

PEDAGOGY AMONG MISHKIN, FRANKENSTEIN, AND ALICE IN WONDERLAND /OR: MEDIATION, PROBATION, AND RESILIENCE IN ADDRESSING PEDAGOGIC CONFLICTS/

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With regard to the approbation of new approaches and methods of resocialization of deviant children, pedagogy has the exclusive opportunity to get in touch with new, different scientific fields and to promote original recommendations and ideas. Legal sciences are a new challenge resulting from the difference in approaches toward deviants. If legal sciences outline the limits of sanctions, pedagogy shapes the path to the personality change. Both probation and mediation are the subject of study for legal sciences, and are legally regulated. We do believe that pedagogy may successfully incorporate into the overall preparation of the public, probation employees and mediators for the successful realization of agreements and sanctions in relation to young people.

Keywords: deviant children, mediation, probation, resilience, pedagogic conflicts.

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Mediation / PART 1/

“Mediation is a new, but less known social instrument used for treatment of conflicts in all age groups, including school students. The Mediation Law regulates the philosophy, procedure and significance of this phenomenon, but it’s being yet gingerly applied on background of the threatening, oppressive level of public conflicts. The more shocking aggression at school, the more useless the classical educational system. Mediation offers us a different approach for making sense of the conflict, as all parties themselves /supported by a mediator/ comment on events, evaluate an action, smooth away differences, and take joint decisions. With respect to the above, mediation is that part of the educational process, where opponents undertake equal personal responsibility, limitations and compromises by protecting their rights and respecting the other party. The key words of mediation are: support, reconciliation, problem solving, compromise, etc. / Во время сеансов рабочих встреч, молодые люди знакомятся: с последствиями их деяния для них самих, для семьи, для жертв и общества; вместе с группой, те кто нарушили закон, ищут способ компенсировать пострадавших из-за их поступка; если есть возможность, объект преступления принимает участие в процессе рехабилитации.

Mediation for minors and underage people, in our view, does not mean pacification, universal getting-along, hurting the natural urge to receive justice. It doesn’t mean, either, only the possibilities stipulated explicitly by law. We expect mediation techniques to change the very attitude to justice, which should be replaced by the satisfaction that you

did not shatter your own dignity, that you saw in the eyes of the other sensitivity and remorse. Once you have realised the importance of human virtues, you can appreciate yourself that the situation created is absurd, it’s not permissible. Mediation is work for good people, part of the pedagogic and psychological mystery who sympathise, evaluate, understand, show intolerance to violence and breaking the laws. The pedagogue creates the equality setting where one doesn’t hunt for those guilty or innocent, but instead one seeks the reasons, motives, circumstances. There are no sanctions or judgements. The pedagogue-mediator raises all participants in the conflict who rethink suffering and violence, rediscover compassion and guilt, live through hate and love. It is a lesson in loving people, where you have the right to openly talk about mistakes. You learn to be responsible for the consequences of those mistakes. At the end of this lesson, each participant has drawn a conclusion, the disagreements have been smoothed, and you’ve more won a friend than an enemy. *The jurist is always a side in the argument, while the pedagogue guarantees the soul of equality, because he’s dealing with children – confused and frightened.* The pedagogue doesn’t acquire a new profession. He only enriches the pedagogic approaches in the name of fairness and love for the children.”/Kasandrova,2014/

Проблема отклонения в социальном поведении исследуется в разных научных областях – в педагогике, в психологии, в психиатрии и в социологии, в правовых науках, криминалогии, дефектологии и в других. В них употребляются различные термины: асоциальное поведение, деликвентно поведение, противообщественное и

преступное поведение, отклоняющееся поведение, преступление и другие. Употребляемые термины, в какой-то степени, сходны между собой, но каждое из них содержит определенные характеристики самого явления и степень общественной опасности. Существуют различные трактовки типологии девиантного поведения и девиаций в поведении детей.

