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**Educational Studios:  
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## Література

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## 1.4. NEW APPROACHES TO SOCIAL - PEDAGOGICAL WORK WITH THE FAMILY UDK37.018.26

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**Abstract.** *The relevance of the article is connected with the need to search for the provision of social conditions for the development of the family, and not for its*

constant support. The scientific novelty of the article is: 1) the family-centric approach developed by the author as a theoretical basis for providing social and pedagogical services to families; 2) the methodological foundations, first substantiated in the theory of social pedagogy, of providing socio-pedagogical services-the concept of "help for self-help" and "crisis intervention". According to family-centred approach, protective and security function of a social educator is of prior importance. Social and pedagogical work protects the rights of a family in the society and the rights of family members in a family; it is the subsystem of social work in social service centres for a family, children and youth and is directed at solving family problems. On the basis of the family-centred approach and methodical foundations of social and pedagogical work system in social service centres for a family, children and youth of Ukraine is worked out and introduced. It includes the components: 1) of methods and structure of the work with a family and 2) the conditions of its realization.

**Key words:** family, family rights, family members rights, social and pedagogical work with a family, family-centred approach, the system of social and pedagogical work, "help for self-help", "crisis interference".

The Convention on the Rights of a Child signed by Ukraine in 1991 testifies the intensifying the attention to the problems of a family. The Convention defines the rights of a child for education, upbringing and custody in a family, as well as numerous decisions adopted on the state level concerning the support of the family. The protection of the family rights on the whole and the rights of family members in particular were proclaimed the priority directions of the state family policy. Social work is one of the ways of protecting the rights of a family and the rights of its members (Law of Ukraine "On Social Work with Children and Youth in Ukraine"). Social-pedagogical work with a family in the sphere of social work is a component part of social services within the system of social service centers for a family, children and youth. In its essence, it appears to be the legal-protecting structure aimed at the creation of social conditions for the realization of rights, interests of children and youth, and members of their families. This aspect of social-pedagogical work with a family isn't properly investigated in the Theory of Social Pedagogy [1].

Modern scientific investigations reveal the theoretical foundations of social-pedagogic work with children and youth. (I.Zvereva, A.Kaps'ka, G.Laktionova, L.Mishchuk, S.Gil, Yu.Polishchuk, A.Ryzhanova, S.Kharchenko); they investigate the social-pedagogical activity with a family in the context of social work (J.Baris, I.Gryga, V.Gurov), psycho-pedagogical provision of social work (V.Torokhtiy, B.Khubiev); reveal the foundations of activity of a family social educator with the accent on help to the family in educating and upbringing children (F.Kevlya, T.Lodkina, G.Selevko); pay attention to solving family problems (K.Akstmann, N.Garashkina), to social-pedagogical support of families at different levels: state level (L.Alekseeva, S.Darmodehikhin), regional level (O.Arsentyeva, L.Belichava, F.Ildarkhanova, G.Novokshonova), local level (O.Bezpal'ko, O.Samorodova). Investigators pay attention to separate directions of social-pedagogical and psychological work with a family – custody over children (S.Badora, G.Bevz, N.Komarova, D.Mazhets, I.Pesha),

