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SOCIAL-PEDAGOGICAL WORK WITH A DYSFUNCTIONAL FAMILY IN THE UKRAINIAN CONTEXT

The modern Ukrainian society is experiencing a period of socio-political transformations, economic crisis and is searching for new strategies of its social development. Under these conditions, the notion of family undergoes considerable changes, which have a negative effect on its everyday activity. According to the socio-pedagogical approach, families can be thus classified: well-to-do, seemingly problem-free, at-risk family and family in crisis. Social threats (migration, terrorism, organized crime, environmental crisis etc.) have negative influence on family's creation and development. Urgent problems of the Ukrainian family are: orphanage, migrants and refugees, loss of the contact with family members due to forced migration, social orphanhood, decrease in educational and socializing potential, poverty. These problems increase the number of problem families and disadapted children and youngsters. Disadaptation is the consequence of disorders in the process of social adaptation, during which the individual acquires necessary skills and patterns of behavior and changes the environmental conditions, according to his needs and abilities. To overcome the problems mentioned family needs professional help. In order to devise methods of socio-pedagogical work with families in crisis, its stages, methods, models and principles were described in this article. The works of S. Jones, R. Joss, F. Loewenberg, R. Dolgoff were used to define the models of socio-pedagogical support of disadapted children (paternalistic, contact, instrumental, personalistic). A set of methods was used in this research – selection, analysis, professional literature systematization and generalization, comparative method for analysis of research data, method of theoretical generalization etc. To sum up, it can be stated that in Ukraine the problem mentioned still lacks for precise methodological research and scientific techniques of cooperation with problem families. This encourages the creation of a complete system based on international experience and modern technologies, which allows preparing specialists in social-pedagogy.

Key words: social-pedagogical work, well-to-do family, seemingly problem-free family, at-risk family, family in crisis, Ukraine.

Introduction

The family is the basic social institution for any civilized society, it's the basis of spiritual, economic and social development, as well as care for the elderly, sick people and people with special needs. As an important factor in the protection and formation of the individual, it plays a central role in the education of children, introducing them into the world of knowledge and labour, social rights and responsibilities that influence the formation of their character and attitude towards the world, also moral, ideological and cultural values. Therefore, today the state should create favourable conditions for the full realization of these family responsibilities and the fulfilment of the relevant tasks.

The urgency of the problem is underpinned by fundamentally high-quality social changes that have undergone the humankind at the turn of the XX–XXI centuries and which are caused by the spread of crisis processes in all areas of human life.

Modern Ukrainian society is experiencing an era of socio-political transformations, an economic crisis, and the search for new strategies in its social development. In these conditions, the family undergoes significant changes, which affect the normal life and violate its full functioning.

Social threats have a negative impact on the formation and development of the family, including migration, environmental crises, military threats, terrorism and organized crime, sabotage of legal norms in relation to the institution of the family, the outflow of intellectual elites abroad, and the poor working conditions of pedagogical staff. To overcome all these problems, the family needs effective professional support.

The aim of the study

In view of this, the purpose of the article is to determine the peculiarities of socio-pedagogical work with a dysfunctional family in Ukraine. To achieve this goal, various types of families, peculiarities of their functioning, peculiarities of influence of external socio-economic, cultural, educational factors and various stages, methods, models and principles of social-pedagogical support of the crisis family have been considered and described.

Theoretical framework and research methods

To uncover the subject of our study, we have applied a set of methods, including selection, analysis, systematization and generalization of professional literature; comparative method for analysing various research data; the method of theoretical generalization for the formulation of generalized conclusions.

Results

According to the analysis of our research, the urgent problems of the Ukrainian family include orphanhood, the emergence of refugees and displaced people, the gap between the members of the family group in connection with compulsory migration, social orphanhood, reduction of educational and socializing potential, poverty and low income, contradiction between professional and family roles, fertility decline, etc. These problems are causing an increase in the number of dysfunctional families, children and young people who are not adapted.

