pedagogical work in the district.

Boards of Trustees, parent committees are created to involve the public in the matters of SPC life.

Bodies of children's government assist in implementing social adaptive programs and projects.

Resource Provision of the Socio-Pedagogical Complex

SPC activities are financed from the municipal funds allocated for developing the educational institutions. To organization activities efficiently sponsorship and other funds can be attracted.

SPC has staff of social teachers, teachers-organizers, teachers of additional education, educational psychologists, managers, methodologists, trained in the basics of socio-pedagogical work.

SPC offers equipped educational and educational tour facilities, offices for labour education, facilities for physical culture and sports, halls for dance, circus arts, halls for leisure and recreation, a computer lab, museum halls, ski bases; has necessary office equipment for the support and development of educational process, social and educational activities.

SPC activities are provided with educational, upbringing, social and adaptive programs. There is a fund of scientific-methodological literature on social pedagogy, methods of educational work, the bank of diagnostic materials and psychological methods on the problem of personality social adaptation, the video and audio fund.

Conditions for Technology Implementation

Pedagogical support of pupils' social adaptation is implemented technologically in the SPC through organizing activities of special pedagogical support services. The number, content of these services' activities can be variable and are determined by the following:

- the social order of children and parents;
- absence or insufficient number of structures of this type in microsociety;
- availability of qualified staff to implement the service activities;
- availability of material-technical base.

Thus determined and consistently implemented technological sequence of establishing and functioning of the socio-pedagogical complex on the basis of the institution for additional education of children - Children and Youth Centre of Kirov – provides effective pedagogical support for pupils' social adaptation.

Discussion

We understand the problem of personality social adaptation in pedagogical context as the process and outcome of pedagogically appropriately organized interaction of the individual with a new social environment, characterized by life-sustainability, personal identity, self-esteem, self-actualization, self-development (Simonova, 2004).

The problems of pedagogical support for pupils' social adaptation are insufficiently developed from theoretical and methodological point of view. Mainly the authors discuss general issues of pedagogical support in educational activities (Gazman, 1995; Mikhailova and Yusfin, 2001; Anokhina, 1996; Yakimanskaya and Yakunin, 1996), educational assistance (Strokova, 2002). They use the term psycho-pedagogical support (Subbotina, 2002).

We think it relevant to consider integration of all social institutions of microsociety to ensure successful pupils' social adaptation and in this respect significant resources belong to the socio-pedagogical complex technology which requires special development.

Conclusion

Establishing the socio-pedagogical complex as an organizational model of the children additional education institutions would logically lead to the fact

that as part of the social environment it has become one of the major educational institutions of the society. The role of Children and Youth Centre in the pupils' social adaptation increased through selection of content, forms and methods of work in the microenvironment. The social and age range of population groups who enjoy additional educational services also expanded. The functions of the centre changed in the course of the work on establishing socio-pedagogical complex. Educational, upbringing, methodological, leisure functions are enlarged by value-orientation, social adaptation, communication, health, social protection and socio-psychological support. Implementing the instructive methodological function is of particular relevance, its contents are expanding due to rendering methodological and practical assistance to all subjects of educational process.

Considering the socio-pedagogical complex as a technology implemented through organizing activities of a structurally ordered and extensive network of support services for the family and childhood, aimed at social adaptation of each individual pupil, we have identified a set of technologically sequentially implemented components of this technology.

The modeling method used in the study allowed us to identify the components and structure of socio-pedagogical complex. In particular, we defined the aim and objectives, which set priority directions of socio-pedagogical work. To implement them in the course of the study we revealed and described structural components representing the optimal set of centers and services concerned with the pedagogical support of pupils' social adaptation. The efficiency of the proposed socio-pedagogical complex technology on the basis of institutions for additional education of children is determined by the appropriate purpose of the managerial structure, resource provision and worked out conditions for implementing the technology.

Thus, taking into account the obtained study results, it can be concluded that the presented technology components allows to ensure high-quality pedagogical support of pupils' social adaptation.

Recommendations

The article can be useful in practical terms for managers and teachers of educational organizations, as they allow technologically to organize and implement pedagogical support of pupils' social adaptation; for scientists researching this area as both a base for experimental research and for the development of scientifically grounded methodological support of this process.

Taking into account the obtained results of this study a number of research challenges and promising directions that require further consideration can be highlighted: the definition of the specificity of implementing the socio-pedagogical complex technology, depending on what institution is the base for implementing pedagogical support of pupils' social adaptation.

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