This work solves the technical problem associated with the concept of social pedagogy at present. Over the last decade, anglophone countries have begun to show interest in social pedagogy as perceived in Europe – i.e., in its broad conception. This is proved by the fact that in the framework of international cooperation of scientists, academics and other researchers in the field of social pedagogy, translations and other books about social pedagogy appear more and more frequently. In these sources we can find the information that in the Anglo-Saxon tradition social pedagogy is associated primarily with children and youth and does not include other age categories. However, the authors argue that social pedagogy in its broader concept has great potential for solving social problems. Therefore, scientists strive to implement social pedagogy in the context of social work, which has a rich tradition in Anglophone countries.

The aim of the work is to find, analyze and compare relevant resources related to the concept of social pedagogy in the UK and Russia. For the practical part were selected such sources as: textbooks for universities, study materials and university studying plans. In these university studying plans social pedagogy is presented as a separate specialization. These sources are briefly and neatly described, analyzed an attention is drawn to the contemporary concept of social pedagogy in the countries mentioned early. The main method is the comparison of acquired knowledge, its interpretation and subsequent structuralization.

With the research carried out, it was found that a country with Anglo-Saxon traditions, where the values of individualism predominate, seeks to implement the collectivist elements of social pedagogy in its broad and functional sense. To prove this statement data are provided, which show that in universities in the UK and America social pedagogy is introduced into the curriculum not only as a subject called social pedagogy, but there is already a full-fledged and independent social pedagogy specialization.