overcoming the violence in the family (M.Liborakina, E.Nikulina), preparation of youth to family life (V.Kravets), formation of conscious parenthood and parental competence (T.Alekseenko, I.Bratus, Z.Zaitseva, R.Ovcharova, G.Radchuk), culture of family relations and pedagogical culture of parents (J.and E.Bim, V.Kostiv, V.Satir, M.Stel'makhovych, N.Stinnet), revealing the needs and problems of the family and children (N.Boldvin, A.Kholman), overcoming the family crisis (G.Repyntseva, T.Shulga, I.Evgraphova and others). The works of the classics of pedagogical science who proved the role and place of the family in upbringing the personality, substantiated the tasks, content and methods of family education, became the theoretical basis of the investigations (Ya,Komenskyi, J.Lokk,G.Skovoroda, K.Ushins'kyi, P.Lesgaft, A.Makarenko, V.Sukhomlyn's'kyi and others).The works of the classics of social pedagogy T.Nool and P.Natorp who laid the theoretical foundations of work with children and youth are the basis for modern investigations.On the whole the existing investigations are aimed at solving such family problems as: family support in its fulfilling such functions as educational, reproductive, communicative ones; correction of inner family relations; diagnostics of the state of families in Ukraine [2]. Thus, the theoretic-methodical foundations and the system of social-pedagogical work with a family useful for overcoming the crisis in a family and for family development, are absent in the Theory of Social Pedagogy. There are some contradictions in the existing practice of social-pedagogical work with a family, too. We may attribute the following ones to *external contradictions*: contradiction between the declaration of the idea of law protection in regard to the family and the absence of orientation of social-pedagogical work to the protection of such rights; contradiction between the declaration of equal rights of family members and the accent in practical work on maternity-and-child protection only. *Internal contradictions*: the contradiction between the necessity of effective social-pedagogical work with a family and the absence of theoretic-methodical foundations and the system of such work; contradiction between the existence of orientation in the social-pedagogical work on family support in fulfilling its separate functions characterized by the necessity to work with orientation to family development, realizing the family rights and the rights of the family members, fulfilling all its functions [1].

Purpose of Investigation: to work out and substantiate the theoretical and methodic foundations of social-pedagogical work with a family and check them up experimentally in the social service centers for a family, children and youth. The hypothesis of work was formulated on the basis of the goal of investigation; it foresaw that it would be possible to upgrade the level of social-pedagogical work with a family in the social service centers for a family, children and youth of Ukraine if put it into practice: take into consideration the whole complex of family problems and direct the social-pedagogical services to all rights and functions of a family; to consider the social-pedagogical work as a subsystem of social work with a family in the Social Service Centers for a Family, Children and Youth (SSCF-CY) worked out on the basis of a family-centered approach and methodical foundation (conceptual approaches "Help for Self-Help" and "Crisis Interference"), and

at the same time as a self-reliant system with a purpose-oriented component as a system-forming one, and other components (the one that reflects the structure and methods of work with a family and those that reveal the conditions of its fulfilling); on the basis of state complex-purposeful programs of work with a family, state social standards of rendering social-pedagogical services to families, unified scientific-methodical provision of work connected with the practice of rendering services to families [1].

The following methods of investigation were used for attaining the goal put forward and for checking up the hypothesis: 1) theoretical: retrospective and comparative analysis of philosophical, sociological, judiciary, psychological and pedagogical literature on the problem of investigation for specifying the notion "family", formulating the category-conceptual apparatus of investigation; analysis, synthesis, generalization, classification of theories, facts, data attained, and modeling for working out the family-centered approach, methodical grounds and a system of social-pedagogical work with a family; 2) empiric methods: studying the experience of social-pedagogical work with a family, questioning, pedagogical observation of the work with a family, qualimetric method for revealing the effectiveness of work with a family; social-pedagogical experiment for testing the efficiency of the hypothesis put forward, studying the accounts and statistic documentation in order to define the state of the Ukrainian family and its problems, to single out the tendencies in the social-pedagogical work with a family [1]. The investigation was carried out on the level of state within the system of social services for a family, children and youth of the Ministry of a Family, Children and Youth of Ukraine, the candidate for a scientific degree used to work there as a consultant in the National Academy of State Management under the authority of President of Ukraine (Kharkiv, Kyiv). This scientific establishment carried out the Courses of Further Training (Refresher Courses) for the CSSFCY workers. The investigation was being carried out during the period 1998-2008.

Summary. In formulating the conceptual foundations of the investigation we proceeded from the fact that social-pedagogical work with a family should be aimed at the development of a family, overcoming its crisis, assistance in its functioning by way of creating conditions for the realization of the family rights in a society, rights of family members in a family. It demands the elaboration of new theoretical and methodical foundations of social-pedagogical work with a family. Investigation was based on the following conceptual provisions:

1. Family is considered as a separate object of social pedagogy [3]. It is a special social group with its own values, social institution with certain rights and duties in a society, its primary collective with distribution of powers and responsibility, social system with special ties that exist nowhere else but in the family – parental-children's, spousal, brotherly-sisterly ones. Family progresses and socializes under the development of different factors; it may also be both – the object and the subject of socialization. Adaptation and personification (gaining autonomy) are the mechanisms of socialization. Development of a family as the basis of its well-being is the consequence of successful family socialization.

