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THE METHODOLOGY FOR EVALUATING THE QUALITY OF SOCIAL-PEDAGOGICAL ACTIVITY IN THE GENERAL EDUCATION SCHOOLS OF THE REPUBLIC OF ARMENIA

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Abstract: The article discusses the need for socio-pedagogical activities in schools of Armenia and the existing problems in this area. The article substantiates the expediency of expanding the content of activities and duties of social pedagogues working in general education schools of the Republic of Armenia, as well as in regional pedagogical and psychological centers. In fact, they are included only in work with children with special educational needs. However, the main content of the work of a social pedagogue in a comprehensive school should be aimed at solving the problems of socialization of all schoolchildren.

In the article, we proposed indicators, standards, a formula combining qualitative and quantitative indicators, which ensure the measurability and objectivity of the assessment of the quality of socio-pedagogical activities.

The article presents the methods for evaluating the quality of social-pedagogical activity in the public schools of Armenia. We have created three standards and the ten criteria for evaluating the quality of social-pedagogical activity. The methodology for assessing the quality of socio-pedagogical activity presented in the article is universal, in the case of adapting standards and indicators, it can be applied in almost all areas of activity of the social pedagogue.

Keywords: social-pedagogical activity, comprehensive school, social pedagogue, quality, method

The study of the problem of socialization of personality in the modern changing world is relevant for various sciences. Philosophical science considers the socialization of personality as the introduction of personality to social norms in the process of upbringing and personal development

(Vinogray et al., 2008), the process of assimilation by an individual throughout his/her life of social norms and cultural values of the society to which he belongs (Malyshevsky, 2004). The success of the process of socialization of an individual is due to the effectiveness of the work of

competent specialists. A social pedagogue is such kind of specialist. The activity of a social pedagogue is aimed at guiding the process of socialization of an individual in the ambit of education, social protection and other spheres, socio-pedagogical assistance in solving emerging problems through the implementation of preventive, formative, developmental, educational, rehabilitation, advisory, correctional functions. In RA during 2002-2003 academic year at Armenian State Pedagogical University after Kh. Abovyan the training of personnel with the qualification of a social pedagogue in the specialty "Social Pedagogy" was initiated. Today, in the Republic of Armenia, the positions of social pedagogue have been introduced in various departments of the ministries of Ministry of Education, Science, Culture and Sports and Ministry of Labor and Social Affairs: public schools (but not in all schools), territorial centers of pedagogical and psychological assistance, institutions providing care and protection of children left without parental care - orphanages, boarding schools, day care centers for social support of families and children.

The main purpose of the service provided by a social pedagogue in a comprehensive school is social and pedagogical support in the educational environment, the processes of integration, adaptation of pupils to society, ensuring the success of their socialization, and personal growth (Vasilkova, 2001, pp. 62-65; Almazov et al., 2002, pp. 59-74).

In our various publications, we presented a number of ambits of activity of a social pedagogue, developed the content of the work of a social pedagogue in them - functions, duties, rights of a social pedagogue in various social institutions, directions of socio-pedagogical activity and, in general, justified the need for the formation and development of a management system of socio-pedagogical activity, the possibilities of developing this system in the Republic of Armenia (Tadevosyan, 2008, 2011, 2012, 2016, 2017, 2019).

In recent years, as a result of studying the methodology and features of the work of social pedagogues in the comprehensive school of the Republic of Armenia and regional pedagogical and psychological centers, we have reconstructed the main content of the work of a social pedagogue in a comprehensive school, published by us in

2008, in particular directions, duties, functions, quality assessment criteria (Tadevosyan, 2008, 2011). In our opinion, the latter are not immutable, they need regular revision and reconstruction. This need is due to the changes in the basic principles, directions of state policy in the field of general education, the legislative framework, the content of the state standard of general education, the problems faced by the comprehensive school, the development of the authority of the profession of a social pedagogue in society, the qualitative characteristics of changes in the problems of socialization of schoolchildren.