According to official data from the National Institute for Strategic Studies and the Ukrainian National News Agency (UNIAN), on January 1, 2016, 73 thousand 182 orphans live in Ukraine (without taking into account the occupied territories of the Eastern part of Ukraine and Crimea, where our orphans also remained, and they should also enter the statistics: in the Donetsk region there are 4 thousand 709 children, in Luhansk region there are 1 thousand 432 children). Altogether 79 thousand 323 children (without data on the Crimea), of which only 20–23 % are orphans, others are children who are orphans living with parents, children who have the official legal status of "children deprived of parental care". Out of the total number more than 52 thousand 906 children are under the care of the closest relatives, about 6 thousand 600 children live in boarding schools, 25 thousand children are from families who are in difficult life circumstances, but can raise them, and 18 thousand children can be adopted by residential institutions (V Ukraini – ponad).

In the scientific literature (Bezpalko, Zvierieva & Kyianytsia, 2007), p. 188), there are many approaches to determining the types of families. In accordance with the socio-pedagogical approach, families are classified into healthy, outwardly prosperous, family risk groups, problem and crisis. All these types of families are clients of social and pedagogical services.

A family that properly performs its functions is called healthy. Its main features are cohesiveness, optimism and care, openness for establishing new contacts, the ability to independently solve problems of its development, identity, readiness to change roles, etc. However, negative socio-economic processes affect the ability to implement the functions of the modern family. There is a restriction of the material conditions of a full-fledged functioning of the family, worsening of the general state of health of the population, restriction of family communication (giving priority to television, computer), restriction of opportunities for full family rest, changes in the hierarchy of values of society and individuals.

To the outside look of the safe families, we may say that, although they perform all functions, but they tolerate persistent serious mistakes, miscalculations in the system of family education due to the low pedagogical culture. The communication of parents with children is formal, it does not adhere to the unity of the requirements for the child, there is poor supervision of parents for the success and behaviour of the child, blind parenting love or excessive severity, the use of physical punishment. In the process of family education, the age and individual psychological characteristics are not taken into the account of the child's personality.

Families that mainly perform their functions, but some of them are insufficient and have certain risk factors, are considered as risk groups. They need social and educational support in order not to be in a crisis. Risk factors include disability of one of the family members, orphanhood, and homelessness, lack of

housing or work, violence, negative family relationships, poverty, natural disasters.

Problematic families these are those who cannot cope with their daily duties, solve their problems and meet the needs of children. The way their lives are, as a rule, is not acceptable in society, they are not able to perform their functions and need the help of social specialists.

Crisis families are problem families, in which problems accumulate and develop rapidly. They do not perform their basic functions and cannot solve their own problems independently. Such families need urgent care and intervention of specialists.

That is, the criteria for determining one or another type of family that is in difficult life situations is the level of family autonomy in determining the necessary social service or assistance. As a rule, the family, which belongs to the risk group, chooses the service itself. Preventive work is also carried out. Problematic or crisis families alone cannot determine the required service or assistance, they need the intervention of a social worker (Bezpalko, Zvierieva & Kyianytsia, 2007, p. 191).

The process of social work with a family that finds itself in a situation occurs in a logical sequence and should be in an appropriate stage (see. Table 1).

Table 1

Stages of social work with crisis families

Stage 1	Identification of families in difficult living conditions.
Stage 2	Diagnosing the situation in the family, its needs and problems
Stage 3	Deciding on the need for comprehensive social services, planning joint actions (social support).
Stage 4	Provision of social services to the family in crisis.
Stage 5	Assessment of the work performed, termination of social support.

