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## **USEFUL READING IN ENGLISH**

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Практикум подготовлен в соответствии с государственным стандартом высшего профессионального образования и типовой программой обучения иностранным языкам в вузе и ставит своей целью развитие навыков аннотирования и реферирования научных текстов, умение работать с литературой по специальности, читать, осмысливать и интерпретировать аутентичные тексты. Данный практикум содержит выражения, рекомендуемые для оформления реферата и аннотации; комплекс условно-речевых и речевых упражнений; образцы коммуникативных ситуаций диалогической и монологической речи для достижения указанной цели и рассчитано на работу с текстами в аудитории (совместно с преподавателем) и дома (самостоятельно).

Практикум предназначен для студентов психологического факультета дневного отделения, обучающихся по специальности «Социальная педагогика».

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## ВВЕДЕНИЕ

Практикум рекомендуется в качестве дополнительного материала к основным учебникам, а также может использоваться для дополнительной тренировки материала основного учебного курса как в аудитории, так и во время самостоятельной работы студентов дома.

Профессиональное чтение оригинального текста сводится к изложению основных мыслей на иностранном языке или переводу. Поэтому к каждому тексту прилагается ряд упражнений для систематизации и закрепления лексического и грамматического материала. Все упражнения требуют от студента глубокого, детального понимания текста. Другие упражнения направлены на развитие навыков чтения, таких как извлечение информации, ее обобщение и анализ. В настоящем практикуме содержатся выражения, рекомендуемые для оформления реферата и аннотации; комплекс условно-речевых и речевых упражнений, образцы коммуникативных ситуаций диалогической и монологической речи.

Целью практикума является развитие навыков аннотирования и реферирования научных текстов, умение работать с литературой по специальности, читать, осмысливать и интерпретировать аутентичные тексты.

Все тексты являются оригинальными.

## SECTION I

### TEXT 1

#### PHONETIC EXERCISES

*I. Practise the pronunciation of the following words and word-combinations:* experience [ɪk'spiəriəns], educational outlook ['autluk], orphans ['ɔ:f(ə)nz], financial failure ['feɪljə], influential [ˌɪnflu'entʃ(ə)l], concern [kən'sɜ:n], circumstances [sə:kəmstənsɪz], individuality [ˌɪndɪvɪdʒu'æləti], increasingly complex [ɪn'kri:sɪŋlɪ], pedagogue ['pedəgɒg], pedagogical [ˌpedə'gɒdʒɪk(ə)l], society [sə'saɪəti], character ['kærəktə], erudition [ˌer(j)u'dɪʃ(ə)n]

*II. Read the proper names:*

Zürich ['zjuəri:k], Pestalozzi [pestə'lɒtsɪ], Rousseau ['ru:sou], Leonard ['lenəd], Gertrude ['gə:tru:d], Switzerland ['swɪtsələnd]

### HEINRICH PESTALOZZI (1746-1827)

Born in Zurich, Pestalozzi was brought up by his mother after his father died when the boy was five years old. This experience started his view, central to educational outlook, of the importance in early education of mother and home. Strongly influenced by the writings of Rousseau, Pestalozzi abandoned ideas of entering the ministry and later the law and became a farmer though not a successful one.

An industrial school for 20 orphans, which he set up and in which work and learning were to be combined, was a financial failure. He turned to writing. The work, that made the most powerful impact, was a novel of village life "Leonard and Gertrude" which he described a form of home instruction where learning was based on immediate observation by children. For example they began arithmetic by counting the panes in the window. His work attracted great attention, and made it influential in the development of educational ideas..

In 1798 Pestalozzi was briefly in charge of a school of orphans in Stanz, in Switzerland, and afterwards, his ideas sharpened by experience, he was appointed head of a teachers training college at Burgdorf. In 1805 he set up the Institute of Yverdon, a magnet for teachers and pupils from many European countries. Pestalozzi's most important book "How Gertrude Teachers Her Children" (1801) was based on his experience at Burgdorf.

Essentially, Pestalozzi believed with Rousseau that the primary concern of education is with the individual approach, and that a true method of education must be based on a firm, understanding of the way in which children develop. Like Rousseau he believed that the life and operation of school should resemble those of a family, but unlike Rousseau he did not feel that the success of the home or the school called for exceptional parents or teachers or for ideal circumstance. And though he shared Rousseau's concern for individuality, he recognized that a child depends a great deal on his social role for the full development of his powers.

Pestalozzi's approach to method initiated the first modern view of learning now widely followed: that it must begin in experience and lead to ideas and that it must be always within a child's grasp. There must be progress from the near to the distant, from the simple to the increasingly complex.

## EXERCISES

*I. Read and translate the text.*

*II. Give Russian equivalents to:*

his educational outlook, to abandon ideas, to set up a school, to combine learning and work, a financial failure, immediate observation, to attract attention, head of a teachers training college, the primary concern, on experience, a true method of education, a firm understanding, the school called for exceptional parents or teachers, ideal circumstances, a great deal, within a child's grasp, from the near to the distant, from the simple to the increasingly complex

### *III. Translate into Russian:*

A great deal of literature is published in Russia on various aspects of education, its history and teaching methods. 2. "Maxim Gorky's influence was a great factor in my cultural and political development," wrote A. S. Makarenko. 3. The primary concern of education is to bring up good human beings. 4. In 1920 Makarenko was appointed head of a rehabilitation institution for young delinquents near Poltava. 5. The first rehabilitation schools were set up in our country shortly after the October Revolution when homeless children found themselves in the streets. 6. One of Makarenko's educational principles was combination of induction and productive labour. 7. I know it from my personal experience.

### *IV. Give English equivalents to:*

привлечь внимание; влиять; индивидуальный подход; непосредственное наблюдение; сочетать обучение с трудом; требовать; развитие; опыт; создать школу; назначить; оказать огромное воздействие; много; первостепенное дело; мировоззрение; оставить мысль о чем-либо; заведовать школой

### *V. Arrange the following words in pairs of synonyms:*

a) complex, an instruction, a great deal, to abandon, to set up, a college, to attract attention, briefly, important, to resemble

b) to give up, difficult, an institute, to draw attention, much, to organize, to copy, shortly, a tuition, significant

### *VI. Arrange the following words in pairs of antonyms:*

a) strongly, many, true, to begin, after, near, a failure

b) false, before, a success, weakly, to finish, few, far

### *VII. Answer the following questions (work in pairs):*

1. Where was Pestalozzi born?
2. How old was he when his father died?
3. Did Pestalozzi's mother or grandmother bring him up?
4. Pestalozzi believed that mother and home were very important in early education, didn't he?
5. What did Pestalozzi become after abandoning ideas to enter the ministry and the law?
6. What school did he set up? Was it a financial failure?
7. When did Pestalozzi turn to writing?
8. What book by Pestalozzi made the most powerful impact?
9. What did he describe in it?
10. When did Pestalozzi set up the Institute of

Yverdon? 11. Did it become a magnet for teachers and pupils from many European countries? 12. What was Pestalozzi's idea of school operation? 13. Whose concern for individuality did he share? 14. What was the leading principle of Pestalozzi's educational method?

*VIII. Ask questions for these answers (work in pairs):*

1. Pestalozzi was influenced by the writings of Rousseau. 2. He set up an industrial school for 20 orphans. 3. Yes, he did. He turned to writing. 4. Pestalozzi described his teaching experience. 5. Pestalozzi's most important book was "How Gertrude Teaches her Children". 6. No, he didn't. Unlike Rousseau he believed that success of the school did not call for exceptional teachers. 7. According to Pestalozzi a child's development depends a great deal on his social role.

*IX. Fill in the blanks with prepositions if necessary. Retell the text:*

Jean Jacque Rousseau was born ... Geneva. His mother died ... his birth, and the first ten years ... his life were spent ... the charge.... his father. Most important ... his future was the reading ... different books, including ... them tales ... Ancient Greece and Rome, which influenced his intellectual development a great deal..... ten he was sent ... two years ... a tutor who taught him Latin and some other subjects. The turning point ... his life came ... the age ... twenty-five when he set himself ... the study ... literature, and science. It was ... that time that he approached ... the works ... French and English writers ... the 16th and 17th centuries. Then Rousseau turned ... writing and made a name ... himself as a man ... letters.

"The Emile" is Rousseau's chief work ... education ... which he described his principles ... age-grouping and natural development. It was one ... the most considerable contributions ... the educational thought ... the 18th century. It was at once translated ... several languages and attracted great attention ... people interested ... the problems ... childhood and youth.

*X. Combine the words into sentences. Translate them into Russian:*

1. last, attracted, his, much, book, attention.
2. son, a, education, good, very, received, her.
3. influenced, Rousseau, outlook, Pestalozzi's, educational.
4. his, bring up, why, him, did, grandmother?
5. experiment, the, much, for, success, this, of, work, called.



6. approaches, modern, to, problem, different, this, scientists, have.
7. she, did, own, her, when, abandon, native?
8. is, method, observation, important, an, scientific.

*XI. Complete the sentences from the text:*

1. Pestalozzi was brought up ... . 2. Strongly influenced ... . 3. The work, that made the most powerful impact .... 4. Pestalozzi was briefly in charge ... . 5. Like Rousseau he thought ... . 6. Though he shared Rousseau's concern for individuality ... . 7. Pestalozzi's approach to method ... .

*XII. Translate into English (orally):*

Песталоцци родился в Цюрихе в 1746 г. Когда мальчику было пять лет, его отец умер, и его воспитанием полностью занялась мать. Позднее в своих книгах Песталоцци подчеркивал огромную роль матери и домашней обстановки в воспитании ребенка. Большое влияние на Песталоцци оказали взгляды Руссо. Как и известный французский просветитель, он считал важным индивидуальный подход в обучении и понимание законов развития ребенка. Полагая, что школьная обстановка должна походить на домашнюю, он, однако, не был согласен с Руссо в том, что успех домашнего или школьного воспитания зависит от идеальных условий, родителей или учителей. Согласно Песталоцци, обучение ребенка должно начинаться с простых и понятных ему вещей и идти к постепенно усложняющимся понятиям.

*XIII. Make up situations, using the following words and word-combinations:*

- a) an instruction, to set up, teachers training college, to combine work and learning, to study, to pay a great attention, to believe, experience.
- b) a great deal, to influence, to bring up, to develop, to think, an outlook, in charge of, a concern, primary.

*XIV. Explain the meaning of:*

an educational outlook, he abandoned ideas of, a financial failure, he turned to writing, the Institute became a magnet for teachers and pupils of many countries, the primary concern of education, an individual approach, within a child's grasp, to set up a school

*XV. Translate into English (in writing):*

1. Работа в школе требует от учителя любви и уважения к детям, терпения и широкого кругозора. 2. Известный педагог Древнего Рима Квинтилиан полагал, что в воспитании важен индивидуальный подход к ученику. 3. Мой друг много занимался в прошлом году и поступил в университет. 4. После окончания университета он был назначен директором школы на Дальнем Востоке. 5. Луначарский внес большой вклад в развитие советского образования. 6. Отец моего друга заведовал школой в течение 20 лет, и ученики любили и уважали его. 7. Сочетание обучения с трудом является одним из важнейших принципов педагогики. 8. Ее первая учительница оказала большое влияние на формирование ее мировоззрения.

TEXT 2

*Read the text. Concentrate on:*

1. Ushinsky's contribution to Russian education. 2. Ushinsky's educational views. 3. Ushinsky's interest in foreign educational systems.

**K. D. USHINSKY - THE GREAT RUSSIAN EDUCATOR**

K. D. Ushinsky was in the fullest sense of the word, the founder of the Russian primary school and pedagogical training for teachers. His contribution to Russian education was great. Ushinsky's pedagogical ideas outstripped his time in many ways and were implemented only in socialist society. His works are not only of a historical value today but greatly assist the Bourse of the genuinely people's education that was the lifetime dream of the outstanding pedagogue, patriot and citizen.