The main goal of general education is to prepare graduates for independent life in society, orientation in choosing a profession and life path, and ensuring their successful socialization at those age stages. The role of the system of organizing socio-pedagogical activity in a comprehensive school in the socialization of schoolchildren, provision of favorable opportunities for their self-realization in the conditions of modern society, and solving problems related to social and legal protection is great. The effective functioning of this system, in fact, is due to the development of social pedagogy as an independent science, as well as the development of the institution of social pedagogues in comprehensive schools and regional centers of pedagogical and psychological support. The institute of social pedagogues in comprehensive schools of the Republic of Armenia and regional centers of psychological and pedagogical support is still in the stage of development, even formation.

The need to develop the institution of a social pedagogue in comprehensive schools is becoming even more urgent due to the fact that by 2025 the general education system of the Republic of Armenia will switch to universal inclusiveness, since one of the important directions of work of social pedagogues solves the problems of socialization of students with special educational needs. A question arises here: why do we mention that working with children with special educational needs is only one of the areas of work of a social pedagogue in a comprehensive school? In our opinion, it is expedient to expand the content of the activities and duties of social pedagogues working in comprehensive schools of the Republic of Armenia, as well as in territorial pedagogical and psychological centers. In fact, they are included only in work with children with

special educational needs. However, the main content of the work of a social pedagogue in a comprehensive school should be aimed at solving the problems of socialization of all schoolchildren. All schoolchildren, their parents and teachers should be the beneficiaries of their professional influence. It is necessary to reopen the position of a social pedagogue in comprehensive schools and make it mandatory in the staff list.

The content of the activities of social pedagogues in the field of general education, in particular, only duties, is reflected in the resolution 1391-N of the Government of the Republic of Armenia dated October 14, 2010 “On approving the list and description of the positions of pedagogical employees of the state educational institution implementing general educational programs of the Republic of Armenia”.

In 2012, the article “Prospects for the development of a system for organizing social and pedagogical activities in a comprehensive school” was published, which formulated the directions of work, problems, rights and obligations of a social pedagogue working in a comprehensive school, and also emphasized the need to develop specific, measurable standards for assessing the quality (Tadevosyan, 2012).

Order of the Minister of Education and Science of the Republic of Armenia dated April 13, 2017 No. 370-N “On approval of the procedure for the provision of services for the psychological and pedagogical support of an educational organization” determines the type, period, duration and volume of supporting services provided for a separate curriculum, where the term and the scope of services of a social pedagogue are presented separately according to the degree of need for special learning conditions.

Based on the above, we come to the conclusion that there is a need to clarify the main content of the work of a social pedagogue in a comprehensive school:

- directions,
- functions,
- responsibilities,
- their rights,
- the criteria for evaluating the effectiveness of that work, which will contribute to the development of the system of organizing socio-pedagogical activities in the comprehensive school.

The content of the work of a social pedagogue in comprehensive school includes the following main directions:

1. the direction of cooperation and joint work in the group of pedagogical and psychological support,
2. direction of cooperation with families of students, parental education,
3. direction of methodological works,
4. direction of research works,
5. direction of joint work with local governments, state and public organizations, social services, employment centers, relevant police departments,
6. the direction of socio-pedagogical work aimed at the development of students’ personal growth in accordance with age-related psychological characteristics, the development of social skills and preparation for the next stages of school education,
7. direction of professional orientation of schoolchildren,
8. direction of social and legal protection.

The main functions of the work of a social pedagogue at school are:

1. *Diagnostic and predictive function* (Shakurova, 2007, p. 14). Studies and evaluates the age and individual psychological characteristics of the development of students, the orientation of their personality - interests, demands, the scope of social contacts, living conditions, the reference group, social problems of society, features, the level of upbringing of the child, makes predictions about the social development of students as a result of the diagnostic work on the process, the social policy of the school, the development strategy, the possible results of the programs and projects envisaged by its work plan.
2. *Coordinating-organizing function*. According to the results of diagnostics (taking into account the need for special learning conditions), organizes and promotes various types of socially significant activities, students’ leisure, especially focuses on the cultural form of leisure, provides professional orientation, promotes student activity by organizing events of various contents, organizes and coordinates the formation and activities of children and youth clubs, cooperation between schools and socio-pedagogical, medical, edu-

cational, cultural, sports, human rights institutions, social services.