Probation

Пробация. Сущность и мировой опыт

Термин „пробация“ стал популярным в Болгарии в 2002 году. До того он был знаком только специалистам, преимущественно в области правосудия и в наказательной практике. Пробация – с латинского probatio -имеет смысл как исследование, тест. Во французском языке probation имеет церковное значение – послушничество. В английском языке probation означает стаж, послушничество, моральное испытание, условно выпустить на свободу преступника, проверка, попытка, испытание. Термин связывается со судебной системой и в частности с ее наказательной-исполнительной частью. Связывается с двумя ее существенными чертами: как вид наказания и как система / государственная/ для превенции преступности. Пробация регламентирована как наказание созданием нового члена в Наказательном кодексе / Болгарии/ - член 43а, в котором сказано:

„Пробация вполне новая, современная философия борьбы с преступностью. Философия, которая основывается на ряде международных документов, гарантирующих права

человека и на глубоких исследованиях со всего мира по проблемам преступности и их последствия на общество“.

Система пробации успешно работает в США, Великобритании, Голландии, Швеции, но в каждой стране свои специфические особенности. В Болгарии альтернативные санкции и меры только в настоящее время ищут возможность приложения, а это во высшей степени даст отражение на работу с малолетними и несовершеннолетними правонарушителями.

Основные международные документы, которые относятся к пробации детей и юношей:

- Документы ООН - „Правила ООН относительно минимальных стандартов для осуществления правосудия касательно лиц, которые не достигли совершеннолетия / Пекинские правила, 1985/; „Указания ООН для превенции противообщественных проявлений несовершеннолетних лиц / Указания с Рида, 1990/.

- Рекомендации Совета министров Европы государствам - членам :“ Рекомендации R/99/ 19 Комитета Министров государствам-членам относительно посредничества по наказательно-правным вопросам – медиация / 15.09.1999/, „ Рекомендация R/2000/20 Комитета Министров государствам членам о роли ранней психо-социальной интервенции в превенции преступности / 06.10.2000/.“ Рекомендация R/87/20 об общественных мерах относительно противообщественных проявлений несовершеннолетних лиц; Рекомендация /87/ 21 о содействии пострадавшим и о предотвращения виктимизация; „ Рекомендация R /88/6 об общественных мерах относительно противообщественных проявлений несовершеннолетних из семей-эмигрантов.

- Элементы пробации применяются судьями во форме превенции и административных мер. Превентивные меры реализуются полицией, школой, общинами и др. и у них обучающий, воспитывающий характер. Эти меры используются по отношению лиц, которые могут совершить преступление и по отношению рискованных групп. Пробационные административные меры применяются судом и прослеживаются и реализуются Пробационными центрами.

To rely on probation in Bulgaria today is an exciting innovative enterprise. The lack of a legal frame and of a confirmed theoretical support turns the enterprise into a challenge with a certain risk level, especially for teachers and psychologists, who have to prove being able to realize probation and collaboration successfully with magistrates, police and social service

There are no probation verdicts in our country despite the fact that the law has them in its provisions. There are no trained probation officers; there are no established authorized probation centers. Now we are acquiring the world experience, looking for solutions in the social practice, hoping to shape methods and approaches complying with Bulgarian legacy. The main thing, which we consider significant in philosophy of probation, is forming citizen's attitude and responsibility fighting infant crime. It consisted in following: Civil activity; Civil responsibility; Civil competency; Civil pedagogical erudition.

Методов исследования девиантного поведения

У педагогической науки нет собственного набора методов исследования девиантного поведения. Используется неограниченное количество адаптированных методов, которые помогают ей изучать личность подростка с девиантным поведением, их ценностные ориентации и самооценки. В нашей экспериментальной работе использовали следующие методы:

- 1.Проективные методы исследования личности;
 - 1.1 Тематический аперцептивный тест / ТАТ/;
 - 1.2 Фрустрационный тест S. Rosenzweig.
- 2.Личностные вопросники
 - 2.1 Личностный вопросник Айзенка/ EPQ/
 - 2.2 Вопросник измерения агрессивности Быс-Дарки
 - 2.3 Личностный вопросник ММПИ
 - 2.4 Неоконченное предложение
- 3.Тест Томаса / для исследования стиля поведения и степени конфликтности/.
- 4.Тест Лири / для диагностики межличностных отношений/.
- 5.Игровые модели для исследова-

ния зависимостей и оценок подростков с девиантным поведением

5.1 Игровая модель неформального переплетания

5.2 Игровая модель нормального переплетания

We elaborate on the problems of resocialization in terms of probation for the first time in „Paisii Hilendarsky“ Plovdiv university, Pedagogical faculty. In our opinion there are three scientific spheres in which the probation could be viewed as a pedagogical innovation - Pedagogics (Preventive Pedagogics), Sociopathy (Pedagogical Sociopathy) and Pedagogics of deviant behaviour.