Ushinsky was born in 1824 in Chernigov gubernia in the family of a well-to-do landowner. He learned very early to study independently and, after making a fine record in the gymnasium, Ushinsky enrolled in Moscow University at the age of 16. He graduated from the University with high honors when he was 20 years old. Two years later, despite his youth, Ushinsky was appointed professor of Jurisprudence at the Demidov Lycee in Yaroslavl. His lectures were an immediate success for they were based upon his already considerable erudition. It was then that Ushinsky started criticizing the present educational system in

Russia and was forbidden by the Ministry of Education to teach even in elementary school. In 1855 many teachers who had lost work before could find jobs again. In 1859 Ushinsky was appointed inspector at Smolny Institute in St. Petersburg. In 1860 Ushinsky became editor of the Journal of the Ministry of Education and in two years completely changed its character. Under his editorship its focus was centered upon real problems of teaching, theories of pedagogy and psychology, accounts of educational activities and criticism of current pedagogical literature. Smolny Institute became a laboratory to which were directed the eyes of everyone interested in education. Ushinsky's name became popularly known throughout Russia and at the end of his three years of work there he was already well-known as one of the foremost teachers and guides of educational movement in Russia and as a teacher of teachers. Ushinsky was not only concerned with Russian affairs but was a devout patriot. One of the basic principles of his pedagogical system is the inculcation of a feeling of patriotism in the young. In his early articles he expressed this view and never changed his basic concept that "education must be based on patriotism". Ushinsky thought that this could be done best with the help of native language, taught at school. One of his most famous works "Rodnoe Slovo" (Native Word) was a series of readers for Russian children designed to give them greater love and respect for their national literature. Ushinsky believed that education should devote itself primarily to the formation of character. Here a special attention should be paid to the development in the pupil of the habit of work. According to Ushinsky, "life without serious work can neither be worthy nor happy". Ushinsky underlined the personal influence of the teacher as an educational force. He put forward the idea of setting up teachers seminars to train teachers for their important and responsible work. Ushinsky was interested in foreign educational systems. He made trips to Germany, Switzerland, France, Italy and Belgium to observe school organization there. His first impressions after visiting Swiss institutions were published in the Journal of the Ministry of Public Education in 1862-63 in seven letters as "Pedagogical Travels in Switzerland". These letters are not only valuable material for Comparative Education but are literary masterpieces of the Russian language. Ushinsky analyzed merits and defects of foreign educational systems always comparing them with actual conditions in Russia. After coming back to Russia from abroad in 1867 Ushinsky devoted his energies to St. Petersburg Pedagogical Society. He traveled, lectured, held conferences and interviews and continued his research and writing. Such a program was too much for his al-

ready weakened health. Ushinsky's death in 1870 was mourned not only by teachers, but by all progressive people in Russia, not only in the capital but in the most distant corners of the country.

## EXERCISES

*I. Translate the text.*

*II. Give Russian equivalents to:*

the founder of pedagogical training for teachers; the ideas outstripped his time; to be appointed; editorship; accounts of educational activities; a teacher of teachers; the habit of work.; the educational force.

*III. Give English equivalents to:*

начальная школа; вклад, историческая ценность; заканчивать университет; несмотря на; педагогическая система; формирование характера; выдвигать идею; первые впечатления.

*IV. Arrange the following words in pairs of synonyms:*

a) outstanding; to graduate ; despite; influence; to put forward; to come back; a research; basic

b) in spite of; to finish; main; to return; an investigation; well-known; affect; to bring forward

*V. Arrange the following words in pairs of antonyms:*

a) merits; well-known; young; popular; happy; the end; responsible

b) unknown; old; demerits; unpopular; the beginning; unhappy; irresponsible

*VI. Make up 10 questions.*

*VII. Combine the words into sentences. Translate them into Russian:*

1. 16 the Ushinsky in Moscow enrolled of University at age.

2. it in was that educational Ushinsky started criticising then the present system Russia

3. in- became the 1860 Ushinsky Education editor of the Journal of Ministry of

4. education must be based on patriotism
5. be life without nor serious can neither worthy work happy
6. Ushinsky interested was in educational foreign systems

*VIII. Complete the sentences from the text:*

1. K. D. Ushinsky was in.....
2. Ushinsky was born in 1824 in Chernigov gubernia.....
3. Two years later, despite his youth, Ushinsky.....
4. Under his editorship its focus was centered upon.....
5. Ushinsky was not only concerned with Russian affairs but.....
6. He put forward the idea of setting up teachers seminars.....
7. Ushinsky was interested in.....

TEXT 3

#### PHONETIC EXERCISES

*I. Practise the pronunciation of the following words and word-combinations:* vital ['vaɪt(ə)], exclusively [ɪks'klu:sɪvli], particularly [pə'tɪkjələli], nurtured ['nɜ:ʃə], ethos ['i:θɒs], peripatetic [,perɪpə'tetɪk], be characterised ['kærəkt(ə)rəɪz], issue ['ɪʃu:], ['ɪsju:], appropriate [ə'prəʊpɪət].

### THE ROLE OF THE SOCIAL PEDAGOGUE

by Professor Ewan Anderson, 2008

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The nurturing of children and young people, although predominantly family-based, can take place in a variety of settings and can involve parenting, domiciliary care, fostering, adoption and many forms of residential education and care. In tracing links between these, one factor crucial in each is the environment: social, physical and external. Other common threads include the legal frameworks under which all these settings operate and the personal and social development of the young people.

Whether in parenting or care in a residential school, the health, social care and education of the young people is vital. These are all combined in the living and learning environment in which adults and young people share life-space. Thus, within each type of care, common skills are required by the carers.

The profession of social pedagogue or “life-space” worker has long been recognized and supported in much of continental Europe. It was the key concept in the establishment of FICE (International Federation for Educative Communities). In the European model, the role of the pedagogue has increased as the particular knowledge and skills developed in training and practice have been recognized to be more widely applicable, rather than limited exclusively to residential care. Although residential care may be considered the natural setting for life-space work, pedagogues are appropriately involved in support services for family day-care, foster care and adoption.

\*\*\*

Initial ideas on the social pedagogue are lost in the mists of time but a continuing focus on the subject dates from the end of World War II and particularly the efforts of FICE. Given the state of post-War Europe and particularly Eastern Europe, there was a need to provide homes of various types for the many orphans and damaged children. Davies Jones (FICE 1981) distinguished the following five issues as those which might benefit from life-space work:

- relationship problems;
- behavioural problems;
- severe disability;
- crisis intervention;
- normal groups.

It is interesting that, a quarter of a century ago, mainstream boarding was linked in with other forms of residential education and care. Children were all those who could not be adequately nurtured in their own or substitute families.

The social pedagogue shares life and interaction with the young people and, in so doing, may cover any or all of the following:

- provision of primary care;
- “living” group work;
- utilising activities; and
- planned therapy.

An important consideration quoted is the clinical exploitation of daily life events.

Davies Jones goes on to consider various extensions for the social pedagogue. In working with families, the worker becomes part of the family and indeed contributes to the ethos. Other settings equally important are family centres, domiciliary care, peripatetic family care and independence units. The skills of the social pedagogue are also applicable in nurseries, pre-school and day care establishments. Living with people and facilitating learning is clearly also of concern in the community in youth clubs, camps and leisure centres. The summary by Davies Jones indicates the potential scope for life-space work.

\*\*\*

The role of the social pedagogue is clearly exemplified in the work of Brian Cairns (*Fostering Attachments* London: BAAF 2004). The environment in which he and his family of three children live is variously categorised as foster home, adoptive home, residential home or all of these or none of these. Officially, a voluntary children's home is also a family home in which a further twelve children have been nurtured. The required skills identified by Cairns revolve around: environment, health, education, identity, social relationships, social presentation, emotional and behavioural development and self-care skills. These are essentially the life-space skills required for the various settings identified at the beginning of this paper.

### *Training*

It is interesting to note that for the Managers in Residential Child Care Award (NVQ4) one section of knowledge needed for several of the Standards is headed "social pedagogue". The role of personal advisers, advocated by the DIES, clearly has some overlap with the social pedagogue but is in many ways a pale shadow. Two other developments in Local Authorities: "super nannies" and "intensive fostering", also relate clearly to arguments about the need for life-space work and the profession of the social pedagogue in the UK.

## EXERCISES

*I. Translate the text.*

*II. Give Russian equivalents to:* domiciliary care, fostering, a residential school, residential care, boarding schools, custodial care, severe disability, crisis intervention, nurturing, provides competencies, approach, the solution of issues,

behavioural treatment, spiritual values, exemplified, intensive fostering, orphans, to be adequately nurtured in, foster home.

*III. Give English equivalents to:* жизненное пространство, поддерживать, широкое применение, первоначальная идея, сирота, требовать.

*IV. Give the synonyms:* involve, the key concept, initial, treatment.

*V. Give the antonyms:* external, legal, living environment, increase.

*VI. Explain the meaning of:* foster home, adoptive home, residential home.

*VII. Complete the sentences from the text:*

In the European model, the role of the pedagogue has increased as.....

Initial ideas on the social pedagogue.....

The skills of the social pedagogue are also applicable.....

The social pedagogue shares life and interaction with the young people and, in so doing, may cover any or all of the following:.....

The required skills identified by Cairns revolve.....

*VIII. Combine the words into sentences. Translate them into Russian:*

1. These all combined in living environment and learning the in which adults and young people share are life-space.

2. The profession of pedagogue or “life-space” has long been and supported worker in much of continental social Europe recognized.

3. Children all those who were could not be adequately their own or nurtured in substitute families.

4. The role of the social is clearly in the pedagogue work of Brian exemplified Cairns

5. It interesting note that headed for the Managers is in Residential Child Care Award (NVQ4) one section of to needed for several of the Standards knowledge is “social pedagogue”.

*IX. Ask questions for these answers (work in pairs):*

1. The nurturing of children and young people, although predominantly family-based, can take place in a variety of settings and can involve parenting, domiciliary care, fostering, adoption and many forms of residential education and care.



2. Each type of care, common skills are required by the carers.

3. In the European model, the role of the pedagogue has increased as the particular knowledge and skills developed in training and practice have been recognized to be more widely applicable, rather than limited exclusively to residential care.

4. A quarter of a century ago, mainstream boarding was linked in with other forms of residential education and care.

5. The required skills identified by Cairns revolve around: environment, health, education, identity, social relationships, social presentation, emotional and behavioural development and self-care skills.

*IX. Discuss with your fellow-student the article. Work in pairs*

TEXT 4

## SOCIAL PEDAGOGY AND SOCIAL WORK

by Dr Keith J. White, 2008

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*I. Practise the pronunciation of the following words and word-combinations:* practitioners [præk'tɪʃ(ə)nə], community [kə'mju:nəti], rhetoric ['ret(ə)rɪk], significant [sɪg'nɪfɪkənt], usage ['ju:sɪdʒ], ['ju:zɪdʒ], appropriate [ə'prəʊpriət], adequate ['ædɪkwət]

*II. Read and translate the text.*

*Professional identity*

This discussion raises a number of questions about how informal educators and care workers label themselves as practitioners. Some reading this will be resistant to the notion that they could be considered as social workers, others that they might be described as educators. Others, perhaps used to the ways of discussing social work that are dominant in the UK, might be surprised at the extent to which education could be considered as part of the work. As Cannan et. al. (1992: 139) comment, within Britain there has been a long and political battle between two schools of activity - social work and community work.

This distinction exists in other European countries, but there is not quite the same separate philosophical or political rhetoric. Many people who work in community and social action programmes in Britain, describe themselves as community workers or perhaps just project workers. There would be less shyness about using the term 'social worker' in many other European countries.

What is also of interest in the German tradition is the readiness of significant numbers of social workers to describe themselves as pedagogues. Pedagogy and casework appeal to different theoretical traditions – but both provide insights to the other. Furthermore, and of significance in relation to the growing usage of the notion of informal education (as, say against youth work) in the UK, is the way in which the notion of social pedagogy similarly transcends particular organizational settings.

Social pedagogy defines the task and the process of all 'social activity' from theoretical positions beyond any distinct institutional setting and instrumental interest, and thereby safeguards the autonomy of the profession and appeals to the reflective and communicative abilities of the worker as the key to competence. Social work, by contrast, tends to take the diversity of social services and agency settings as the starting point for the search for appropriate theories, a search which used to be guided by the desire to find a general, unifying theory of social work but has since given way to the more pragmatic and often eclectic use of theory elements from neighbouring disciplines. (Lorenz 1994: 97)

In other words, the taking of the notion of 'pedagogy' (or education) into the way in which you name yourself makes a direct appeal to a particular body of theory and practice. The title social work (like youth work) connects with a certain array of institutions and agencies.