3. Preventive-warning function. In his work, he tries to identify and take into account all the factors influencing the development of the student's personality, predicts their possible negative consequences and applies preventive pedagogical, socio-legal, psychological, economic (indirect) mechanisms, contributes to the creation of a healthy moral and psychological atmosphere at school, the formation humanitarian relations, carries out legal education of students and school staff, teachers.
4. Protective function. Develops and implements programs of socio-pedagogical support for students and their families, functions of legal and social protection of students, works to create a safe environment at school, protects the rights of students both at school and in law enforcement, justice, healthcare, other state and bodies local government. Carries out legal education of students, teachers, parents, work aimed at increasing legal awareness.
5. Socio-pedagogical rehabilitative and corrective function. Conducts explanatory work with schoolchildren and parents, tries to integrate and include students who fall behind in their progress in the educational process, as part of a group of pedagogical and psychological support, participates in the work on correcting and restoring lost social skills, various developmental disorders of children with special educational needs.
6. Research and methodological function (Tadevosyan, 2008). Develops and implements research programs to study socio-pedagogical problems in the field of general education, problems in the work of a social pedagogue, analyzes the results, develops guarantees, recommendations, methodological materials aimed at solving the identified problems, implements them in practice.

A social pedagogue has the following rights in a comprehensive school:

- to participate in the processing of school development programs, school social policy,
- to participate in the creation and joint implementation of programs for the activities of infrastructures responsible for educational work at school,
- to represent and protect the interests and rights of students in the legislative, executive

and judicial authorities, in particular in law enforcement and justice authorities (Bagulina, 2011),

- to study the personal qualities of students, their individuality, position in the family, relationships with family members,
- to perform diagnostic work, socio-pedagogical research with different methods and methodologies,
- to require the persons carrying out educational activities in the school to observe the requirements and norms of professional pedagogical ethics,
- to make official inquiries from the state statistical service, the police, sociological centers about socio-pedagogical activities in the school, to analyze, compare and target the provided information in future programs and works,
- to discuss the instructions, recommendations of the school management, if they contradict the requirements of pedagogical professional ethics, and to present the issue for discussion in the pedagogical council.

The main responsibilities of a social pedagogue in a comprehensive school are:

- the formulation and clarification of the main directions of socio-pedagogical work together with the school management,
- the study of socio-pedagogical problems at school, their classification, setting of priorities,
- the development and implementation of measures for the formation of humanitarian relations in schoolchildren and teaching teams,
- drawing up weekly, monthly, quarterly, semi-annual and annual plans for the work of a social pedagogue,
- provision of socio-pedagogical support to students and their families, which will be aimed at preventing and overcoming difficult social situations and conflicts,
- the organization and implementation of parenting education,
- the protection of the interests and rights of students and their families, representing their interests in law enforcement and justice bodies, and other state institutions,
- the participation in the work of the pedagogical and psychological support group at school as a full member,
- active participation in the processes of devel-

- oping individual study plans and implementing their content for children with special educational needs in comprehensive schools implementing inclusive education,
- the study of the features of schoolchildren socialization, their adaptation in the social environment, communication difficulties and the implementation of socio-pedagogical works to overcome them,
 - consulting schoolchildren, their parents, other school employees on socio-pedagogical issues, their rights and social protection,
 - the organization and implementation of socio-pedagogical activities aimed at the professional orientation of schoolchildren,
 - the organization of interaction with local governments and state bodies in order to solve the problems of schoolchildren,
 - the submission of regular reports to the school administration on the implementation of multidisciplinary work,
 - ensuring a high level of professional activity, continuous development of professional knowledge, abilities, skills, improvement of methodological preparation,
 - evaluating the effectiveness of their work, compiling and submitting reports to the school management,
 - the completion of documents necessary for the work of a social pedagogue in time.