In Preventive Pedagogics we analyze the object of study (persons under probation), the basic terms (probation, penalty, resocialization, prevention, educational measures and activities, technology of the personal change and etc.). With the students we outline models of educational behavior and variants of reflection. We plan risk situations, obeying the juridical rules. Preventive Pedagogics is now developing as scientific knowledge in Bulgaria, Poland, Russia, Macedonia, Moldova and etc., but our idea is to connect prevention, upbringing and reeducation in an irreversible combination, complying with the new strategy for work with juvenile and minor offenders. Our project provides: Clarifying the notion preventive pedagogics - subject, object and concepts. The place of the preventive pedagogics in the system of pedagogical science, its significance for the preventive activity of the pedagogical system and the corrective methods of probation.

В экспериментальной работе были включены следующие проекты:

1. Проект – Партнеры в социальной рехабилитации и интеграции малолетних и несовершеннолетних правонарушителей

Ожидаемые результаты: Уменьшение числа оформленных девиантов в социальных домах; Создание устойчивых моделей поведения, резиллианс; Повышение личностной устойчивости, стабильности и ответственности.

Мы использовали следующие методы и формы:

- Тренинг-обучение работать в группе;
- Спортивные состязания;

- Туристические переходы и палаточные лагеря;
 - Знакомство с растительным миром в регионе и сохранение окружающей среды;
 - Работа по интересам в творческих группах;
 - Игры выживания в экстремальных ситуациях в горе;
 - Тренинг-обучение как разрешать конфликты и вести дискуссии, социальную коммуникацию и справляться с агрессивностью;
 - Вести записи и дневники;
- Вести корреспонденцию с родственниками и друзьями.

Во время сеансов на рабочих встречах молодые люди знакомятся: с последствиями их деяния для них самих, для их семьи, для их жертв и общества; вместе с группой закононарушители ищут способ возмещения пострадавших от их деяния; когда есть возможность объект принимает участие в реабилитации.

2. Проект – Школа – превенция преступности

Цель проекта: Изменить подход к превентивной работе в школе; Создать условия работы с девиантами в классе / метод probation/. **Формы работы** неурочные, свободно-выбираемые и добровольные. Каждый этап проекта отвечает вопросам: **Почему? Как? Кто? Где?** Мы сделали залог на коллективно провести время в школе с помощью педагогических методов, форм и средств.

Our project provides: Clarifying the notion preventive pedagogics - subject, object and concepts. The place of the preventive pedagogics in the system of pedagogical science, its significance for the preventive activity of the pedagogical system and the corrective methods of probation.

Considering the preventive pedagogic as a new philosophy, a new model of education, which takes into account all stages and compound process socialization of the person, considers the child as the subject of educational process, provides his physical, mental, spiritual, social development, development of responsible behavior, immunity to the negative phenomena of an environment, preventive maintenance and correction of negative displays in behavior, social

– legal protection and etc. Studying this new philosophy is an announcement for the successful applying of probation to juveniles. This study substantiates the necessity to involve the subject “Preventive pedagogy” in professional preparation of teachers. The aim is directed to improve the level of professionalism and search for new opportunities for creating a pedagogical social environment./Касандрова,2012 Лондон/

In Pedagogical Sociopathy we present the role of the social group in human life and search for all possible connections that could influence the person positively. I rely on „the significant other ones” who share the same ideas in this new game with rules for the violators. We rediscover the power of the social role as a regulator and trainer, as a Rubicon for personal purifying and self-overcoming, as a social practice which is not “your favorite hobby” but could turn into Kamino way, in the trekking of spiritual refinement, where the person will learn to live with the rules helped by competent, interested, caring specialists who respect clients’ personal dignity and support them. In position of a supervisor, organizer, evaluator and teacher as well as a bridge for the juridical system, the probation officer is a guarantee for reeducation, an institution for applying the law with all its heaviness and caring confidant friend.