In much of this debate and discussion around social pedagogy, however, it is the notion of the 'social' that has not received adequate attention. Within recent British discussion a rather narrow appreciation has been dominant. This has largely been the result of the location of the debate within the largely individualistic and deficit frameworks of contemporary social work and social care. A pedagogy for sociality has a rather different character - one that involves engagement with associational life, civic society, and local social systems.

## EXERCISES

I. Give Russian equivalents to: dominant, distinction, shyness, significant numbers of, appeal to, neighbouring disciplines.

II. Give English equivalents to: существовать, значение, способности, внимание, гражданское общество.

III. Answer the following questions (work in pairs):

1. How do many people who work in community and social action programmes in Britain, describe themselves?
2. Pedagogy and casework appeal to different theoretical traditions, don't they?
3. What does the title social work connect with?
4. What is the notion of the 'social' that has not received adequate attention.

IV. Ask questions for these answers (work in pairs):

1. Social pedagogy defines the task and the process of all 'social activity' from theoretical positions beyond any distinct institutional setting and instrumental interest,
2. A pedagogy for sociality has a rather different character - one that involves engagement with associational life, civic society, and local social systems.
3. This discussion raises a number of questions about how informal educators and care workers label themselves as practitioners.
4. This distinction exists in other European countries, but there is not quite the same separate philosophical or political rhetoric.

V. Fill in the blanks with prepositions if necessary.

### *Radisson Report*

...the formation ...the European Union and the requirement for common regulations, the idea of the social pedagogue ... the UK was again raised. *The Radisson Report* (2001) examined the relationship between the social pedagogue, the profession recognised ... continental Europe, and the social worker or social care worker found in the UK. Throughout the Report, the accent is ... the close relationship of health, care and education and the importance of shared life-space ... domestic time ... teaching and learning. The core of life-space work is summarised as: to blend the practical tasks ...everyday living with the longer-term goals ...meeting personal, social, emotional and other aspects ... development.

*VI. Explain the meaning of:* educators, project workers, 'social activity', communicative abilities, neighbouring disciplines.

*VII. Retell the text*

## TEXT 5

### LEARNING FROM EUROPE

2008

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Are you interested in learning about social pedagogy? Or about the way the Danes or Dutch do their child care? Or about the quality of services in Eastern Europe? At the conference held by the NCB on 18 January 2008, there was a mixture of speakers from other European countries and British academics who had undertaken comparative analyses of services for children and young people across Europe. The picture emerging was pretty dire for this country, with Britain failing on almost every score.

We clearly have a lot to learn, not that we should necessarily adopt ideas which have been successful elsewhere, since concepts need to be adapted to suit different cultures. The shortcomings of our services do at least need to be subject to close scrutiny, though, and seeing how others succeed does provide pointers to the questions we should be asking, even if we do not apply the same answers.

Several of the speakers at the NCB day conference were members of FICE - the Federation Internationale des Communautés Educatives, which is probably the biggest international professional association for people who work with children and young people, with National Sections in about thirty countries.

To England's shame, there is no FICE National Section in the country. (There are also only a couple of members of AIEJI, the other large international professional association, in England.) About thirty to forty people are known to be interested in setting up FICE-England again, and it is intended to establish a Steering Group, with a view to getting going again in the near future.

This will give a chance not only to learn from Europe, but also to make contact in other parts of the world where FICE has National Sections, such as USA, South Africa and Israel. Anyone interested in learning more about membership should email below.

## EXERCISES

*I. Translate the text into Russian.*

*II. Give Russian equivalents to:* dire, a couple of, to set up, to establish, to give a chance, membership.

*III. Give English equivalents to:* сравнительный анализ, недостатки, интересоваться ч-л, ближайшее будущее, качество.

*IV. Agree or disagree with the following statements:*

1. At the conference held by the NCB on 18 February 2008, there was a mixture of speakers from other European countries and British academics.

2. The shortcomings of our services do at least need to be subject to close scrutiny, though, and seeing how others succeed does provide pointers to the questions we should be asking, even if we do not apply the same answers.

3. Several of the speakers at the NCB day conference were members of FICE, which is probably the smallest international professional association for people

4. There are also only a couple of members of AIEJI, the other large international professional association, in England.

5. This will give a chance to learn from Europe.

6. Ask 5 questions on the text.

7. Give a shot summary of the information.

## THE SPECIAL NEEDS EDUCATION SYSTEM IN MAINSTREAM JAPANESE SCHOOL

by Hiromi Kotani, 2008

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### *Identifying disability*

In Japan there is a system to evaluate children's growth and development at the ages of 4 months, 8-9 months, one and a half years, and three before going to school. Those health checks are conducted by community health care centres in the city, town, or village. Paediatricians and/or community nurses will have interviews mainly with mothers and a few fathers, and evaluate the children's health and behaviours. In Japan, it has been reported that fathers spend an average of seventeen minutes a day with their children.

It has proved to be a very effective system to discover children with major disabilities such as cerebral palsy, mental retardation, visual or hearing disabilities and congenital diseases. Families join the early intervention programmes to support their children in their development and to receive advice on their upbringing.

### *Assessing needs*

One day, a mother came with her 10-year-old son to my clinic on a nurse's recommendation. She told me that the son could not concentrate on lessons at school. I managed to check his Intelligent Quotient and suggested to him that we study together. His face turned pale, he jumped up and ran out of the room. I could not understand what was going on in his mind at the time. I had an interview with his mother and phoned his primary school to talk to his homeroom teacher in order to obtain information on his academic performance in school. Surprisingly I was not allowed to have any conversation with the teacher, even though I had permission from his parents to do so. Six months later I had a chance to discuss the boy with the homeroom teacher and the school nurse because the boy had started pulling out his hair and was becoming bald as a result of stress. I had earlier diagnosed him as being dyslexic and he had lost his self esteem because of the inappropriate and unsuitable teaching approach adopted by the teacher.

Since then there have been many similar cases from schools. Parents and teachers want to know how to deal with those cases. Professional assessment revealed that some cases of school phobia and/or psychophysical conditions are a result of an inappropriate support structure in schools coupled with developmental disabilities.

In 2003, the Japanese Education Ministry reported that 6.3% of children had behavioural and /or academic problems in mainstream classes in both primary and junior high schools. They might be sufferers of Attention Deficit and Hyperactive Disorders (ADHD), High Functioning Pervasive Developmental Disabilities (HFPDD) and Learning Disorders (LD). LD is known to affect reading, writing, listening and speaking skills. It also affects mathematics and imagination skills.

Since 2007, schools in Japan have been mandated to have support structures in place to assist students with the above mentioned problems. Every school should have a special needs education committee and special needs education coordinator. Special needs schools in the community have a special

team consisting of specialists such as paediatricians, psychiatrists, psychologists, occupational therapists, university lecturers and other associated professionals. The team is expected to visit mainstream schools when requested, to assess designated students' performance, and advise the school on how to handle such students.

## EXERCISES:

*I. Practise the pronunciation of the following words and word-combinations:* Japan [dʒə'pæn], paediatricians [ˌpiːdiə'triʃ(ə)n], psychiatrists [sar'kaɪətrɪst], psychologists [sar'kɒlədʒɪst], therapists['θerəpɪst].

*II. Give Russian equivalents to:* average, disabilities, to discover, permission, to have a chance, to suffer, students' performance, to handle.

*III. Give English equivalents to:* рост и развитие, в возрасте, поведение, воспитание, для того чтобы, оценивать.

*IV. Arrange the following words in pairs of synonyms:*

a) major, to tell, to check, to phone, to consist of, suitable.

b) to say to, to exam, main, appropriate, to call on, to be made up of.

*V. Explain the meaning of:* cerebral palsy, mental retardation, congenital disease, visual disabilities, hearing disabilities, homeroom teacher.

*VI. Ask questions for these answers (work in pairs):*

1. In Japan there is a system to evaluate children's growth and development at the ages of 4 months, 8-9 months, one and a half years, and three before going to school.

2. In Japan, it has been reported that fathers spend an average of seventeen minutes a day with their children.

3. I had an interview with his mother and phoned his primary school to talk to his homeroom teacher in order to obtain information on his academic performance in school.

4. Professional assessment revealed that some cases of school phobia and/or psychophysical conditions are a result of an inappropriate support structure in schools coupled with developmental disabilities.

5. In 2003, the Japanese Education Ministry reported that 6.3% of children had behavioural and /or academic problems in mainstream classes in both primary and junior high schools.

6. Since 2007, schools in Japan have been mandated to have support structures in place to assist students with the above mentioned problems.

7. The team is expected to visit mainstream schools when requested, to assess designated students' performance, and advise the school on how to handle such students.

*VII. Give a shot summary of the information.*

TEXT 7

## **THE INDIVIDUAL AND THE COMMUNITY**

by Prospera Tedom, 2008

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"No man is an Island", said John Donne. It is one of those statements which looks obvious once it is said. Man is a social animal, brought up in families, living in neighbourhoods and wider communities, working in teams of varying sizes, forming partnerships, agreeing complex laws and regulations and



codes of conduct about acceptable interactions, and even negotiating a world-wide approach to managing human affairs through the United Nations and other such organizations. No other animal has matched that. There are a few loners and hermits, but nearly half of humankind already lives in cities of over a million people. So John Donne was quite right. When we come to look at the comparative value placed on the individual and the family or community, though, we find sharp differences between different cultures. Individuality In many western countries an emphasis has been built up over many years to value individuals, both for their personal contributions and in preserving their rights. In child care this is reflected in both legislation and practice, with complex systems to plan and monitor the care of each child, to preserve their rights, and to enable them to make their views known and get their complaints heard. The aim is to help the child to be fulfilled and to enable him or her to become a responsible adult citizen. The outcome in social work and social care practice has been an increasing bias against group care and an increasing emphasis on services for the individual, including one-person children's homes. This philosophy of child care reflects western society's wider views on the value of individual lives, the need to give patients choice, universal suffrage, the use of the jury and a host of other ways of making society function, summarised under the umbrella term of democracy. Its advocates see democracy as the best form of government to which everyone should aspire, and at times they fail to recognize that other approaches may also be valid. Israel Elsewhere in this issue we report on a visit to see children's services in Israel. The widespread use of children's villages there would be seen as anathema on some western countries. Their group living emphasises the need for children to learn to live together, to function as team members and to tolerate each other's behaviour. They still value people as individuals and use education as a way of helping each child achieve his or her maximum potential, but playing in an orchestra is valued as well as learning to play solo. It could be argued that the children's village system reflects Israel's current needs and capacity. Certainly running children's villages is a lot cheaper than running one-person children's homes, and in any country the state of the economy is an important factor to bear in mind. But there are also other demands faced by the wider community in Israel, such as the ever-present need to be prepared to defend the country and the drive to develop the economy. These demands put pressure on citizens to identify strongly with the state and to put the wider community first. To survive and develop, Israel needs its citizens to give priority to

their roles as citizens, rather than as individuals. In consequence, children in Israeli children's villages learn Hebrew, regardless of their country of origin. They sing their group songs. They have tasks to fulfill in sharing the running of their communities. Every country has to develop services for children that reflect their economic situations, their cultures and their religions. The balance between the group and the individual is different in Israel from many other western countries, but it would be presumptuous to criticise it. It could be argued that it is western countries who have got the balance wrong, and that individual rights have been overemphasized to the point that responsibility to wider society has been overlooked and that a generation has been bred who look primarily to satisfying their own needs.

Relative or Absolute Standards? It could also be argued that each country needs to devise its own philosophy of child care to match its own culture, economy, values and religions. Emphasising the importance of the wider community was, for example, a key element in communist child care practices. In this editorial Israel has been used as a graphic example, but similar arguments could be used of any country in the world. Every country has to develop services for children that reflect their economic situations, their cultures and their religions. If the conclusion of this line of thinking were that standards are simply relative to the situation, it would be logical to reason that there are no grounds for arguing that some standards of child care are better than others, which is patently untrue. Fortunately, almost every country in the world has signed up to the United Nations Convention on the Rights of the Child, and they are checked against its standards.

The difficult task for professionals in this field is to tease out the difference between cultural factors and professional standards. In the end, we all remain individuals, even in countries where uniformity is set as the norm, and we are all citizens who need to play our roles and contribute by taking our share of the community's responsibilities, even in the most individualistic societies. It is a question of balance.

## EXERCISES

1. Give Russian equivalents to: social animal, to bring up, partnerships, hermits, outcome, to survive, in consequence, to look forward.

*II. Give English equivalents to:* подход, отражать, ответственность, заключение, вносить вклад, общество.