Like any professional activity, the activity of a social pedagogue in a comprehensive school must be tested and evaluated, for which we have distinguished a number of general standards or indicators, which will be more specific when describing the methodology for assessing the quality of socio-pedagogical activity. These criteria are:

- the availability and quality of the work plan of the social pedagogue (weekly, monthly, quarterly, semi-annual, annual),
- the effectiveness of the social pedagogue's work plan implementation,
- the quality and objectivity of the assessment of schoolchildren's needs at the school level,
- the quality of individual educational programs for students with special educational needs,
- the effectiveness of implementation of individual curriculum,
- indicators of socialization and personal growth of schoolchildren during the reporting

- period,
- comparison of the content of the moral and psychological atmosphere in the school team, manifested socio-psychological phenomena for the reporting period of activity,
- analysis and comparison of the nature of the relationship between students, their groups, existing problems and the content of the work aimed at solving them during the reporting period of the work of a social pedagogue,
- change in the attitude of schoolchildren and their families to universal and national values, moral and legal norms as a result of the work of a social pedagogue,
- gradual change, development of the involvement of schoolchildren and their parents in various areas of social activity in the school, community, participation in the public life of the community,
- indicators of changes in the attitudes of students and their parents towards the profession of a social pedagogue and his work at school,
- analysis and comparison of social pedagogue competencies in concrete periods,
- framework for cooperation between the school and state, public organizations, social services for the reporting period,
- initiative in the performance of their professional duties,
- the degree of participation in research work, the availability of publications with the data of these studies in scientific journals, newsletters.

However, the mere existence of standards or indicators is still not enough to assess the effectiveness of the work of a social pedagogue in a comprehensive school. It is also necessary to coordinate, regularly study, record the performed works, their results, highlight their shortcomings and omissions, find the causes and correct them.

Working with documents is important in the work of a social pedagogue in a comprehensive school. Among the documents used by a social pedagogue in the course of their activities, medical, psychological and pedagogical characteristics of students, documents on the social status of their families, annual and semi-annual school curriculum, social and pedagogical characteristics of the school team, including the teaching staff, are considered important.

In the comprehensive school, the social peda-

gogue carries out his work in individual and group ways. The choice of the form of work is determined by the set goal, problems, expected results, selected appropriate methods, technologies, individual psychological and group socio-psychological features of the beneficiary, as well as the professionalism of the social pedagogue. Moreover, the social pedagogue can achieve the same goal both as a result of individual and group work.

In a general education school, the following stages of socio-pedagogical activity are distinguished (Nikitina & Glukhova, 2007, p. 120).

1. Preparatory, information-gathering, i.e. diagnostic work stage of socio-pedagogical work. At this stage, the social pedagogue:
 - gets to know the students and their families,
 - establishes contacts and strengthens them with various specialists: psychologists, special pedagogues, doctors, lawyers, as well as subject teachers, members of the methodological association and the parent committee,
 - conducts socio-pedagogical diagnostic work at school, at the place of residence,
 - studies the attitude of schoolchildren and their parents and other professionals towards him,
 - clarifies the forms of cooperation with state and public organizations, outlines ways.
2. The coordination-organizational stage during which the social pedagogue.
 - collects important and valuable information from a professional point of view,
 - studies and evaluates the educational potential, opportunities of school employees and society,
 - draws up current and long-term plans for its work,
 - classifies, analyzes and compares problems that arise in the course of work,
 - develops the mechanisms of the system of social and legal protection of students in this school and ways of their effective functioning,
 - selects suitable or optimal socio-pedagogical technologies,
 - provides social and pedagogical support to the families of students,

- draws up the necessary documents in the course of its activities.
3. The third stage of the work of a social pedagogue involves:
 - improving the components of professional activity: diagnostic, prognostic, preventive, consulting, rehabilitation, corrective functions,
 - active participation in the work of methodological associations, various groups, social and pedagogical support,
 - study and analysis of the professional experience of colleagues, elimination of defects and gaps,
 - clarification of the criteria and indicators for evaluating the effectiveness of the functioning of the system for organizing social and pedagogical activities in a comprehensive school,
 - assessment of the quality of their professional activities as a result of experimental work,
 - Improving one's own professional qualifications through self-education and active participation in training courses, seminars, round tables and conferences.

As in any ambit of pedagogical activity, and in the case of the formation and development of a management system of socio-pedagogical activity, it is necessary to design measurable, objective criteria and criteria for assessing the quality of socio-pedagogical activity, which, in addition to practical application, have theoretical significance - this is a problem that requires urgent solutions for modern pedagogical science, education system, theories and practices of socio-pedagogical activity. "The quality that has arisen in philosophy since ancient times (it is one of the four fundamental categories of knowledge chosen by Aristotle) is a philosophical category that expresses what is characteristic of all material phenomena and distinguishes them from other phenomena, namely: unity of properties, structuralism, functionalism. As qualitative changes, we consider those changes in the properties and characteristics of things that predetermine significant changes" (Kikel & Soroko, 2008).