The problem of social and social disadaptation of children and young people, which is typical for the above-mentioned types of dysfunctional families, is extremely relevant today. Disadaptation is a consequence of a violation of the process of social adaptation of the individual, that is, the process of active adaptation to the conditions of the social environment. Under these conditions, a person, on the one hand, is acquiring skills necessary for life in certain conditions, generates appropriate behavioural style, on the other, changing environmental conditions in accordance with their needs and capabilities. Thus, the exclusion is the individual state in which it fails to meet its own needs, self-assertion and self-realization for the environment acceptable way. Therefore, individual is suffering, or violates the norms and rules of conduct and meet his

needs in a way that harms it, the environment or society (Zvierieva, 2008, p. 57).

The reasons for social maladaptation are hidden in the discrepancy between the conditions of life and the opportunities of the individual. In this case, social conditions do not allow or prevent the individual from meeting his needs, and the individual, due to his own qualities is incapable of using the opportunities that the environment provides him with, adapting to his conditions and requirements or changing these conditions. At the same time, negative social conditions directly affect the individual, weakening his adaptive capacities and hampering his personal development. On the other hand, according to Zmanovskaya (2003), the individual by his unsuccessful or dangerous actions can worsen the conditions of his own life itself, the relationship with others and his mental and physical condition and thus bring himself closer to the state of maladjustment (p. 112).

Disadaptation can occur as a result of abrupt changes in the environment, to which the individual was not ready (natural or man-made disaster, loss of work, social unrest, loss of relatives, family disintegration, etc.) or occur gradually, when a person for a prolonged period is adversely affected by the environment or your own behaviour. Galaguzova believes that the consequence of social maladaptation may be the social isolation of the individual, loss of social status, socially useful relationships, and deviant behaviour (Halahuzova, 2000).

Analysing the problem of social maladaptation of children and youth, scientists (Zmanovskaya, 2003; Poltavets, 2000) give special attention to the social prevention of this phenomenon. In their opinion, it should provide for the elimination of social factors (improvement of general conditions of people's livelihoods, increasing opportunities for meeting their needs at different levels, ensuring social and legal protection and availability of social services, etc.), assisting the person in overcoming the maladaptive qualities and improving the ability to solve problems and meet their needs (promoting self-identification, developing communication skills, professional and life skills, providing the necessary information etc.)

Specialists use different methods for social and pedagogical prophylaxis and family assistance, which developed and improved along with the formation and development of the profession of social pedagogue itself. The method of social-pedagogical work has a double role. On the one hand, it acts as a way of knowing and applying the knowledge accumulated by the sciences about human activity and in social practice, and on the other hand, as a concrete action that promotes a qualitative change in the object (subject) (Bezpalko, 2009, p. 69).

Many professional methods of social and pedagogical work with the family in different countries

are based on well-known and already tried out everyday methods of social life, such as: the method of dialogue, the ability to agree constructively, the method of approval and condemnation, self-esteem, rules for conflict resolution, etc. The difference between professional methods from everyday ones is theoretically formulated basis, which is under certain conditions in the explicit role of the consultant, in the deliberate use, that is, the recognition that theories allow only the withdrawal of hypotheses that need to be verified in practice (Sozialpädagogische Familienhilfe in der Bundesrepublik Deutschland, 1997).

For example, among German scientists there is a consensus in the definition of classical methods of social and pedagogical work. They distinguish: individual aid (Einzelhilfe), which aims to improve the living conditions of a particular family or a specific member; work with the group (Gruppenarbeit), which is intended to promote the development of social competences; work with the community (Gemeinwesenarbeit), aimed at improving social and spatial and family structures. These three forms of social work have become classical methods that had a decisive influence on the professionalization of social work in all countries. Changes and the lack of family functionality in the 70-80s of the last century contributed to the development in many countries of special social programs and projects. This led to the need to use new methods and forms of work borrowed from psychology, pedagogy, sociology, psychotherapy. Among them there are: methods of family psychological counseling, family psychotherapy, art therapy, model learning, role-playing technique,

learning by small steps, cognitive methods, interviewing, content analysis of documents, method of the genogram, etc. (Krauß, 2008, p. 59).