*III. Complete the sentences from the text:*

1. There are a few loners and hermits.....
2. When we come to look at the comparative value placed on the individual and the family or community.....
3. The aim is to help the child to be fulfilled.....
4. It could be argued that.....
5. To survive and develop, Israel needs its citizens to give.....
6. If the conclusion of this line of thinking were that standards are simply relative to the situation,.....
7. The difficult task for professionals in this field is.....

*IV. Give the antonyms:* wide, to agree, to increase, different, wrong, simple, fortunately, sharp, strongly, acceptable.

*V. Give the synonyms:* aim, form, to value, to look forward, a key element.

*VI. Combine the words into sentences. Translate them into Russian:*

1. It balance a question of is.
2. Every has to for develop services country children that reflect their situations, their cultures and economic religions.
3. We differences sharp between find different cultures.
4. widespread of seen children's villages there would The be as anathema some on western countries use .
5. is man an No Island.
- 6.

*VII. Agree or disagree with the statement: "No man is an Island"*

*VIII. Give a shot summary of the information.*

## SECTION II

### TEXT I

*I. Render the following text in English:*

#### **A. С. МАКАРЕНКО**

Выдающийся советский педагог Антон Семенович Макаренко был также и талантливым писателем. Он родился 1 марта 1888 г. Его детство и юность прошли в рабочем поселке Крюково недалеко от Кременчуга. Несмотря на материальные трудности, родители отдали способного мальчика учиться в четырехклассное городское училище. Но Макаренко рано пришлось бросить учение. Ему удалось только окончить одногодичные курсы для учителей начальных школ при Кременчугском училище. Только через десять лет Макаренко поступил в Полтавский учительский институт, который окончил в 1917 г. В характеристике, выданной ему по окончании института, было написано «Выдающийся студент по своим способностям, развитию и трудолюбию...».

После гражданской войны много детей оказалось безнадзорными. В сентябре 1920 г. А. С. Макаренко был назначен руководителем колонии для несовершеннолетних правонарушителей. Здесь проявились глубокие знания и мастерство Макаренко как педагога-новатора, здесь он стал писателем и нашел героев для своих будущих книг. Воспитание в колонии, прежде всего, основывалось на соединении обучения с трудом. Там существовала строгая дисциплина, основой которой было доверие к человеку.

Свои педагогические взгляды, а также большой опыт воспитательной работы Макаренко отразил в своих книгах «Педагогическая поэма», «Книга для родителей», «Флаги на башнях» и др. А. С. Макаренко скончался в 1939 г. Но он живет в своих бывших воспитанниках, ставших достойными людьми, и в своих книгах, продолжающих благородное дело его жизни.

### *EXERCISES*

*II. Speak on the following topics:*

1. Writings of outstanding pedagogues on education. 2. J. J. Rousseau and his educational outlook. 3. My own approach to the educational method.

*III. Read and remember the following joke:*

The more we study, the more we know.

The more we know, the more we forget.

The more we forget, the less we know.

The less we know, the less we forget.

The less we forget, the more we know.

So why study?

## ТЕХТ 2

*I. Render the following text in English:*

### **ЧТО ЭТО ЗА ПРОФЕССИЯ «СОЦИАЛЬНЫЙ ПЕДАГОГ?»**

Бочарова В.Г. Педагогика социальной работы, 2000.

Социальная работа ориентирована, прежде всего, на человека, и поэтому возможна только на партнерском уровне. Клиент доверяет социальному педагогу свои личные проблемы. Работа с клиентом возможна лишь тогда, когда между ним и социальным педагогом возникают и сохраняются доверительные отношения. Не менее важной является посредническая деятельность социального педагога. Быть посредником - значит объяснять интересы и взгляды одной стороны другой стороне: клиентам, семьям, представителям других профессий. Как правило, к посреднику обращаются за помощью лишь после того, как в течение длительного времени человек находился в трудной ситуации и не мог ее разрешить. Посредническая деятельность социальных педагогов часто принимает форму координации усилий представителей разных профессий для комплексного решения проблем отдельного человека или определенной семьи. Социальные педагоги призваны решать самые разные задачи, они могут работать в больницах, местах заключения, домах для престарелых, детских домах, школах; оказывать помощь инвалидам, матерям-одиночкам, отстающим в школе детям, людям, у которых произошло обострение душевного заболевания, бывшим преступникам. Как профессиональная группа социальные педагоги могут участвовать в решении вопросов на государственном уровне, предлагая рекомендации по ключевым вопросам законодательства и его

исполнения, при необходимости оказывая давление на общественное мнение и правительство.

Профессиональной социальной работой могут заниматься только специалисты. Квалификацию и специализацию они получают в высших учебных заведениях. В англоязычных странах в такие учебные заведения принимаются люди уже имеющие диплом бакалавра (чаще всего специализировавшиеся в области социологии, психологии и организации социального обеспечения). Проводится жесткий отбор абитуриентов, учитывающий их личностные качества.

## EXERCISES

### *I. Give English equivalents to:*

партнерский уровень; личные проблемы; посредническая деятельность; решения проблем; дома для престарелых; душевного заболевания; социальное обеспечение

### *II. Give Russian equivalents to:*

to trust in smb; mediator; preconception; unmarried mother; mental illness; legislation; personal qualities

### *III. Arrange the following words in pairs of synonyms:*

- a) to trust in smb; mediator; to decide the problem; man; shape; illness
- b) to solve the problem; disease; negotiator; form; human; to take smb into once confidence

### *IV. Make up 7 questions.*

### *V. Ask your fellow student the following questions. Work in pairs*

- 1 Is there an introductory part in the article?
- 2 What subjects are dealt with in the introduction of the article?
- 3 What problems does the article acquaint us with?
- 4 When and how were you first introduced to this subject?

**СУЩНОСТЬ И СОДЕРЖАНИЕ СОЦИАЛЬНОЙ ПЕДАГОГИКИ**

Василькова Ю.В. Социальная педагогика, 2000.

Термин «педагогика» произошел от двух греческих слов: *país, paidos* – дитя, ребенок, *ago* – веду, что означает «ведущий дитя», или «детоводитель». По преданию в Древней Греции рабовладельцы специально назначали раба, который водил их детей в школу. Его и называли *paidagog*. Впоследствии педагогами стали называть людей, которые занимались обучением и воспитанием детей. От этого слова и произошло название науки – педагогика. Слово «социальный» (от лат. *socialis*) означает – общественный, связанный с жизнью и отношениями людей в обществе. В этом смысле речь идет не просто о социальном развитии и воспитании человека, а о его ориентации на социальные ценности, нормы и правила общества (среды жизнедеятельности), в котором (которой) ему предстоит жить и реализовывать себя как личность. Родители, лица их замещающие, воспитатели изначально ведут ребенка по жизни, помогая ему усваивать социальный опыт среды жизнедеятельности, культуру, формироваться как личность, овладевать способностью и готовностью реализовывать себя в жизни. Социальная педагогика изучает проблемы, связанные с направленной деятельностью субъекта воспитания (родителя, лица его замещающего, воспитателя и пр.), которая способствует проведению человека, начиная с момента рождения, по этапам социального развития и дальнейшему становлению его как гражданина конкретного общества. Это осуществляется в соответствии со сложившимися традициями, обычаями, культурой и социальным опытом жизнедеятельности той среды, в которой живет человек и где ему предстоит реализовывать себя как личность по мере социального развития.

**EXERCISES**

*I. Give English equivalents to:* предание, рабовладелец, раб, ценность, готовность к ч-л., традиции, обычай, опыт.

*II. Translate into English (orally):*

1. Педагогами называли людей, которые занимались обучением и воспитанием детей.
2. Родители помогают ребенку формироваться как личность.
3. Социальная педагогика изучает проблемы, связанные с направленной деятельностью субъекта воспитания.

*III. Make up 5 questions.*

*IV. Answer the following questions:*

1. What subjects are dealt with in your article you are reading?
2. What does the article begin with?
3. What does the article acquaint us with? (recent discoveries in ...; applications of new methods; the work done in the field of; experimental technique).
4. Does the title describe the subject?

*V. Render the following text in English.*

ТЕХТ 4

## **СОЦИАЛЬНОЕ ФОРМИРОВАНИЕ ЛИЧНОСТИ**

Филонов Г. Н. Социальная педагогика, 2004

Социальное формирование личности — естественный непрерывный процесс. От него зависит, каким становится человек как личность, в какой степени и как он реализует себя в жизни, как влияет на среду жизнедеятельности. Многие социальные проблемы человека и способность самостоятельно решать их в основном определяются его социальным развитием.

Развитие – это направленное, закономерное изменение чего-либо под влиянием внешних и внутренних факторов. В результате развития происходят качественное и количественное изменения. Социальное развитие личности – это количественное и качественное изменение личностных структур в процессе формирования человека, его социализации и воспитания. Оно представляет собой естественное и закономерное природное явление, характерное для человека, находящегося с рождения в социальной среде.



Социальное развитие человека имеет непрерывный, но неравномерный характер. Непрерывность его заключается в постоянной потребности социального изменения, сохранения, утраты социального опыта как естественного социального роста человека. Социальное в личности обогащается, приобретает или утрачивает что-либо, сохраняет определенный уровень возможного в чем-либо и т.д. Неравномерность социального развития выражается в том, что оно не имеет линейного и постоянного характера. Этот процесс меняется в зависимости от многих факторов, в том числе от возраста, типа темперамента, предрасположенности, состояния человека, условий среды, самоактивности и пр.

#### EXERCISES:

*I. Give English equivalents to:* естественный, зависеть от..., способность, внешний фактор, внутренний фактор, природное явление, потребность, самоактивность.

*II. Arrange the following words in pairs of synonyms:*

- a) development, to decide the problem, influence, environment.
- b) to solve the problem, evolution, surrounding, effect.

*III. Make up 5 questions.*

*IV. Answer the following questions:*

- 1. What is the title of the article under review?
- 2. When and where was the article published?
- 3. Who is the article written for?
- 4. Does the article contain any introductory part?
- 5. What subjects are included?
- 6. Do you think it'll be interesting and useful for you?

*V. Render the following text in English.*

## СОЦИАЛЬНЫЕ ОТКЛОНЕНИЯ

Вульфов Б. З. Социальный педагог  
в системе общественного воспитания, 2002

Социальное развитие человека нередко приводит к определенным отклонениям. Сущность социальных отклонений, причины их формирования, возможности предупреждения и преодоления являются социально-педагогической проблемой.

Под нормой (от лат. norma) понимают правило, точное предписание, установленная мера. «Социальная норма» («социальные нормы») – это официально установленные или сложившиеся под воздействием социальной практики нормы и правила общественного поведения и проявления человека в конкретно-исторических условиях жизни общества. Они определяют сложившиеся или установленные (дозволенные или обязательные) стандарты поведения личности в группе, соблюдение которых является для индивида необходимым условием взаимодействия.

В социальных нормах преломляется и отражается предыдущий социальный опыт общества и осмысление современной действительности. Они закрепляются в законодательных актах, должностных инструкциях, правилах, уставах, других организационных документах, а также могут выступать в виде неписаных правил среды. Сгруппированные по основным нормообразующим факторам, они подразделяются на: правовые, нравственные, этические, религиозные и др., служат критерием оценки социальной роли человека в любой конкретный момент и присутствуют в его повседневной жизни и деятельности.

Человек одновременно выполняет несколько социальных ролей – гражданина, специалиста, члена семьи, коллектива и пр., в процессе чего он усваивает социальный опыт поведения, необходимый ему для самореализации как личности.

Социальное отклонение – это социальное развитие человека, поведение которого не соответствует общественным ценностям и нормам, принятым в обществе (его среде жизнедеятельности). Выделяют следующие формы социального отклонения: асоциальное поведение и антисоциальное.

Асоциальное поведение (от греч. а – отрицательная частица «не», «без» и лат. socialis – общественный, связанный с жизнью и отношениями людей в обществе) – это такое поведение человека, которое не соответствует нормам, принятым в обществе, но не содержит противоправных действий. Антисоциальное (от греч. anti – против и социальный) – это противоправное поведение человека.

## EXERCISES

*I. Give English equivalents to:* определять, сущность, отклонение, причина, условие, социальная роль, критерий оценки.

*II. Translate into English (orally):*

1. Социальное развитие человека нередко приводит к определенным отклонениям.

2. В социальных нормах преломляется и отражается предыдущий социальный опыт общества и осмысление современной действительности.