2. It was revealed that family crisis is the negative peculiarity of family life-activity in Ukraine; it means inability to fulfill independently family functions in a society because of the abundance of difficult complex problems with separate families; if a family fails to fulfill one function, it entails the problems with fulfilling all other functions. We connect the overcoming the family crisis with its re-orientation towards the way of development which demanded in accordance with the logics of our investigation the introduction and revealing the new categories of social pedagogy: family development, family socialization, clarification of family peculiarities as the subject and object of socialization. Family development as the category of social pedagogy means quantitative and qualitative changes in it as in the entity; these changes characterize its movement from lower to upper level of life-activity. These changes in the family touch upon acquiring by every separate family and its members certain roles, rights and duties, forming life-skills and paternal competence, family values, parenthood, gaining independence in a society by every separate family through adaptation and personification. Family socialization is a natural process; it occurs in the direction of adaptation and personification (gaining autonomy) simultaneously under the influence of different factors. Family is the subject and object of socialization, each family itself chooses the degree of its subjectivity/objectivity. Social-pedagogical work which may remove negative factors of family socialization and on the other hand, optimize other factors useful for its development, is necessary for the successful family socialization [2].

3. Methodological (philosophical, psychological), general-scientific, concrete-scientific, social-pedagogical approaches, theories, conceptions on the human rights as the basis for interaction of social educator and a family, family development, social-pedagogic work, its structure, principles, directions, content, conditions of realization specified by family-centered approach – all these conditions are considered as the theoretical foundation of social-pedagogical work with a family. It's necessary to rely on the conceptions of human rights and human development in the social-pedagogical work; steady development of a society urges the social educator to put forward the rights of family members in a family, the rights of a family in a society; it makes his work a legal-protecting one in its essence, significantly increasing the role of guarding-protective functions. Social educator fulfills communicative, guarding-protective, social-therapeutic, diagnostic, warning-preventive, organizational, correction-rehabilitating, prognostic, motivational, educational functions, functions of upbringing and social control, in his work. The essence of family-centered approach lies in the fact that social-pedagogical work with a family should be directed to creating conditions (by way of rendering social-pedagogical services) for the realization of the family rights in a society and the rights of family members in a family. It provides for the successful socialization of a family and its development. Family-centered approach predetermines the extraction of social-pedagogical component in the work of specialists in different spheres; the rights of a family and family members are the landmarks of their work in the interests of a family [2].

4. Conceptual approaches “help for self-help” and “crisis interference” according to which a family appears to be the subject and object of work and the work with a family itself as carried out as a complex of social-pedagogical services: support, assistance, self-assistance and interference – are the methodical foundations of social-pedagogical work with a family in the Centers of Social Services for a Family, Children and Youth of Ukraine (CSSFCY since 2005). The services are directed towards overcoming the family crisis, its transition to functioning and development, solving family problems in fulfilling all the functions of realization of all the rights of a family and the rights of family members [1].

5. The system of social-pedagogical work with a family in CSSFCY should be based on the family-centered approach as a theoretical basis of work and methodical foundations of work (“help for self-help” and “crisis interference”). Purposeful component of a system which provides for the orientation of work to the development of a family through services directed at the protection of family rights and the rights of family members and their realization appears as a system-creating factor. The components of the system are: 1) those ones that reflect the structure and methods of work with a family (motivational, diagnostic, prognostic, contextual, operational, control-correctional) and 2) the ones that reveal the conditions of its realization (orientational, ethical, methodical, organizational [4].

