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SOCIAL-THERAPEUTIC TECHNOLOGIES IN PROFESSIONAL WORK OF SOCIAL PEDAGOGUES

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Abstract

The expansion of the social work field in Kazakhstan led to the emergence of the social pedagogues profession. New technologies have become social-therapeutic technologies and social activities. *Purpose of the Study:* is to develop design principles of social and therapeutic technologies and teaching methods, the comparison of the use of technology and social-therapeutic work of social workers and university teachers. *Research Methods:* is a survey of practicing social pedagogues, as well as university teachers who teach the future social pedagogues. Analysis, generalization of approaches to social therapy, simulation technologies, comparison and search work. *Findings:* According to the results of questionnaires and self-evaluation of teachers, 30% of social pedagogues and 70% of university teachers, training future social workers use social and therapeutic work technology. Teachers often use art-therapy techniques (75% of teachers and 80% of social pedagogues). 40% of social pedagogues use art therapy mainly for stress relief in children, 23% for the aggression removal. *Conclusions:* A theoretical model of the technology design of social-therapeutic activity of the social pedagogues has been elaborated. The research work on the study of the social experience of practicing teachers has been carried out. The method of learning social-therapeutic technologies which was tested in the educational process of the university has been worked out.

Keywords: Social Workers, Social Pedagogues, Social-Therapeutic Technologies**.**

1. Introduction

"Social pedagogues" profession has appeared recently in Kazakhstan. Vocational training in the universities started in 2010. The development of modern society and socio-pedagogical practice enhances tools of modern social pedagogues. The existing problems of social adaptation and socialization of students, the interaction processes tension creates the conditions for the actualization of therapeutic techniques for working with students.

2. Problem Statement

The expansion of the social work field in Kazakhstan led to the emergence of the social pedagogues profession. New technologies have become social-therapeutic technologies and social activities.

3. Research Questions

How active practicing social pedagogues use social-therapeutic technologies in their professional activities? What is the technique of training future social pedagogues to social-therapeutic work?

4. Purpose of the Study

Is to develop design principles of social and therapeutic technologies and teaching methods, the comparison of the use of technology and social-therapeutic work of social workers and university teachers.

5. Research Methods

- Is a survey of practicing social pedagogues, as well as university teachers who teach the future social pedagogues. Analysis, generalization of approaches to social therapy, simulation technologies, comparison and search work.

The role of the social teacher as a social therapist includes "the assistance of the person in contact with the relevant experts, aid in the conflict resolution (Ovcharova R.V., 2001). Psychotherapeutic function of the social teacher according to T.A Shishkovets comprises:

   - Child care for mental equilibrium;

   - The establishment of a trusting relationship with the child, a teenager, an adult;

   - Assist in resolving interpersonal conflicts, removing the doldrums;

   - Assist in changing the relationship of the child, teenager, adult to life, to the environment, to himself;

   - The organization of the child, the adult "success situations " (Shishkovets T.A., 2005; Basov N.F., 2007).

It is important to teach future social teachers to new technologies, including social and therapeutic work. To do this, we will develop design principles of social and therapeutic technologies, compare how social pedagogues and teachers of the university use technology of socio-therapeutic work in training future social pedagogues and also work out technology of socio-therapeutic work with pupils. It became the purpose of our study. Let's start with a concept definition.

6. Concept definition

The technology and social-therapeutic work concept may have several options of formations:

1) Technology → pedagogical technology→ socio-pedagogical technology + social therapy = socio-therapeutic work technology;

2) (Social Therapy + (technology → pedagogical technology)) + socio-educational activity = socio-pedagogical work technology.

The "social-therapeutic work technology " concept is a pedagogical category, because its construction is based on the concepts of "pedagogical technology" and "social and educational activity". That is, a priori, we start from the educational component of human activity.

Having studied the "educational technology", "social -pedagogical activity", "social therapy" concepts we have defined the concept of "socio-therapeutic work technology" as "a set of organization procedures and implementation of social therapy in the socio-educational activities." The very *socio-pedagogical activity* is a kind of professional activity aimed at assisting the child, a person in the process of socialization, the development of their socio-cultural experience and to create conditions for self-realization in society.