Since at present, most scholars regard classical methods as forms of social work, new specific socio-pedagogical methods are integrated within them. Thus, German scholars M. Galuske and C. Müller categorize all methods of socio-pedagogical work into three main groups: methods of direct action, indirect action and structural-organizational method.

Methods of direct action are divided into two subgroups: methods of work with an individual case and primary group, and methods of work in the group and social environment. The first subgroup includes individual social assistance, counselling methods, multi-perspective case management (social-pedagogical diagnosis), case management, mediation method (mediation in conflict resolution), social reconstruction method and family therapy (family counselling). The second subgroup includes social group work, work in the community, pedagogy of experiences, thematically centred interaction, empowerment (actualization of the personality potential), the method of street social work and the analysis of society (drawing up a social network of the client). By indirect action, they consider supervision and self-esteem. The group of structural and organizational methods covers quality assurance methods (quality management, assurance and quality development), social management, organization development and youth assistance planning (see Fig. 1). Socio-pedagogical methods should be considered only as the main models, which are newly accentuated and specified in the solution of each new task (Spiegel, 2008).
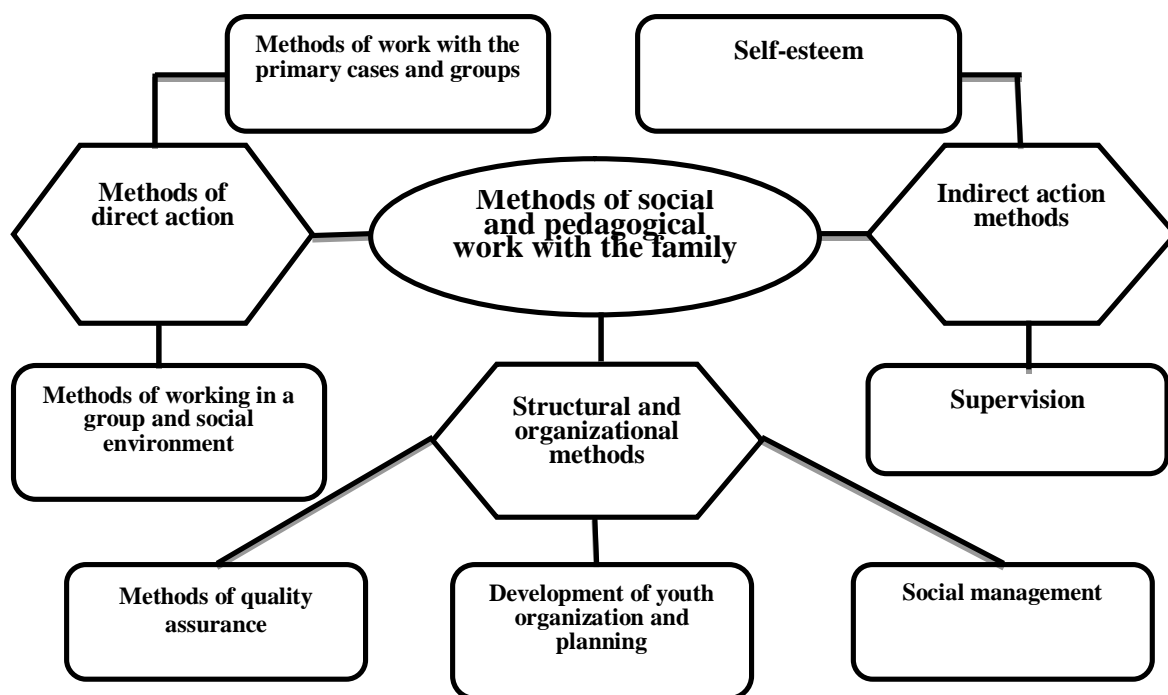

Fig. 1. Methods of social-pedagogical work with the family

In this regard, for the purpose of studying the problem of social maladaptation and defining models of social support and assistance to children and young people from crisis families, it is expedient to apply the following pedagogical methods: diagnostic and evaluative interviews, interviews, questionnaires, tests, observations, expert assessment, and self-analysis. In the work directly with clients design techniques (kinetic drawing, commentary pictures, unfinished sentences), game tasks can also be used.