In Pedagogics of deviant behavior I leave the children’s age limits and present a psychopathological pedagogical profile of persons under probation. I introduce the students with the methods of examining, planning (modeling) of the educational process, the methods of character reformation, resocialization and rehabilitation. I pay special attention to the educator’s behavior and vision, their motivation and will to overcome the negativism, despair and disappointment. To demonstrate powerful spirit, irreconcilability and uncompromisness. With the students and other colleagues from the Pedagogics faculty we consider specific direct and indirect methods for working with violators (meetings, visits, correspondence, family and children support, and etc.) Now we are working with volunteers and people who share the same ideas but we hold seminars with opponents of probation.

By studying the different pedagogical

disciplines students acquire the rules for planning the educational process in all its levels and particulars. We pay special attention to creating individual plans, before-court reports and educational cases. The technology for risk estimation and taking the pedagogical profile of the deviant person is new for us.

Probation specialists are getting ready for the following service:

- Estimation of the personal characteristics of the deviant person, aggression inclination, alcohol and drugs’ addiction, sexual deviation etc.;
- Estimation of the necessity on enrolling in general education or professional technical training;
- Motivation of law concerned behavior;
- Solving problems and building skills for overcoming difficulties, reflection and adult responsibilities./ Kasandrova, 2012/

In narrow scientific and pedagogical sense we define probation as follows:

“Probation is a kind of social practice which is sanctioning and reeducating by its nature and is applied to offenders (children in our case), organized and realized by tutors with special professional skills”./ Kasandrova, Stip/

We are most proud of the Method Information data base, created in the faculty, which contains: Research direction: To study infant crime phenomenon as pedagogical problem in an innovative, unprejudiced way with new messages and engagements.

- Theoretical direction: To summarize particular pedagogical approaches to work with children in need and their protection by formulating psychological and pedagogical regularities in the formation of their positive attitude to the global world.

- Applicable direction: To offer and approbate new models for prevention, resocialization and social rehabilitation of deviant children in combination with our national traditions.

- All confirmed and active laws, decrees, enactments related to probation and the examined contingent.

- We use and compare similar documents in Great Britain, USA, Turkey, Greece and Macedonia. - A great variety of methodics for examining and processed experimental material.

Sociometrical methods for examining persons under probation or social isolation. Files of already examined cases and scientific notes, made of students for deviants in a different social environment and age.

- Index-case for already made surveys and scientific announcements for deviant children in different social environment and at different age made by students.

We experiment in applying probation in pedagogical study rooms where students and teachers volunteers take part. Pedagogical service is useful for children, parents and social workers. We conduct qualification training, ordered and programmed by Ministry of Science and Education.

Suggestions for solving cases where the act degree, the caused damage, the sufferers, the penalty and the expected result from the educational procedure is taken under consideration. Together with the students we develop Casus Collection Book.

The Method Information database is useful for the social workers, teachers, psychologists, police, pedagogical advisers and etc. We have been developing it for 18 months by now and we are proud of its quantity.

We have the ambition to become assistants, initiators and performers in probation system.

We would like to have personal contribution to creating probation science as pedagogical innovation.

В результате реализованных проектов создаются механизмы взаимодействия между местной власти, государственных институций и неправительственными организациями; формируется устойчивая общность единомышленников на всех уровнях социально-педагогической системы; повышается уровень специализированных умений помогать малолетним и несовершеннолетним; наблюдается значимая перемена в личностных ресурсах справляться с жизненными проблемами целевой группы.

Mankind globalization widens the diameter and intensity of the social contacts. Their filtering is becoming impossible. That is why Pedagogy and Psychopaths could only impartially study, summarize and suggest schemes for limiting children's violence all over the

world. Children with problems look alike everywhere in the world. They are our children. Probation technology requires pedagogical approach at each level of the system. Because probation is sanction, philosophy, educational procedure, social practice, system and way of social learning.

Our idea will be successfully realized if we work together for our children's behalf.


Ожидайте коментар о **асесмънт центре, коучинг** программе и **тийм-билдинг** в школе.

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