Activating the use of the term "therapy" in psychology and sociology connected with the direction of society humanization, the emergence of the humanistic psychology and humanistic education areas. Translated from the Greek word "therapy" literally means "care, treatment." Social therapy is a set of decisions, procedures, measures and actions aimed at solving social problems of various levels of organization (N.F. Basov, 2007).

7. Three theories as a basis for the social and therapeutic work technology design

Theoretical basics of socio-therapeutic work technologies design are the following theories:

- "Pedagogical accompaniment" (G. Bardier, I. Romazan, T. Cherednikova, V.V. Kashelev, R.J. Zhumazhanova);

- "Pedagogical support" (G.V. Kornetov), facilitation (Carl Rogers, R.S. Dimuhametov, Sh.U. Tasbulatov, V.T. Tikhomirova);

- "Helping relationships" (O.S Gazman, G.M.Kodzhaspirova, V.V. Shahgulari).

These concepts are considered as three interrelated models of psychologist and social teacher work in educational institutions and referred to as a " psychological and pedagogical support model", "support model" and the "model of care" in studies of V.G. Maralova, T.P. Maralova, V.V. Khromov (2001).

All three models belong to the humanist pedagogy, environmental approach; Existentialism is a philosophical base. Let us consider them briefly in succession.

The term "psycho-pedagogical support" of pupils means a system of professional activity of the educational process (teachers, psychologists) aimed at creating a social, psychological and pedagogical conditions for successful learning and personal development of children, improve the pedagogical skill of the teacher, the formation of interpersonal relations. It is important to have educational and psychological competent interaction with students having competent modern scientific bases.

O.S. Gazman determined the "pedagogical support" direction as a pedagogy of freedom, which aims to develop tools for the formation of freedom able personality (O.S. Gazman, 1998). The concept emanating from the recognition that, for any human characteristic expectation of support or willingness to provide it, entails a change in teacher position. G.M. Kodzhaspirova (2004), pedagogical support is regarded as a system of pedagogical activity which reflects the human personality potential, including assistance in overcoming social, psychological, personal difficulties. The process with the child to determine its own interests, goals, possibilities and ways of overcoming obstacles to save his own dignity and achieve the desired results in education, self-education, communication, lifestyle.

The word *"facilitation"* is derived from the English verb facilitate - to ease, assist, promote. Introduced by C. Rogers. Educational facilitation is a kind of *educational* activity in the process of which the child is aware of its intrinsic value, the desire is supported for *self-development, self-actualization, self-improvement*, the disclosure of *abilities*. Facilitator is a specialist to escort group processes, training cooperation. He involves students in the work, creates a work environment where learners feel comfortable (physically and mentally), provides assistance and support; centers on the objectives of training and education; promotes dialogue (G.M. Kodzhaspirova, 2004). The word "facilitation" is derived from the English verb to facilitate, assist, promote. It was introduced by Rogers. Educational facilitation is a kind of educational activity in the process of which, the child is aware of its intrinsic value, supported by the desire for self-development, self-actualization, self-improvement, the disclosure of abilities. Facilitator is a specialist, who escorts group processes, training cooperation. He involves students in the work, creates a work environment in which learners feel comfortable (physically and mentally); He provides assistance and support; centers on the objectives of training and education; promotes dialogue (G.M. Kodzhaspirova, 2004).

"Helping relationship" pedagogy is seen in the works of Kazakhstani scientist V.V. Shahgulari (2007). He proceeds from K. Roger's thesis that "helping relationship" is a "relationship, in which at least one of the parties intends assist the other side in personal growth, development, the best of life, the development of maturity, the ability to get along with others", relations characterized by "honesty and transparency of ones true feelings, the warm acceptance and appreciation of the other person as an individual." V. Shahgulari in his work "The essence and content of " helping relationship " pedagogy compares the C.Roger's helping relationship and Gestalt approach and finds in them both common and distinctive features. He said that one of the common features, "allowing the client to determine the value

of his experience and through this to be able to answer for himself, and the same perception of the client's life as his as a basis for future changes." The differences, according to V.Shahgulari, "concerns the relationship to the phenomenon of empathy." In Roger's approach empathic understanding leads to the mutual satisfaction of the therapist and the client, and in the Gestalt approach, empathy in its extreme form is viewed more as an obstacle to the true contact " (V.V. Shahgulari, 2007).