The analysis of professional foreign literature, in particular the works of Jones & Joss (1995), Loewenberg, Dolgoff (1996), allowed us to determine the models of socio-pedagogical support for disadapted children and youth from crisis families.

Among them there is a paternalistic model of relationships, according to which the professional promotes the positive development of the client in the same way as the father contributes to the development of the child. Having professional knowledge and skills, he satisfies the needs of the client, taking decisions in the system of possible assistance, and the client must passively and disciplined fulfil all the orders of the social teacher. The authoritarian (paternalistic) actions of a specialist can be justified if they really contribute to the good client and if the client does not have enough knowledge to have his own judgment. However, today the power of a professional is limited to the client's desire to control the situation. The client's activity is conditioned by the high level of awareness of the modern person and the peculiarities of social and pedagogical activity.

We distinguish a contact model, which implies an equal relationship between a professional and a client in the process of resolving moral issues. A prerequisite for cooperation under this approach is the existence of a moral agreement, that is, the "moral contact" between the two parties regarding the rights and responsibilities of each. The contact approach is based on the principle of informed consent, according to which the client has the right to determine the degree of risk he is going for improving his position. Both the principle of informed consent and the contact approach as a whole arose as a reaction to the abuse of professionals by their authorities within the framework of the paternalistic model. She tries to reconcile the individual interests of a professional and a client by searching for universal restrictions of a deontological character. Critics of the contact model believe that moral judgments cannot be separated from professional judgments. Contractualism fixes minimum ethical requirements for relations between a professional and a client: it specifies the field of activity of a specialist, emphasizes that it cannot be done in order not to harm the client, but does not specify the question of further specialist activity.

There is an instrumental model, in which professional takes a neutral, unethical position in which his services are sold and purchased, like any other commodity. A professional does not refuse of pedagogical activity, any requirement of the client, if it does not contradict the law. Given the predominance of economic interests over professionals it is often manifested in hidden forms, and this model should be taken into account in social and pedagogical activities.

The personalized model implies situations in which the ideal relationship between a professional and a client requires more than formal execution of the contract. In fact, every client would like to deal with a professional who has moral virtues, and professionals prefer virtuous clients. According to modern ethical theories, virtues include not only the ability to act in a certain way (fair, honest, prudent, moderate), but also the ability to appropriate ethical feelings (for example, a fair and courageous person tends to be indignant in dealing with injustice). Modern practice requires a professional of practical wisdom, courage, justice, moderation, honesty, compassion, and professional competence (Poltavets, 2000, p. 34–35).

Special principles in the process of providing help and support to crisis families are based on spiritual values. It is a set of ideas, norms of behaviour, actions, through which the satisfaction of the spiritual needs of the individual occurs. Social pedagogical sciences, being an axiological system, act as the interpreter of values. Spirituality is interpreted as a qualitative characteristic of human consciousness. To the spirituality, we include the actions of man, his actions and life. Spirituality is the attribute of man as a subject, as opposed to spirituality it is the loss of a person's subjective qualities and the transformation of the latter into a simple object. In the axiological sense, the traditional components of spiritual values are truth, goodness, beauty, responsiveness, charity, which are fundamental principles in the process of raising children and youth and social and pedagogical support for crisis families.

Conclusions

Therefore, we believe that in spite of certain scientific and practical achievements of the above-mentioned problem, Ukraine is still lack of clear methodological developments, scientific and practical tools for work with crisis families. It encourages the formation of a holistic system of training social and pedagogical specialists for working with the family, which would be based on innovative technologies, best

foreign experience that will develop further scientific researches on this popular issue.

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