In the works of various authors, we find ideas, approaches, individual standards, indicators related to the need to assess the quality of socio-pedagogical activities, the work of a social teacher, examples of conditional, non-expert as-

assessments in individual institutions, but in fact there are no systematic and universal methods that provide expert evaluation by a formula and objective measurability, combining qualitative and quantitative indicators.

The main criteria for the effectiveness of the professional activity of a social pedagogue are: dynamics in the involvement of children and adults in various activities; in a positive change in the level of attitudes of children, adolescents, parents to basic social values, the socio-psychological climate, the satisfaction of children and teachers with the quality of social and pedagogical assistance, the reduction of delinquency by children, and the increase in the authority of a social pedagogue (Sheptenko, 2014).

“The main directions for evaluating the effectiveness of the work of a social pedagogue:

- correlation of existing socio-pedagogical problems and the results of their solution;
- the dynamics of the involvement of children and adults in socially valuable activities;
- the dynamics of changes in the attitude of participants in the educational process to basic social values;
- the dynamics of socio-pedagogical conditions for ensuring the life of the staff of the institution;
- dynamics of the socio-psychological situation in the social environment, microclimate;
- development of social initiative of children and adults;
- the state of documentation of the social pedagogue;
- professional growth of a social educator” (Krasnova, 2004, p. 18).

“The evaluation criteria can be: - the criterion of the content of the socio-pedagogical function; - achievement criterion; - criterion of social stability; - criterion of relationships; - the criterion of consistency” (Shalupina, 2012, pp. 195-198).

From the stance of the development and quality assurance of socio-pedagogical activity, the necessity of assessing the quality of socio-pedagogical activity, creating appropriate methods and tools is emphasized. Research on socio-pedagogical activity and, in particular, ensuring its quality and evaluation criteria in public schools of RA has not been conducted yet.

Designing criteria for assessing the quality of socio-pedagogical activity in public schools of

RA, creating a methodology for measuring them, the effective use of the latter in professional work will directly contribute to the development of the system of socio-pedagogical activity in public schools, increasing the effectiveness of solving the socialization problems of pupils.

We presented the methodology we developed for assessing the quality of socio-pedagogical activity in subdivisions of the Armed Forces of the Republic of Armenia and orphanages in the articles titled “Formation and Development of the Management System of Socio-pedagogical Activity in the Units of the Armed Forces of RA and the Methodology for Assessing the Quality of Socio-pedagogical Activity” (Tadevosyan, 2016) and “Methodology for Assessing the Quality of Socio-pedagogical Activity in Orphanages of the Republic of Armenia” (Tadevosyan, 2019). While formulating criteria for assessing the quality of socio-pedagogical activity, the above mentioned articles took into account the purpose of the activities of the Armed Forces, Military service and orphanages, functional duties of officers, direct commanders, specialist educators of orphanages, as well as age, psychological characteristics of beneficiaries of socio-pedagogical services-military personnel/faculty and children left without parental care. Keeping mainly the methodology, in this article we will present the criteria necessary to assess the quality of socio-pedagogical activity in public schools of the Republic of Armenia, criteria that relate to the effectiveness of the activity of a social pedagogue working at school and the socialization of pupils.

The object of social-pedagogical work at public school are pupils, educators, and parents. To assess the socio-pedagogical activity in public school, the effectiveness of the work of a social pedagogue, it is necessary to identify specific, clearly formulated measurable criteria, criteria that will actually ensure the objectivity of the assessment.

As a result of studying social and pedagogical work in public schools, we have identified the following criteria for assessing the quality of activities performed in this direction. The latter can be modified and localized to a certain extent due to the characteristics of the community in which the school operates, the number of students, the thematic focus and type of the school, and other features. The following criteria and

standards can also be used by social pedagogues of territorial pedagogical and psychological centers. In our opinion, the criteria developed by us can be further specified, narrowed in terms of content, and develop separate methods for each of them, contributing to an increase in the level of objectivity of the assessment.