Also, the author dwells on the fact that Gestalt pedagogy (and Gestalt approach) has no concept of a helping relationship, there is the concept of Gestalt therapeutic action and reflection, that the learning process is focused, in particular, on authority respect, competence in relationships and work with proximity and distance, sympathy and antipathy in them.

Based on the models, these theories suggest the following principles for the design of social and therapeutic work of social educator:

1) The principle of creating a favorable pedagogical, social and therapeutic environment

2) -The principle of creation and development of student creativity;

3)-The principle of facilitation;

4)- The principle of positive thinking and ensure a positive development of the environment;

5)- Student-centered approach
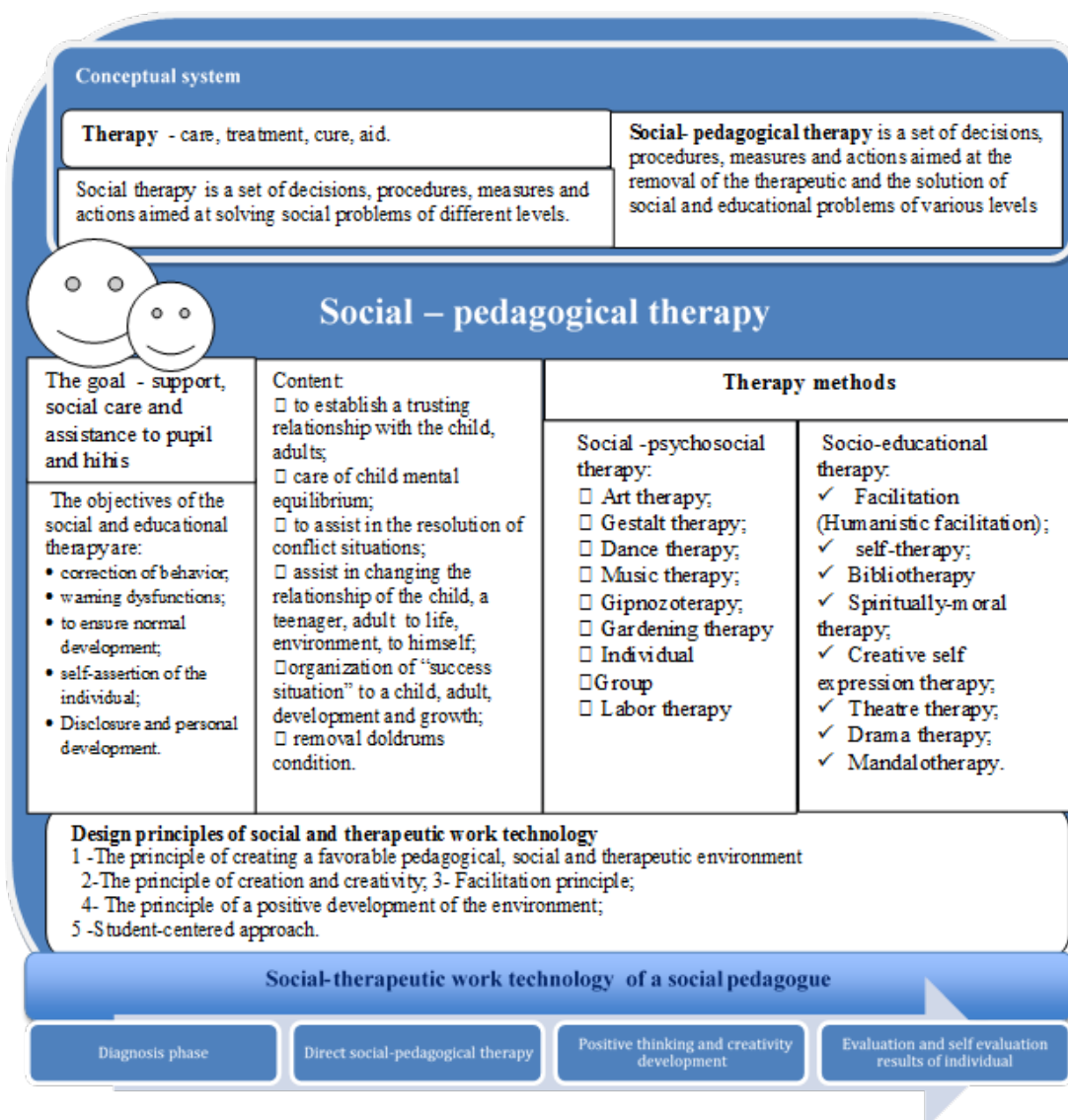
8. Findings