3. Человек одновременно выполняет несколько социальных ролей – гражданина, специалиста, члена семьи, коллектива и пр.

4. Антисоциальное – это противоправное поведение человека.

5. Асоциальное поведение – это такое поведение человека, которое не соответствует нормам, принятым в обществе, но не содержит противоправных действий.

*III. Make up 5 questions.*

*IV. Ask your fellow student the following questions. Work in pairs*

1. Is there an introductory part in the article?
2. What subjects are dealt with in the introduction of the article?
3. What problems does the article acquaint us with?
4. When and how were you first introduced to this subject?

*V. Render the following text in English.*

## СЕМЬЯ КАК СОЦИОКУЛЬТУРНАЯ СРЕДА ВОСПИТАНИЯ И РАЗВИТИЯ ЛИЧНОСТИ

Бочарова В. Г. Социальная педагогика, 2004.

Семья – это социокультурный феномен, играющий особую роль в социальной подготовке подрастающего поколения к жизни в обществе. В ней человек рождается и формируется как личность, перенимая культуру этой семьи и через нее и общества (среды жизнедеятельности).

Основными функциями семьи являются:

- репродуктивная – продолжение рода;
- социализация (ресоциализация) – естественное усвоение социального опыта и становление на этой основе человека как личности;
- воспитательная;
- хозяйственно-экономическая;
- рекреативная – взаимная моральная и материальная поддержка;
- коммуникативная – общение, т.е. в ней осуществляется изначальная подготовка растущего человека к жизни в обществе.

На формирующуюся личность в семье оказывают влияние многочисленные факторы, каждый из которых имеет свои особые социально-педагогические возможности. К основным факторам, оказывающим существенное влияние на ребенка, относят:

Субкультурные – факторы, обусловленные субкультурным своеобразием семьи:

- состав семьи (полная или неполная; расширенная, состоящая, по крайней мере, из двух взрослых пар, обычно представителей двух поколений; преимущественно женский или мужской состав и др.);
- кровно-родственные связи членов семьи, определяющие ее своеобразие (родительская или приемная семья; семья второго (третьего) брака; семьи риска и пр.);
- жизненные условия, в том числе и материальные, для развития и воспитания детей;
- морально-психологический климат семьи (его своеобразие) – фон, определяемый ее социальными ценностями, на котором формируется личность растущего человека.

Факторы, обусловленные воспитательными возможностями родителей. Они отражают возможности членов семьи в передаче (формировании) культуры ребенку:

- собственный опыт семейного воспитания;
- педагогическая подготовка (педагогическая культура) родителей;
- готовность и способность родителей (родителя) к воспитанию детей и пр.;
- уровень образования и личная культура членов семьи как пример для детей;
- авторитетность родителей, воспитательная направленность авторитета;
- родительская любовь как основа воспитания, ее рациональность во взаимоотношении с ребенком, искусство и умение любить ребенка, родительская нелюбовь;
- отношение родителей к воспитанию ребенка.

## EXERCISES

*I. Give English equivalents to:* педагогическая подготовка, готовность к ч-л., способность, авторитет, отражать ч-л., жизнедеятельность, общение.

*II. Explain the meaning of (in English):* репродуктивная функция, воспитательная функция, хозяйственно-экономическая функция, рекреативная функция, коммуникативная функция.

*III. Make up 5 questions.*

*IV. Answer the following questions:*

1. What subjects are dealt with in your article you are reading?
2. What does the article begin with?
3. What does the article acquaint us with? (recent discoveries in ...; applications of new methods; the work done in the field of; experimental technique).
4. Do you think it'll be interesting and useful for you?

*V. Render the following text in English.*

## СОЦИАЛЬНО-ПЕДАГОГИЧЕСКИЕ ВОЗМОЖНОСТИ СМИ

Бочарова В. Г. Теория и практика социальной работы: отечественный и зарубежный опыт, 2003.

Средства массовой информации (СМИ) обладают огромными возможностями влияния на личность и массы. Во многих случаях они становятся совоспитателями подрастающего поколения, важным фактором формирования мировоззрения значительных людских масс, побуждения их к тем или иным активным действиям.

Средства массовой информации — понятие, объединяющее все каналы доведения информации до широкой общественности (пресса, книжные издательства, агентства печати, радио, телевидение и т.д.). Под ними следует понимать социальные институты, обеспечивающие сбор, обработку и распространение информации в массовом масштабе.

К основным видам СМИ относятся:

- радио – акустическое, словесно-звуковое воздействие;
- печать – словесное и графическое воздействие;
- кино – художественно-образное воздействие;
- телевидение – интегрированное акустическое и художественно-творческое воздействие;
- компьютерные технологии (Интернет) – оперативное самостоятельное-творческое взаимодействие потребителя с информационными потоками с использованием возможностей словесного, акустического, художественно-творческого и другого воздействия.

Наибольшими возможностями влияния обладают телевидение, кино и компьютерные технологии. Телевидение позволяет обеспечивать «доставку на дом» готовой программы, репортажа в момент свершения события (маленький экран не давит, а незаметно решает свои задачи), домашний просмотр (отсутствует психологическая настроенность восприятия зрелища, которая есть в кинематографе) позволяет произвольно и естественно поглощать предлагаемую информацию.

Компьютерные технологии обладают еще большим воздействием, так как они ставят потребителя в положение активного соучастника информационного материала. Потребитель сам выходит на соответствующую информацию и взаимодействует с ней. Компьютерные технологии позволяют активизировать участие пользователя, мотивировать активность, развивать интерес и пр.

Основные функции СМИ:

- общественно-политическое воздействие (решение определенных политических задач);
- воспитание (идеология, ценности, патриотизм и пр.).
- информационная (от лат. *informatio* – разъяснение): осведомление о чем-либо, сбор, обработка, распространение и хранение информации;
- обучение и просвещение: профессионально-заинтересованная аудитория, расширение кругозора;
- художественно-репродуктивная: трансформирование произведения искусства, сохранившего свои существенные социокультурные признаки;
- художественно-продуктивная: распространение произведений особого вида искусства – рекламы, телешоу, радиодрамы, телефильмов и проч., при этом имеет место доставка информации на дом в оригинале;
- развлечение: заполнение досуга приятным отдыхом, развлечением (музыка, кино и т.д.).

Исследование воздействия СМИ на личность и группу (массы) потребителей осуществляется социологией, психологией и педагогикой. Психология изучает в большей степени механизмы влияния на аудиторию, а педагогика – способы достижения прогнозируемого влияния, в том числе: пути, методы и средства информационного воздействия, а также условия, обеспечивающие эффективность использования различных программ.

Существует выражение «педагогика средств массовой информации», под которым подразумевается теория и практика исследования и использования педагогических (воспитательных) возможностей СМИ для обеспечения направленного влияния на человека, группу (определенную группу

населения). При изучении проблем воздействия СМИ на аудиторию применяются определенные концептуальные подходы. В основе их лежат соответствующие теории, позволяющие объяснить и понять механизмы влияния на личность, группы и их последствия.

## EXERCISES

*I. Give English equivalents to:* мировоззрение, обеспечивать, потребность, воздействие, досуг, механизм, хранение информации, реклама.

*II. Explain the meaning of (in English):* общественно-политическое воздействие, обучение, реклама, телешоу, развлечение.

*III. Make up 5 questions.*

*IV. Answer the following questions:*

1. What subjects are dealt with in your article you are reading?
2. What does the article begin with?
3. What does the article acquaint us with?
4. Do you think it'll be interesting and useful for you?

*V. Render the following text in English.*

### ***Vocabulary to be used in discussing a scientific publication***

1. The book (volume, handbook, text-book, article, essay) to be discussed is ...  
The discussed book (volume, etc.) is ...
2. The articles represent papers (reports) given at the conference.
3. The author (editor, publisher) of the book is ...  
The contributor of the journal (magazine) is ...
4. The book was published (edited) in 19...  
The article originally appeared in (the Soviet Union; in Russian, in a journal).
5. The author is a well-known (distinguished, outstanding) scientist in the field of  
The author is a Nobel prize winner (State prize winner).



6. The title (name) of the book is ...

The heading of the chapter (section, part) is ...

The headline (title, name, heading) of the newspaper article is ...

7. The book consists of ... (10) chapters (sections, parts, articles, contributions).

The book contains (includes, falls into) ... (3) parts.

8. The book contains a summary (a treatment of ..., a list of references, a large amount of useful information).

9. The book is addressed to scientific workers (professional scientists, interested laymen, undergraduates, post-graduates, those working in the field of ..., those studying the problems of ..., those familiar with the field of ..., those approaching the problems of ...).

The book is written for researchers.

10. Reference is made to workers (works) in.

11. The subject of the book is ... (includes ..., is reviewed, is covered).

The topic (theme) of the book is ...

The topic of the research (investigation, thesis) is ...

12. The subject matter of the book relates to (includes, is devoted to) ...

The subject matter of the book falls into two parts.

13. The book (the author) discusses (deals with, is concerned with, covers, considers, gives consideration to, describes, gives an accurate description of, outlines, emphasizes, places emphasis on) the problem of ...

14. The book provides the reader with some data on ... (some material on ..., some information on ..., an introduction to ..., a discussion of ..., a treatment of ..., a study of ..., a summary of ..., some details on ..., a useful bibliography, a list (set) of references, key references).

15. A careful account is given of ...

A detailed description is given of the theory method of ...

A thorough description is given of

Much attention is given to ...

Little attention is given to ...

16. Of particular (special, great, little) interest is the method of ...

Of particular interest is the theory (discussion, treatment) of ...

17. Of great (little) importance is the method of ...

18. It is notable (noteworthy, praiseworthy, fortunate, unfortunate, a mistake, a slight disappointment, to the author's credit) that ...

19. The author has succeeded in showing (providing, presenting) the results of ...

20. The author failed to show (to exhibit, to provide, to present, to give an

21. The author (editor, publisher, proof-reader ) is to blame for the drawbacks in

The book suffers from some mistakes (errors, limitations, shortcomings, account of, to direct our attention to )... the book. careless proof-reading).

22. In spite of these drawbacks the book is a useful reference work (a valuable source of ready information).

In spite of these drawbacks the book was useful to (helpful to) ...

23. The book begins with a discussion of (chapter on, introduction to, introductory discussion of) ...

The book begins with introductory notes (remarks).

24. The book ends with a discussion of ...

25. In conclusion (in summary, summarizing) the author ...

26. The purpose (aim, object) of the book is to provide ...

27. The book aims to provide (acquaint, present, show) ...

28. The book is profusely (poorly) illustrated with diagrams (tables, colour plates, photographs, sketches).

29. The author (editor) is to be congratulated on the success of the book (the timeliness of the book, producing this book).

### *Analysis of the text*

1. The title, the author, the place and time of publication.

2. The style (scientific, popular-scientific, publicistic); the type (description, narration, reasoning).

3. The theme (what about), the problem (attitude to smth/smb; interrelations...), the main idea (what purpose).

4. Composition (the introduction, the main part, the conclusion).

5. Summary of the message.

6. The language.

7. Own opinion.

## At Home Activities

### The professional competences of social educators a conceptual framework

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#### **Background and purpose**

This document about the professional competences of social educators is based on the document of the European Bureau of the International Association of Social Educators: "A Common Platform for Social Educators in Europe" (AIEJI Europe, January 2005).

After a specific regulation for the freedom of movement of European Union workers, in year 2003, the AIEJI European Bureau thought that it was the time for all European professional associations to start working together. The main purpose was, complying with the specific regulation of the referred law, to establish a set of criteria of the required level of competences for the practice of

the social educator profession. The first steps were taken on a first symposium where the participating associations realised that they were working in the same reference areas and developing the same tasks. From then on, the professional competences of the European social educators were written and endorsed by all participating associations in a second meeting in January 2005.

After further editing, the material was published with the title "A Common Platform for Social Educators in Europe". The document was presented at AIEJI's world congress in November 2005 and the participants expressed great interest in the document. Further, the document was discussed at AIEJI's board meeting in May 2006, and the board decided to send out the document for consultation in AIEJI's regions. The idea was to create a global common platform for social educators. On this background the board has decided to publish this document: "The professional competences of social educators – a conceptual framework". The purpose is not to come up with a final definition of social education but to give inspiration both to the individual social educator, the social educational work places and social educators as a profession at national level to develop and discuss their profession. It means too that the board welcomes contributions from individuals as well as agencies and national associations about the professional basis of social educators. "The professional competences of social educators" is meant to be a framework for our common and continuing discussions about and development of our professional basis.