Standard I - Professional training of a social pedagogue and motivation to improve it.

1. the level of pedagogical knowledge of subjects of socio-pedagogical activity carried out at school, their use of modern socio-pedagogical technologies and techniques,
2. continuous professional development of social pedagogues, participation in retrainings,
3. implementation of additional differentiated socio-pedagogical work with children from refugee families who are hard brought up, undisciplined, with deviant behavior, left without parental care,
4. availability, and initiative of the work organization system based on modern technologies of cooperation with the families of schoolchildren, the community, the public,
5. the participation of a social pedagogue in research, scientific and experimental activities, the availability of publications in scientific journals with the data of these studies, the presentation of the results of the latter and recommendations based on them to the school management, the management council, the presentation of reports on these topics at conferences,
6. professional expert activity of a social pedagogue in schools (participation in the practical work of expert commissions, groups, Olympiads, competition jury, creative laboratories),
7. effective cooperation within the framework of a supportive professional team,
8. relevance, quality and effectiveness of socio-pedagogical programs used by subjects of socio-pedagogical activity in schools, in particular by a social pedagogue, the state of document flow,
9. availability and quality of the social pedagogue's work plan (weekly, monthly, quarterly, semi-annual, annual), the effectiveness of their implementation,
10. assessment of the requirements of pupils with special needs and on their basis the quality of

individual curricula, the effectiveness of implementation.

Standard II - Indicators of socialization of pupils in schools and the level of social and legal protection:

1. manifestations of tolerance, camaraderie, mutual assistance, humanism in interpersonal relationships of schoolchildren,
2. the level of legal awareness of schoolchildren, indicators of their observance of order in school, attendance, discipline,
3. the effectiveness of students' adaptation to the school environment, classroom groups,
4. active participation of pupils and their achievements in intellectual and sports and cultural competitions, in amateur activities and sports clubs functioning at school, in the organization of various games, contests, events,
5. pupils' academic performance, motivation to get a profession and a conscious choice of profession,
6. the level of social and legal protection of pupils at school,
7. the level of students' compliance with safety rules, the formation of a safety culture,
8. the presence of a positive attitude of pupils to their life and future,
9. the level of formation of personal qualities established by the state standards of public education as the final results,
10. students' the level of proficiency of computer technology and knowledge of a foreign language.

Standard III - Quantitative indicators of school achievements:

1. indicators of active cooperation of educators-specialists of public schools with state and territorial self-government bodies, territorial pedagogical and psychological centers and other institutions during the reporting period,
2. changes in the degree of involvement of pupils and their parents in various spheres of social activity at school, community, participation in community social life, development,
3. indicators of changes in the attitude of pupils and their parents to the profession of a social pedagogue at school, to his/her work,
4. comparative numerical indicators of discipline violations (including pupil attendance) for the reporting period,

5. the number of cases of violent actions against pupils, physical punishments and the dynamics of decline,
6. the number of substantiated complaints of parents, relatives of pupils and the dynamics of decline,
7. comparative indicators of participation and success of pupils in school, community, national, international subject and other Olympiads, sports and various competitions during the reporting period,
8. the number of students who decided to get professional education and have already chosen the specialty (as a percentage of the total number of pupils),
9. comparison of the moral and psychological atmosphere, socio-psychological phenomena manifested in the school team in the reporting period of activity,
10. analysis and comparison of the nature of relationships among pupils and their groups, existing problems and the content of work to solve them in the reporting period of the social pedagogue's work.

We objectively state that the criteria developed by us for assessing the quality of the activities of subjects of socio-pedagogical activity in public education schools, in particular the social pedagogue, are not evaluated as integral and final. However, they are one step ahead in terms of the education system, assessment of the quality of social and pedagogical work at comprehensive school. Due to the location, type of school (private, public), as well as the development of the processes carried out in it, they are subject to constant addition, content changes and revision. At the same time, it should be noted that they can be adjusted in our further work, in the process of improving the mechanisms for assessing their quality. Moreover, the methodology can be used in the case of education systems operating in different countries, it is only necessary to localize the quality assessment criteria.