8.1 Results

Social-therapeutic work technology is understood as an organization and implementation of social therapy, psycho-pedagogical, correctional help to the individual in order to protect his mental, physical and moral health and it deals with the prevention and overcoming negative phenomena.

We design **social-therapeutic work technology**   as the algorithm activity of the social pedagogue:

- Diagnostic phase it is diagnosis of personality problems, the determination of the need for therapeutic intervention, identification of social worker criteria and indicators of the results of social and therapeutic activities;

- Direct socio-pedagogical therapy is setting a goal of therapeutic activity, the use of social and pedagogical treatment methods, training work;

- Development of positive thinking and creativity as a consolidation of therapy phase, positive results;

- Evaluation and self-evaluation of the results of socio-pedagogical treatment of the individual.

It is necessary to have knowledge and master methods of therapy in order to design and implement social and therapeutic work technology.

After studying   the theory and methods of therapy, we have developed a theoretical model of the design technology of social and therapeutic work (see Figure 01).

Figure 01. The socio-therapeutic work design technology model of social pedagogue

It contains conceptual apparatus, principles, methods, technology itself. On this basis a training course for teaching techniques of social and therapeutic work will be developed. Next, we'll consider how social workers and university teachers actively use the social and therapeutic technologies in practic.

8.2 Discussion

We have selected a group of respondent specialists from practical social workers of Almaty as experts and university professors in accordance with the objectives of the study. University teachers conduct psychological and pedagogical subjects at the university, including the specialties "Pedagogy and Psychology", "Social pedagogy and self-knowledge." 51 people took part in the survey, including 2 men and 49 women, 30 school social workers, 21 teachers of Al-Farabi Kazakh National University .

Teachers responded that 70% of university teachers, 30% of practical social workers use the above mentioned technology, when asked about the use of technologies of social and therapeutic work.

Teachers basically answered to the question "How do you understand a technology of socio-therapeutic work at school?" They said that this technology means the removal of the depressed
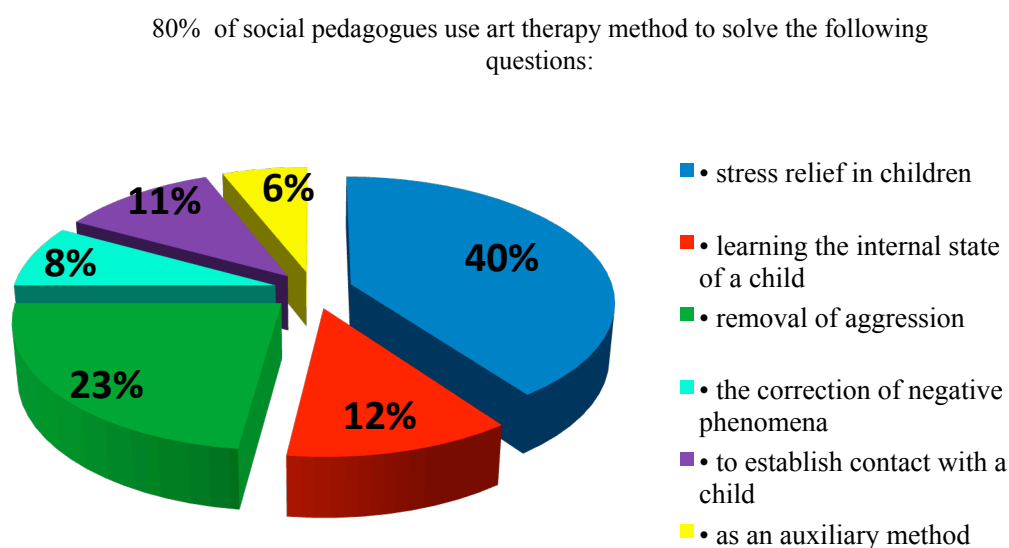
state (university teachers 30%, social workers 35%), to assist in conflict resolution (university professors 30%, social workers 40%), concern about the child's mental balance (40% of high school teachers, social workers 25%).