The document is to be read with the Declaration of Montevideo from the XVI World Congress of AIEJI (chapter 6 in this document).

Benny Andersen  
President International Association of Social Educators

### **A short introduction to social educational work**

Social educational work has its historical roots in work with children and young people. The profession comprises education and conditions of childhood and adolescence in a broad sense, and in some particular contexts it includes treatment. Today, social educational aid targets disabled children, adolescents and adults as well as adults at particular risk: the mentally disordered, alcohol or drug abusers, homeless people etc. Social educational work is constantly developing with regard to the various forms of measures, target groups, methods etc.

Social education is characterised as a special strategy that contributes to the integration of the community. It is the answer of the community to some of its integration problems - not all of them, but those arising from social and educational situations of need. Social education deals with excluded and marginalized people in a special way, and this means that the contents and character change according to the social, cultural and educational situations of need that are created by the community.

Social education can be defined as: *The theory about how psychological, social and material conditions and various value orientations encourage or prevent the general development and growth, life quality and welfare of the individual or the group.*

A fundamental element in social educational work is to facilitate integration and prevent marginalisation and social exclusion. This is done in a social interaction process in order to support and help exposed individuals and groups at risk so that they may develop their own resources in a changing community.

In social education the practitioners engage in an activity and use themselves in order to support and enhance the user's development together with the user. Social education is an intentional action. It is the result of conscious deliberations that are converted into a planned and target-oriented process. The intentional character of social education means that, based on professional deliberations, objectives for other people's development and lives are defined. This is why the profession is based on a set of ethical values as well.

Social educational work is understood as a process of social actions in relation to individuals and various groups of individuals. The methods are multidimensional and include: Care, education, intervention, treatment, development of non-exclusive life space treatment etc. The goal is full sociability and citizenship to all.

## **SOCIAL EDUCATION**

Care

Education (learning)

Treatment

Intervention

Protection

Development of non-exclusive life space

## FULL CITIZENSHIP

The goal of full sociability and citizenship to all also means that the social educators are obliged to identify and oppose the exclusion mechanisms of society and communicate their knowledge of these exclusion mechanisms to the public authorities.

Social education is based on UN Universal Declaration of Human Rights, and presupposes a fundamental understanding of the integrity and value of each single human being, irrespective of race, gender, age, belief, social and economical and intellectual status in the society.

The goal and content of social education range from the recreation of the culture of everyday life on the one side and on the other the creation of the individual's own culture.

Social education is a profession with great dynamics and adaptability. It is not anchored in or committed to a specific scientific tradition. The professional knowledge that is a part of the social educational practice has been defined by various sciences. Nowadays the profession is determined by a variety of humanistic and social science disciplines such as developmental psychology, social psychology, ethics, anthropology, cultural sociology and sociology. In addition there are a number of subjects and areas such as administration, management and welfare political conditions, as well as communication, activity and culture subjects. This professional knowledge allows social educators to connect the critical analysis with constructive actions. Thus, social education is rooted in the humanities. It is based on several disciplines and has an integrating view of knowledge as a central principle. The competency of social educators may be characterised as a synthesis of knowledge, skills and attitudes. The social educational college programmes include both theoretical and practical subjects and thereby become a connecting link between theory and practice.

Social educational work takes place in direct contact with children, young people and adults often over a long period of time. The contact is not limited to a particular time of the day. This implies that a social educator has relatively few users and thus establishes a thorough knowledge of the individual user. Not least the extent of the direct contact gives the social educator the opportunity to enter into close and intimate relations that are continuous and stable.

The trained social educator is supposed to assist the individual person in fulfilling and meeting his or her needs and targets. This implies for instance:

Assisting persons in developing to such an extent that they become able to solve their own or shared problems.

Enhancing the individual person's ability to determine for him or herself and to adapt and develop.

In general terms the methods of social education are multiple and may be described as efforts that combine the needs of the target groups with the purpose of the social educational work. The educational perspective focuses on the user and aims at values such as democratisation, selfdetermination and autonomy. The ideal is the empowered person who is capable of understanding and acting in the community by means of his own insight, knowledge and skills. A common feature of social education is, however, that the interpersonal process is the essential tool. In principle, the tools of the social educator are her own body and mind. This puts substantial demands on the social educators to be able to define contents, relationships, dynamics and methods.

Social educators do not just work on the basis of various theories and multiple methods. The development of the social educational work may also be viewed by means of the development of methods, because the methods of the profession cannot be isolated as mere techniques. It would be more correct to say that the methods of the profession correspond to a certain historical period's understanding of the relation between the individual and society.

The fact that social educational work is an interpersonal relationship and that the educational process is a social relation between the participating social educators and children, young people or adults, demands that the social educator is capable of committing herself to her work.

Social educators must commit themselves; otherwise they cannot establish confidential relationships and genuine contacts with other persons.

Social education as a profession is constituted by a particular combination of theoretical knowledge, practical skills and commitment. Besides being obliged to continue to work with the integration of marginalized groups and individuals – social educators are obliged also to identify and oppose the exclusion mechanisms of society.

## **Requirements of education and practice and training of social educators**

As social educational work is about and intervenes in other people's conditions of life, social educators must have solid basic education and training in order to carry out this task in a professionally proper manner. Social educators should therefore – as other professionals who work with people – have graduation at post-secondary level of 3 – 4 years of full-time study.

The education should be recognised and approved by the national authorities and qualifying for social educational work. Further, the education should be recognized by the national profession association(s) as qualifying for social educational work.

The education should take place at universities or colleges of similar level recognized by the national authorities as providers of the basic education for social educators. The education should ensure that the knowledge foundation reflects the professional competences for social educators quoted in the 4th section of this document. Further, the education should ensure that the most recent national and international research is included in the training.

The educational institution should be engaged in relevant development and experimental projects relating to the work field, and be an active partner in the work to include the practice field in this activity. One part of the students' training should be in such development projects.

Training and practice in the work field should be an integrated part of the programme. The educational institution and the practice field should work together on this training/practice.

A publicly recognised system of continuing and further education for social educators should be linked to the profession. This system should be related to the basic education in order that the gained knowledge and experience will be of advantage to the basic education. The responsible authorities and the social educational work places are responsible that social educators currently receive continued and further education in order to improve the social educational practice.

Training and/or practice should be so comprehensive that the student will both gain a realistic impression of the organization and tasks of the work field and challenge himself in the practical work.

This training and/or practice should be approved so that the student may continue or finish his education.



## **Professional Competences for social educators**

In the following text the term competences should be understood as the social educator's potential of action relating to a certain task, situation or context – i.e. the social educational work – which comprises knowledge and skills, intellectual, manual and social skills as well as attitudes and motivation.

Generally speaking there are two dimensions in the competence profile of social educators. One dimension indicates various levels for how the social educator should be able to act, intervene and reflect in various practice contexts.

The second dimension regards the central competences derived from perspectives and conditions for social-educational work.

### ***4.1. Fundamental Competences***

The complexity of the professional practice involves different action levels, that demand as well, from the Social Educators, the handling of the following competences:

#### ***4.1.1 Competence of intervening***

We think, among other things, that the social educator should be able to act directly in the actual situation in relation to the needs and wishes of the child/youth/adult in a suitable way and with a not too long time of reflection. The action may be motivated in intuition or non-linguistic knowledge, but also in theoretical or experience-based knowledge. To put it more simply: the social educator should be able to act under compulsion to act.

#### ***4.1.2 Competence of evaluating***

This second competence includes that the social educator should be able to plan, organize and reflect in relation to future actions and interventions. The social educator should be able to qualify his planning and reflection by including theory and knowledge, but also by including reflection about his own or others' practice. The social educator should be able to assess the connection between intention, action and result.

#### ***4.1.3 Competence of reflecting***

The social educator with colleagues and other professional persons should be able to reflect about professional problem fields to ensure a common professional understanding and development of the profession. The reflections should be communicated to professionals as well as the public.

## 4.2. Central competences

### 4.2.1 Personal and relational competences

The fundamental conditions for social education constitute the framework for social educators' competence profile. The relation to the person who need support is central in all social educational work.

Social educational work is a relation between social educator and the one who needs support. These two poles of the relation constitute and are constituted by the relation. Therefore, *personal and relational competences* are crucial in all social educational work.

During the past years the personal aspect has gained a far more central position in working life in general. Personal competences such as commitment, motivation, attitudes and "heart" are in demand and requested far more now than before by managers and "users". However, to the social educator who "works with people" the question of personal commitment to the work has another aspect to it: the personal relation to the child/youth/adult where educational human view, background, moral and ethics are included and expressed.

The personal side of the professionalism is about being able to work professionally with relations.

It is the instrument which creates the contact to the child/youth/adult, the sensitive registration of it, the interpretation of it, the processing and the modification of it. It is this contact which makes important finger prints that effects that the educator has anything to do with the child/youth/adult and that makes the social educator at all capable of intervening in another person's life.

The relation is not symmetric. The social educator should be able to relate personally and professionally to any child/user, whereas the child/user is not in the same way obliged to relate to the educator. It is also a relation of power, which may be destructive if not used in a constructive way. Not least because of this the social educator must be conscious of his fundamental human view, own norms and values.

To engage professionally with one's own personality demands a great deal of inclusiveness, a high degree of professional focus on the needs of the child/user, professional ethics and moral and last but not least, the ability to separate private relations from professional relations. This demands a great deal of empathy, conscientiousness, ethical reflections, extroversion, accommodation, and sense of responsibility, and a great deal of professional insight.

#### 4.2.2 *Social and communicative competences*

Social educational work is not a solo performance. To a great extent it is dependent on and carried out in collaboration with a great number of involved parties: the child, the youth, the adult, colleagues, users, parents, relatives, other professional groups and authorities etc. The social educators must therefore also possess *social and communicative competences*.

Most social educational work – at all levels – take place in teams of colleagues or groups. This preconditions that educators are able to collaborate with and take part in teams of colleagues.

However, part of the educator's social and communicative competences is that the educator should be able to act in a field where there is not always harmony and agreement about aims, means and methods. It may be between colleagues, in relation to child/user, in relation to parents and relatives, in relation to social authorities or in relation to the political system.

Collaboration is a fundamental part of the social educator's work. A constructive collaboration where also conflicts are handled and used in a constructive way are crucial for both the well-being of the child/user, the professionalism and the educator's psychological working environment.

Therefore, social educators should have competences to solve, handle and use conflicts in a constructive way.

This is done on the basis of their knowledge of methods to handle conflicts, collaboration forms, group dynamics, work psychology, etc.

In relation to parents, relatives and of course not least the children/users, the social educator must master special communicative competences, theoretically as well as practically and methodologically in order to exchange messages and views targeted precisely at the recipient and his social codes, language and background and – or perhaps especially – when it comes to difficult conversations.

A great deal of social educational work takes place in interdisciplinary collaboration. Therefore, social educators should be able to work in interdisciplinary teams. They should be able to use the professional terminology in interdisciplinary connections and have knowledge about other professional groups' professionalism and terminology.

Besides, social educators should be able to collaborate with authorities, administrations and relatives. This also demands considerable social and communicative competences and an adjustment of the social educational terminology in relation to the collaboration partner.

Last, but not least, the social educator should be able to counsel and guide parents and relatives.

Thus, the social educator should be able take on the special role as counselor and recognise the relation of power of this role. This demands strong communicative competences and knowledge and mastering of counselling and guidance techniques.

Thus the social educator should:

Be able to work in teams of colleagues and have knowledge of team building techniques and group dynamics.

Be able to work in interdisciplinary teams with a wide range of tasks.

Have knowledge about other professions, their professional terminology and ethics.

Be able to collaborate with parents and relatives.

Be able to use methods for interdisciplinary collaboration.

Be able to communicate at many levels, including mastering of various communication instruments.

Have knowledge about and be able to use various methods of conflict handling.

Be able to analyze problems and “weird” situations on the basis of experience with and approved knowledge about various psychologically and socially conditioned problems.

Be able to counsel and guide, including knowledge about and be able to use various counselling techniques.

#### *Organizational competences*

However, relations are not just relations for the sake of the relation. They have a purpose and an aim motivated by the educational task to educate, develop, culture and master life towards which social education, its actions (planned as well as not planned) and activities are targeted.