Based on the above mentioned criteria and standards developed by us, an expert assessment is carried out on the example of a methodology for assessing the quality of socio-pedagogical activities in military units and orphanages. The numerical, formulaic part of the methodology used in the above areas is preserved here (Tadevosyan, 2016, 2019).

vosyan, 2016, 2019).

The selection of experts is carried out from the database of competent specialists and experts in the field, formed via a questionnaire survey. The number of members of the expert assessment group is not less than six. The assessment is carried out according to the criteria and their criteria on a ten-point scale. Each criterion is evaluated by experts, and the result is averaged. Then the result is averaged by standards. As a result, the values of the standards are also averaged and the average total effective score is determined. In each case, a score from 1 to 5.8 is considered not to correspond to the required level, from 5.9 to 6.8 -partially corresponding, 6.9 and higher - fully corresponding.

The numerical scores mentioned above can be obtained using the following formula created by us:

$$ATPASPAQI = \frac{S_1 + S_2 + S_3}{3}$$

where S_1 is the average unit of criterion 1, S_2 is the average score of criterion 2, S_3 is the average score of criterion 3, ATPASPAQI (average total productive assessment of socio-pedagogical activity as the quality indicator).

$$S_1 = \frac{E_{1,1} + E_{2,1} + E_{3,1} + E_{4,1} + E_{5,1} + E_{6,1}}{6}$$

$$S_2 = \frac{E_{1,2} + E_{2,2} + E_{3,2} + E_{4,2} + E_{5,2} + E_{6,2}}{6}$$

$$S_3 = \frac{E_{1,3} + E_{2,3} + E_{3,3} + E_{4,3} + E_{5,3} + E_{6,3}}{6}$$

where S_1 is the average of the first criterion, S_2 is the second, S_3 is the third, $E_{1,1}$, $E_{2,1}$, $E_{3,1}$, $E_{4,1}$, $E_{5,1}$, $E_{6,1}$, $E_{1,2}$, $E_{2,2}$, $E_{3,2}$, $E_{4,2}$, $E_{5,2}$, $E_{6,2}$, $E_{1,3}$, $E_{2,3}$, $E_{3,3}$, $E_{4,3}$, $E_{5,3}$, $E_{6,3}$ expert evaluation criteria.

$$E_{1,1} = \frac{c_1 + c_2 + c_3 + c_4 + c_5 + c_6 + c_7 + c_8 + c_9 + c_{10}}{10}$$

where c_1 - c_{10} are 10 criteria for each standard (Tadevosyan, 2016, 2019).

We also developed an example of an expert sheet for implementing the methodology.

Expert _____
Date of expertise _____

S.n.	<u>STANDARD 1.</u>	Evaluation	
	Criteria		
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
		Total	Average grade (S ₁)
	<u>STANDARD 2.</u>		
	Criteria		
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
		Total	Average grade (S ₂)
	<u>STANDARD 3.</u>		
	Criteria		
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
		Total	Average grade (S ₃)
<p>ATPASPAQI (average total productive assessment of socio-pedagogical activity as the quality indicator).</p> $\text{ATPASPAQI} = \frac{S_1 + S_2 + S_3}{3}$			

Thus, according to the methodology developed by us, the average value of each criterion is also calculated. This approach makes it possible to identify the component that reduces the effective assessment, and to carry out work to eliminate shortcomings and omissions. We have also developed an expert sheet template. At the same time, the developed methodology makes it possible to identify the true value of each criterion, develop and implement an improvement plan (Tadevosyan, 2016, 2019).

However, the presence of some criteria or indicators is not enough to assess the effectiveness of the work of a social pedagogue in a comprehensive school. It is also necessary to systematize, periodically study, take into account the works performed, their results, identify their shortcomings and omissions, find the reasons and correct them.

Thus, the definition of the order and conditions of socio-pedagogical activity at public schools, the development of the institute of social educator, clarification of its tasks, responsibilities, a clear design of criteria and standards for evaluating the effectiveness of activities and the methodology developed by us to assess the quality of socio-pedagogical activities will increase the effectiveness of socio-pedagogical activities and the processes of education, socialization of pupils, it will point out the prospects for the development of the institute of social pedagogue in schools and will contribute to the formation and development of a system of social and pedagogical activities.

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