The results of answers to the question "Which of the following areas of treatment as a social teacher you use in your work?". Basically, teachers use art therapeutic techniques (75% teachers, 80% - social teachers); play therapy (15% teachers, 10% of practicing social teachers); Fairy tale therapy (5% of the teachers, 7% of practicing social teachers);art therapy (3% of teachers and 3% practicing social teachers); mandalo therapy (2% of high school teachers).

Conflicting results in the answers to questions of social and therapeutic work technologies application (general question) and detailed responses (selection response on therapy type) used therapies, in our opinion, due to the fact that teachers did not recognize the term "technology and social - therapeutic work " specific methods at the start of the questionnaire.

 However, the choice of answers to clarifying questions, detailed answer enabled us to identify the most used therapies by the facilitation teachers. This allows, on the one hand, to refine the results and to see the readiness of teachers to use the new social and therapeutic technologies. On the other hand, such a result, in our opinion, firstly, shows the lack of knowledge in an explicit form for this type of activity at 30% of high school teachers and 70% of practicing social teachers. Secondly, based on this, yet it demonstrates below average degree of activity of the application of therapeutic techniques. Because if the teacher does not think about the purpose of their use, he does not track the effectiveness of their application and, accordingly, technology management is actually dispersed.

80% of the interviewed social teachers practice art therapy method to solve the following problems: stress relief in children (40%);   learning the internal state of a child (12%); removal of aggression (23%); the correction of negative phenomena (8%); to establish contact with a child (11%); as an auxiliary method (6%) (Figure 02)

80% of social pedagogues use art therapy method to solve the following questions:

Figure 02. Application of Art Therapy

Art therapy focused on the implementation and the development of individual potential of children, on their inclusion in the positive social relationships, to develop the habit of self-control, discipline, organization, culture, communication, self-control. Inclusion in the joint exercise of art, based on the interest and attention to each other, allows children to be "liberated", to acquire the skills companionship.

9. Conclusion

9.1 Teaching students to social and therapeutic work technology

We have developed as part of our study methods of teaching the use of technology and social-therapeutic work. It includes the steps of: diagnostic, training, evaluation.

On the first stage the diagnosis of creative abilities of students of a specialty "Social pedagogy and self-knowledge" was held. We supposed, if social teachers have a high level of creativity, they will be able to apply successfully art therapeutic techniques in their professional activities. This is especially true for art therapy methods. Therefore, on the first phase of the training introduction we offered to future social teachers to check their   level of creative development potential and creativity. Also, this step contributes to the actualization of knowledge and creative qualities of future teachers.

The training phase included training of social and therapeutic work technology. The training program is as follows: a lecture-training sessions 1 "Impact of art therapy on the psycho-emotional state of students' - 2 hours; lecture-training sessions 2 "Technologies of socio-therapeutic work of a social teacher" 2 hours; lecture-training sessions 3, "Creating a positive mindset," 3hours. Totally 7 hours. Training objective: to acquaint students with the technology of social and therapeutic work.

The evaluation phase was carried out by testing the knowledge of technologies of social and therapeutic work (20 questions). The technique has been tested in the classroom for "Deviancy" specialty 5B012300 - Social pedagogy and self-knowledge. Students showed positive results. According to the self-esteem of students, they were satisfied with the training, learnt about the art therapy concept, social therapy technologies. According to the results of the survey 100% of the students want to go through a deeper course on socio-educational therapy, art therapy techniques.

9.2 Conclusion

Modern pedagogical practice requires the introduction of new methods and technologies of social and educational work of social teachers. Development and widespread use of new educational technologies and a scientific basis is necessary. Technologies specifics is the complexity of its construction, as opposed to using the methods with research and reflexive component of the social teacher work, maintenance of the technology structure (procedure enforcement) for its productive use. Socio-therapeutic work technology is a new kind of social and pedagogical technologies. They are based on the principles of humanistic and person-centered pedagogy

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