This requires both *professional and organisational competence and competence to reflect and act*. These make the social educator able to – in a targeted way here and now and over time – plan and implement social educational activities and processes based on the social educational relation, to reach a professionally motivated aim.

The social educator’s organisational competences have to do with administration, management and development of the social educational work place and to have the organisation and the social educational work function – planned and systematically.

The social educator should be able to plan and implement social educational activities and processes as well as document and assess these as well as the social educational visions, aims and methods.

Thus, the social educator should be able to -within the general framework- independently and in collaboration with other others to:

Define aims for, plan, structure and systematise the total educational practice of the institution and the social educational work – including the educationally physical and psychological framework

Define aims for, plan, initiate, structure, implement, co-ordinate and evaluate major and minor tasks, social educational activities, processes, projects and development projects – targeted at individuals as well as groups

Take responsibility for own actions and decisions and be able to motivate them based on professionalism and experience

Adjust and implement personal as well collective counselling and guidance to parents, relatives, colleagues and other professional groups.

The core of social educational work and thus of the social educator's competences is the child/youth/adult and his needs. However, the social educational work also implies – far more now than before – administrative tasks and participation in meetings.

Thus the social educators must also have knowledge of administrative routines that are general for the social educational work place, e.g. IT, documentation, evaluation, management of meetings with colleagues, parents, relatives and other professional groups.

#### *4.2.4 System competences*

The community, the public system, the political agenda, parents, relatives and other professional groups, and indeed the social educator's own moral, ethics and professionalism, constitute the fundamental conditions for the work to a great extent. It is under these conditions the social educator has to function, act, negotiate and carry out his social task. *System competences* cover the complex of competences that, among other things, make the social educator able to act under these conditions. The social educational work is a social task. The social needs, changes and shifting political agendas together with the public and private system of which the social educational work place is part, set the framework for the social educator's work, its contents and status. On the one hand the social educator has to support and guide the user/child in relation to the "system".

On the other hand the social educator has to administer the community expectations and demands to these groups.

The social educator must also help improve and develop frameworks and conditions for these groups.

As mentioned above the social educational work place does not just live its own isolated life. It is a social institutionalisation and thus part of a major organisation, which sets up the general framework for the social educational activities.

The social educator should have knowledge about and be able to relate to and act in the context of which the work place is part and must thus:

Have thorough knowledge of and be able to plan the work within the framework of the legislation, rules and agreements which constitute the general framework of the social educator's work.

Have knowledge of and based on his profession be able to act in the public and private administration, including known chains of decision and commands.

Have understanding of organisations and administrative systems, the management of these systems and be able to meet present and future demands on public and private enterprises for documentation, assessment and quality insurance.

Have a knowledge of relevant systems for evaluation and documentation of social educational work.

Have thorough insight into and be able to participate as authoritative professional person in the creation of the dialogue and negotiation about decisions of local authorities, which constitute the local framework for the social educational work. It may for instance be child/youth policy, staff policy, and labour market and family policy.

Be able to act in relation to the fact that social education – as a mostly public activity – also has great interest and attention from the public. Thus the social educator must also be able to take part in the current social debate about the social educational work and its impact on the community.

#### *4.2.5 Development and learning competences*

The increased expectations and demands from the public authority for documentation, assessment, quality ensuring and interdisciplinary collaboration may on the one hand help qualify the educational work. On the other hand it demands time and resources which are taken in many cases from the direct interpersonal relation with the user. This does not always easily go along with parents' and relatives' demand and request that the social educator spends as much time with and gives as much educational attention as possible to the user. The

competences deriving from this may be summarised as partly *system competences* partly *development- and learning competences*.

The object field, tasks, challenges and problems of the social educational work change both in character and extent along with the development in society and changes in the political priorities. Add to this an increasing demand for assessment, documentation and efficiency.

Along with this, research is carried out and new knowledge is developed about social educational work and its character and the effects and side effects of applied practice and methods which should be included in the development of practice.

All this calls for a need for current development of solutions and working methods and not least a current and continuing development of the competences, so that the social educator possesses the necessary competences for the current tasks at any time.

The social educator must be ready for change and possess a development instrument, including to:

Be able to develop and improve his professional competences and theoretical basis through continuing and further education, improvement of competences, development projects, supervision by colleagues etc.

Be able to seek and gain new knowledge and skills continuously and be able to transform it to practice.

Have knowledge about systematic, strategic and adequate competence improvement and be able to participate in the planning of it and take part in it.

Be able to take part in informal as well as formal learning processes.

Alone and together with others to systematically gather, document, generalise and use experience in performance and development of the social educational work (experience based development).

Be able to critically reflect on and assess own work alone or together with others.

Be able to include analyses, development and research results in the performance and development of the social educational work and its knowledge foundation (knowledge based development)

Be able to contribute to and take part in analyses and development activities in relation to own work.

#### *4.2.6 Competences generated by the professional practice*

Add to this different opinion from other professional groups on how the educators should perform and administer their educational profession so that it supports their work with the child/youth/adult in the best possible way. However, besides this – and

just as important – the self-understanding, ethics, moral and norms of the profession also set up a framework for the educators' work and relation to children/youths/adults and other collaboration partners. The competences deriving from this may be summarised as *competences generated by the professional practice*.

The personal and relational competences, the social and communicative competences, system competences, the organisational competences and development and learning competences should also be supplemented with actual competences generated by the professional practice in order to altogether constitute the basis, so that the daily social educational work functions and is carried out in a professionally and ethically safe way.

These competences include:

#### *4.2.6.1 Theoretical knowledge and methodological competences*

Today social education is well developing and building its own and independent system of concepts, although it is not fully framed in a univocal theory. This work in progress gets normative and descriptive elements from our professional practice combined with elements from pedagogy, psychology, sociology, anthropology, philosophy etc. Social educational practice thus implies social educational expertise and professionalism, theoretical and practical knowledge, methods and instruments.

Social educators should thus:

Be familiar with the basic, generally recognised and predominant educational and social educational theories

Be able to seek and acquire the prevalent adequate and relevant educational, psychological, sociological, anthropological etc. theories and include them in the work

Be able to acquire and use adequate and recognised methods in the work – e.g. group work, outreach work etc.

Be able to reason his actions and activities on the basis of recognised theories and methods

Be able to contribute to generating knowledge on the basis of recognised descriptions, reflections about and experience from social educational work.

#### *4.2.6.2 Competence of the conduct of the profession*

Apart from theoretical and practical knowledge about methods, the self-understanding, norms, ethics and moral of the profession are crucial for the social educational professionalism. This entails a set of profession competences that are necessary for the conduct of the social education profession.



The social educator's competences of the conduct of the profession are among other things:

Mastering the terminology and concepts of the profession and take part in the creation of it.

Being able to internalise and influence the ethics and moral of the profession.

Being able to take part in debates and draft documents, agreements etc. with a basis in the social educational profession.

Having knowledge of terminology, concepts and ethical foundation of close professions.

#### *4.2.6.3 Cultural competences*

The social educator's professionalism also includes cultural competences. These are knowledge about and understanding and inclusiveness as regards different cultures and cultural values. The social educator should be able to use his cultural competence together with the children/youths/adults as regards understanding of the individual person's values and reasons to be able to contribute to the development of their cultural competences and with regard to communicating social and cultural values to the persons.

The social educator's cultural competence thus has several dimensions:

A fruitful relation to the child/user depends on the fact that the social educator knows and recognises that cultural values help form and set up the framework for the child/youth/adult's access to other people and about the way he or she relates to and behave in the community.

Knowledge about or competence to acquire knowledge about and understanding for different cultures and their values.

Consciousness about and ability to relate to the culture in which the institution and the social educational practice are included and which they communicate. Thus they are forwarded to the child/youth/adult as a part of the social educational development and life-mastering task.

#### *4.2.6.4 Creative competences*

The social educator must master forms of expression and skills within creativity, movement and music that can be developing, activating, initiating or creative and which are used as an integrated part of the social educational work with the individual child/youth/adult's emotional, social, linguistic and intellectual development.

Further, the social educator should be part of a collaboration with the child/youth/adult about how to acquire and develop his/hers own forms of expression and extension of creative horizon in a social and cultural context.

## **Demand for Ethical Basis**

The professional work of social educators is based on humanistic and democratic values. Social educators endorse equality and respect towards all persons and pay special attention to individual needs. They respect and protect their clients' rights to privacy and autonomy. Social educators use their professional expertise to improve the living conditions and quality of life of their clients. Respect, care and empathy for their clients and their families, solidarity with vulnerable groups, the battle against poverty and strife for social justice form the foundation of the profession of social educators

### **5.1 Objectives of the Ethical Guidelines**

5.1.1 Enhance ethical awareness of actions within the field of social education.

5.1.2 Enhance best practice and professional performance in accordance with universally acknowledged principles and criteria determined by the second symposium of the European Association of Social Educators.

5.1.3 Stimulate societal interest in and draw attention to the ethical foundation of social education.

5.1.4 Develop a professional identity among social educators independent of their countries of origin.

5.1.5 Encourage and guide ethical reflection and discussion among social educators.

### **5.2. Principles of the Ethical Guidelines**

5.2.1 Social educators respect the declarations and documents of the United Nations and other internationally acknowledged human rights organizations that call for respect and protection of freedom, equality, dignity and autonomy of all human beings. Social educators conscientiously perform their duties irrespective of nationality, ethnic background, religion, colour, gender or individual abilities.

5.2.2. Social educators work in full co-operation with their clients/users to facilitate and enhance the potential of all individuals to cope with and be in control of their lives. Empowerment, guided by dignity and respect, is an essential element in the professional practice of social educators.

5.2.3. Social educators maintain confidentiality regarding personal information of clients.

Professional confidentiality shall protect clients/users' rights to control personal information. Confidentiality is the cornerstone of a trusting relationship between social educators and their clients. All personal information shall be recorded and stored in such a way that access is protected. If personal information is to be used for educational or informational purposes, permission must be obtained from the client and/or the family and anonymity must be preserved if requested. Exemption from professional confidentiality must be justified in terms of higher priority and reinforced by official agencies.

5.2.4 Social educators maintain high professional standards. This includes professional knowledge, ethical reflection and the quality of daily work. Social educators are fully responsible for their own actions irrespective of alleged demands from a superior authority. Social educators respect personal autonomy of their clients/users and oppose any use of coercion that is not founded on law and regulations, or is ethically unjustified.

5.2.5 Social educators accept professional accountability in line with their education. They strive to provide service that meets the strictest professional demands. Social educators are responsible for maintaining their professional knowledge.

5.2.6 Social educators treat co-workers with respect and strive to protect the honour and interests of the profession and the wider community. A comprehensive and well coordinated service system will rely on positive relationships between staff and service users. Social educators shall exhibit respect and trust towards other professionals, co-workers and administrative officers within their network. They look to other specialists for assistance if needed, recognize the expertise of other professionals and use their own expertise to advise others.

5.2.7 Social educators carry responsibility for calling attention to conditions, which create social problems and may lead to social exclusion or unacceptable living conditions.

5.2.8 At times it may be necessary that Social Educators lobby politicians or the media directly in order to propose best practice for positive social change. In all public appearances it must be made clear whether one acts independently or on behalf of one's profession/employment. Social educators adhere to their professional code of ethics and the principle of personal accountability.

5.2.9 These principles and values are not to be viewed as constituting a complete description of acceptable professional practices of social educators.

## **The declaration of Montevideo**

The Declaration of Montevideo from the XVI World Congress of AIEJI state that:

1. We reaffirm and confirm the existence of the field of Social Education as a specific task oriented to ensure the rights of the people we work for, which requires our permanent commitment at the ethical, technical, scientific and political levels.

2. To accomplish this commitment, the role of the Social Educator must be consolidated, as well as the integration in work teams and group organisation.

3. This task requires Social Educators with a good initial and permanent training.

4. This training must emphasise practice, with a permanent critical analysis.

5. We see the importance of the systematisation of the professional practice as a way to contribute to the training, professional improvement -which is a right of the users of the social education-, and the approach of our political-pedagogical purposes in this process.

6. We reaffirm that ethics must be a permanent reference, collectively conceived and carried out with the critical participation of the subjects.

7. Social Educators renew our commitment with democracy and social justice, defend our cultural heritage and the rights of all human beings. We are convinced that another world is possible.