6. We conducted a social and pedagogical experiment to test the hypothesis of the study. The hypothesis put forward previously, was confirmed. It was revealed that at the beginning of experimental work (2001) the level of social-pedagogical work with a family in the system of CSSFCY was rather low (characteristic for the work in the regime of coming-into-being). The forming experiment carried out in 2001-2005) consisted in introducing the system of social-pedagogical work with a family on the basis of theoretic-methodical foundations worked out by us into Centers of Social Services for a Family, Children and Youth. All the components of the system were realized. The rise of the level of social-pedagogical work of CSSFCY with a family was marked: from the average indices 0,132 in 2000 to 0,93 in 2005. The quality of family life upgraded, too: in 2000 12,3% of the families clients of the Centers overcame the crisis successfully, in 2005 – already 33,4%. Social-pedagogic experiment proved the efficiency of the proposed system, made the social-pedagogic work effective concerning the upgrading the quality of life in the families-clients of the Centers. Practical importance of the results achieved lies in the following: the author worked out and realized the State Complex-Purposeful Programs of CSSFCY in regard to social work with a family (“Social Support of a Family” (2001-2003), “Social Support of Unhappy Family” (2002-2004), “Social Accompaniment of DBST and Adopted Family” (since 2002); prepared the draft conception of state family policy of Ukraine, draft Laws of Ukraine “On Social Work with Children and Youth”, “On Bodies and Services in the Matters of Under-agers”, “On State Support of Families in Educating the Children”; draft conception of the State Program of the Cabinet of Ministers of Ukraine on supporting the families for 2006-2010; state social standard on the activity of social educator-specialist of CSSFCY, provisions on social inspection of families, social accompaniment of

a family, applied the qualimetric model of evaluating the social-pedagogic work with a family as the instrument of measuring the efficiency of such a work. The results achieved in the course of investigation were laid down as a foundation for methodical provision of realizing the elaborated system of work with a family in the form of textbooks, manuals, monographs, methodical recommendations and materials, booklets, dictionaries for specialists of each regional CSSFCY of Ukraine, each corresponding Higher Educational Establishment [1].

7. The scientific novelty of investigation lies in the fact that the family-centered approach to social-pedagogical work with a family was substantiated for the first time, and methodical grounds and the systems of such a work in the social service centers were worked out; the notion "family" as the object of social pedagogy was substantiated; the necessity of social-pedagogical work with a family being in a state of a crisis in the entire system of social work as its self-reliant subsystem, was proved and the contents of social-pedagogical services to the families (prevention, rehabilitation, accompaniment, services) were defined; the following categories and notions were discovered and put into scientific circulation of social pedagogy: family-centered approach, family development; family socialization; support, assistance, family self-help, interference as a complex of social-pedagogical services; social-pedagogical prevention, social-pedagogical service, social-pedagogical rehabilitation, social-pedagogical accompaniment; family rights and their enumeration, social custody primary, secondary, ternary social-pedagogical prevention in the work with a family; criteria and indices of evaluating the efficiency of social-pedagogical work with a family (quality of family life, quality of social-pedagogical work) [1,5,6].

**Conclusions and results of investigation.** It was substantiated that philosophical, psychological, historic, general-scientific, concrete-scientific, social-pedagogical approaches, family-centered approach that reveal the functions of social educator in the work with a family, emphasize the priority of the custody-protecting functions of social educator. Family-centered approach generalizes the acquisition of previous approaches and precedes their action in the direction of developing the custody-protecting function of social educator in regard to family rights and the rights of its members. As the premise of its appearance, this approach has the theories on human rights and human development, conception of steady development of a society, principle of family-centrism; the latter wasn't revealed on the level of approach. Family-centered approach lies in the fact that social-pedagogical work with a family I considered as a law-protecting one in its essence and should be aimed at creating the conditions (by way of rendering social-pedagogical services) for realizing the rights of a family in a society and the rights of family members in a family. The rights of a family provide for its status in a society, its autonomy. Realization of these rights permits to define the family as a happy one (legally able to function). It was defined that the best footing for introducing the family-centered approach in Ukraine are the centers of social services for a family, children and youth. Conceptual approaches "help for self-help" and crisis interference" which realize the ideas of family development, protection



of family rights and the rights of family members in a family through the complex of social-pedagogical services, appear to be the methodical foundations of social-pedagogical work with a family in the system of CSSFCY. The above-mentioned complex includes: support, assistance, self-help, interference, and each service has its purpose and set.

**Perspectives of further investigations.** Methodical foundations and system of social-pedagogical work with families in the institutions of education, reformatory-labor colonies, orphanages and shelters for women, departments in the affairs of children, organs of internal affairs and other organizations demand further elaboration, etc.

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