Montevideo, 18th November 2005

### **1. Профессиональная деятельность социального работника и деформация личности**

Значительное место в жизни человека занимает профессиональная деятельность. Она оказывает огромное влияние на социальное формирование человека, его образ жизни и поведение. При этом ее роль может носить не только позитивный, но и порой негативный и даже разрушительный характер по отношению к личности исполнителя.

В современной специальной литературе для характеристики влияния профессиональной деятельности на личность специалиста и ее проявления используются выражения – «деформация личности», «профессиональная деформация».

Деформация (от лат. *deformatio* – изменение формы, искажение) – изменение размеров и формы тела, какого-либо явления, его содержания под воздействием каких-либо факторов. Деформация личности – это изменение ее качеств и свойств (стереотипов восприятия, ценностных ориентаций, характера, способов общения и поведения) под влиянием тех или иных факторов, имеющих для нее жизненно важное значение. Профессиональная деформация личности специалиста – это изменение ее качеств и свойств (стереотипов восприятия, ценностных ориентаций, характера, способов общения и поведения) под влиянием выполнения профессиональной деятельности. Понятие «профессиональная деформация» относится и к деятельности социального работника. На его личность воздействуют свои, специфические факторы профессиональной деятельности. К наиболее важным из них, существенно влияющим на личность социального работника и его поведение, относятся: социальный статус профессии, профессиональной деятельности и субъекта социальной работы в ней; содержание и сама профессиональная деятельность; работа с человеком, имеющим социальные проблемы, относящимся к категории людей с особыми нуждами, группой; степень длительности и уровня эмоционально-волевого проявления специалиста в профессиональной деятельности и др.

## **2. Факторы профессиональной деятельности, существенно влияющие на личность и ее проявление**

Понятие «профессиональная деформация» относится и к деятельности социального работника. На его личность воздействуют свои, специфические факторы профессиональной деятельности. К наиболее важным из них, существенно влияющим на личность социального работника и его поведение, относятся: социальный статус профессии, профессиональной деятельности и субъекта социальной работы в ней; содержание и сама профессиональная деятельность; работа с человеком, имеющим социальные проблемы, относящимся к категории людей с особыми нуждами, группой; степень длительности и уровня эмоционально-волевого проявления специалиста в профессиональной деятельности и др.

### **Социальный статус профессии и профессиональной деятельности**

Всякая профессия имеет определенный статус в обществе, который может быть общегосударственным и средовым. Общегосударственный

статус характеризуется тем, какое место отведено этой профессии в стране. Он отражается в нормативных документах государства. Фактором государственного статуса профессии выступает уровень оплаты труда (материальный статус) специалиста, как отражение его социальной значимости. С учетом изложенного в обществе складывается общественное мнение об общественной значимости, признание специальности. Общественный статус может совпадать и не совпадать с государственным. В то же время в каждом регионе под воздействием ряда местных факторов формируется средовый статус профессии и профессиональной деятельности.

### 3. Задачи школьного социального педагога

В отличие от учителя-предметника место социального педагога в школе не за учительским столом в кабинете, а в школьном клубе, в секции, на «тусовке», в разновозрастном отряде, там, где можно влиять на ребенка. Только здесь, во внеучебной обстановке, он может выявить детей-аутсайдеров, с девиантным поведением и других испытывающих сложности в адаптации к окружающей их жизни, изучить их личностные особенности и определить возможные пути помощи им. Сегодня, когда алкоголизм и наркомания, правонарушения среди подростков – обычное явление, учреждение должности социального педагога очень актуально.

*Задачами школьного социального педагога являются:*

1. Создание здорового климата в коллективе.
2. Гуманизация межличностных отношений.
3. Содействие реализации способностей каждого.
4. Защита интересов личности.
5. Организация досуга, включение в социально полезную деятельность;
6. Поддержка постоянной связи с семьями учащихся.
7. Защита ребенка от родительской жестокости, эгоизма, вседозволенности.
8. Выполнение роли *посредника*, связующего звена между детьми и взрослыми между семьей и государственными службами, организациями и учреждениями, призванными заботиться о духовном, физическом и психическом здоровье населения.

9. Содействие взаимопониманию между отдельными людьми и их окружением, влияние на взаимодействие между организациями и институтами социального воспитания.

Социальный педагог, объединяясь в своей воспитательной работе с родителями, становится организатором *внеучебного времени школьника*, курирует работу различных секций и клубов, трудовых, туристических и краеведческих отрядов. Он *координирует работу педагогического коллектива* с трудными детьми, семьями, с окружающей социальной средой и общественностью микрорайона; периодически *информирует педагогический коллектив* школы о психологическом климате в классах, о каждом трудном ученике и о возможных путях оказания ему помощи; руководит подготовкой и составлением *плана социальной работы школы*.

Социальный педагог выявляет школьников, работающих в учебное время, способствует возвращению их в школу, проверяет выполнения трудовых норм, в том числе его оплату. Он контролирует получение многодетными семьями социальных привилегий, в числе которых: школьные завтраки, школьная одежда, возмещение транспортных расходов.

Социальный педагог ведет исследовательскую работу, он выявляет социально-демографическую структуру микрорайона, наличие семей «группы риска», подростков-правонарушителей, больных детей. Он организует благотворительные мероприятия, праздники для больных детей и детей - сирот.

Подросток часто не знает социальных норм поведения. Современная школа, социальный педагог, осуществляя социальную защиту, должны дать учащимся знания об их правах, о социальных гарантиях при обучении и в трудовой деятельности, экономических и социальных нормах использования труда подростков и молодежи в условиях рынка.

Под социальными гарантиями предполагаются: заработная плата не ниже прожиточного уровня, пенсии, пособия, право на труд, бесплатное образование и медицинское обслуживание, право на жилище и отдых.

### **Работа школьного социального педагога с документацией**

На начальном этапе работы в школе социальный педагог должен:

– ознакомиться с основными направлениями, содержанием деятельности образовательного учреждения, в котором предстоит работать;

- изучить нормативные документы, определяющие деятельность учреждения (структуру, устав, программы, концепции);
- изучить социально-демографический паспорт микрорайона школы (тип микрорайона, контингент семей, условия для развития личности и осуществления социально-педагогической работы и т. д.), определение форм взаимодействия со службами социальной защиты района, города;
- ознакомиться с содержанием деятельности школьного социального педагога; ознакомиться с должностными инструкциями;
- составить перспективный план работы на год, утвердить его у директора школы.

Социальный педагог обязан знать контингент тех семей, с которым предстоит работать.

В начале каждого учебного года социальный педагог предоставляет списки в различные службы.

В центр помощи семье и детям направляются:

- статистические данные по всем категориям малообеспеченных семей;
- развернутые списки, содержащие все данные по каждой категории семей.

В инспекцию по делам несовершеннолетних предоставляются:

- списки учащихся школы, состоящих на внутришкольном контроле, в КПДН, ИДН; (см. в приложении)
- списки неблагополучных семей ( см. в приложении);
- план совместной работы социального педагога и ИДН.

Методисту в территориальный отдел образования в начале учебного года направляется следующая документация:

- план работы социального педагога на год;
- списки неблагополучных семей;
- списки учащихся школы, находящихся на учете в школе, КПДН, ИДН.

Для сбора полной и точной информации о семьях следует обратиться к классным руководителям с просьбой заполнить паспорт класса. Обычно такую работу социальный педагог проводит в начале учебного года. Опыт работы позволил нам составить такой паспорт класса, в котором есть вся информация, позволяющая составить практически любой список.



#### 4. Методы работы социального педагога

Завершая разговор о деятельности социального педагога, следует остановиться на его методах работы. Их диапазон также многообразен. Рассмотрим первостепенные.

Самым распространенным и естественным является *метод наблюдения*. Именно он дает педагогу больше всего материала для воспитательной работы. Педагог наблюдает за общением ребенка, его поведением в семье, в школе, на уроке, со сверстниками, его трудом. Не каждому педагогу удастся достичь успеха в общении с детьми. Но эту способность можно развить. Нужно знать ребят. Начинающему педагогу помогут записи своих наблюдений, а общение поближе нужно начинать с двумя-тремя ребятами, постараться узнать их. Работая с группой делать пометки об отдельных ребятах, стараясь не оставить без внимания «незаметных». Заметки помогут обратить внимание и на пассивных.

Чаще всего социальный педагог прибегает к *методу беседы*. Важно, чтобы к беседе социальный педагог готовился. В этом ему поможет анкетирование, составленный заранее вопросник или результаты комиссии, которая сделала заключение при поступлении ребенка в данное учреждение.

Исследователи выделяют еще *метод социометрии*, при котором для математической обработки собираются данные бесед, анкетирования, опроса и алгоритмов, оценки кризисного состояния ребенка.

При изучении ребенка педагог не может обойтись без анализа его психологического и социального состояния, того, что исследователи называют «ядром ребенка».

Мы рассмотрели только несколько вопросов деятельности социального педагога. Хочу только подчеркнуть, что в практике, педагога бывают и успехи и много ошибок. Последние — и по неопытности, и по незнанию, но самое страшное, если они произошли из-за недобросовестности. Ошибки случаются, когда преувеличивается роль воспитателя, когда подавляется личность ребенка или когда воспитатель идет «за учеником», что ведет к цинизму подростка. Но общей, точнее, характерной ошибкой является несдержанность и необоснованные запреты.

## 5. Групповая социальная работа на примере деятельности социальных работников в США

Постепенно те люди, которые проводили работу с группой, вошли в профессиональный цех социальных работников. Тогда стали говорить о "групповой социальной работе". Это понятие означает работу по решению проблем групп лиц, семей, и пр., и в ней участвуют от 6 до 10% всех социальных работников. В настоящее время профессионалы используют термин "практика социальной работы с группами". Эта работа является частью социальной работы как таковой.

Как отмечает Х.Филлипс (1957), "отличительная особенность метода групповой работы состоит в том, что акцент делается на взаимоотношениях в группе; групповая работа неизбежно отождествляется с процессом взаимодействия между членами группы, сознательно стимулируемым и направляемым социальным работником".

Социальная групповая работа приобрела широкий размах, когда школы социальной работы создали учебную программу, охватывающую различные методы (работу по решению проблем индивидов и семей, групповую работу и общинную организацию).

Как говорит Г.Вильсон (1976), "исторически большинство организаций, которые признавали группу (семью, естественные и созданные группы) в качестве единицы для оказания услуг, ставили своей целью:

1) изменить социальные условия жизни бедных;

2) создать условия и такую расстановку сил, при которых обслуживаемые люди могут развить демократические, социальные и моральные качества;

3) дать людям возможность эмоционально приспособиться к ситуациям, в которых они очутились".

Г. Вильсон считает, что эти агентства "сосредотачивают своё внимание на проблемах людей, а не на людях с проблемами", имея в виду, что "агентства, в центре внимания которых были люди, пытались помочь конкретным лицам независимо от того, какие у них проблемы, в то время как агентства, в центре внимания которых были проблемы, оказывали помощь конкретным людям с конкретными проблемами". В США сегодня практическая групповая работа перешла в основном в ведение агентств, в центре внимания которых находятся проблемы.

В США практический работник рассматривается по отношению к клиентам как работник, а не как руководитель или помощник. Работник не руководит группой. Он скорее "создавал возможности; в его обязанности входило помогать группе выбрать своих собственных лидеров и выработать порядок принятия решений, а также оказывать влияние на развитие демократических групповых норм. Работник начинает с "того, что делала группа до него", и, по мере того, как со временем группа развивалась, занимал всё менее заметное место. Иногда работники выступают в роли советчиков. Они направляют внимание членов группы на более широкие социальные проблемы, которые оказывали влияние на их повседневную жизнь и помогали им предпринимать необходимые социальные действия. Как свидетельствует практика, работники высоко ценили способность к самоопределению, групповую самостоятельность, взаимопомощь и заботу об общем благе.

С самой первой встречи членов группы работник думает о том, чтобы в результате его работы группа перестала нуждаться в нём. Это означает, что работник пытается дать возможность группе расширить свою самостоятельность, с тем, чтобы продолжать работу как группа взаимопомощи и взаимной поддержки, после того, как он сам либо устранился полностью, либо станет выступать в роли консультанта или спонсора. Суть такой установки хорошо передаёт фраза: "Встреча с работником является лишь эпизодом в жизни клиентов". Жизненные процессы, в которые работник "включается и на которые оказывает ограниченное воздействие, происходили в течение долгого времени до него и будут продолжаться после его ухода".

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