



# REVISTA INCLUSIONES

HOMENAJE A MARÍA NOEL MÍGUEZ

Revista de Humanidades y Ciencias Sociales

Volumen 7 . Número Especial

Abril / Junio

2020

ISSN 0719-4706

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**TRAINING TEACHERS FOR ORGANIZING CONDITIONS FOR SOCIALIZATION OF CHILDREN  
IN DIFFICULT LIFE SITUATIONS**

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**Fecha de Recepción:** 03 de enero de 2020 – **Fecha Revisión:** 11 de enero de 2020

**Fecha de Aceptación:** 29 de febrero de 2020 – **Fecha de Publicación:** 01 de abril de 2020

**Abstract**

The relevance of the present study is determined by the need to train modern teachers called upon to solve multifaceted tasks in the field of pedagogical support for children in difficult life situations, including the process of their socialization. The aggravated social cataclysms are clearly interconnected with the problems of socialization, constructive relationships between a person and society, and the possibility of completed self-actualization. The article is aimed at developing a strategy for training pedagogical university students that would provide the ability to master modern technologies and methods of relying on the potential of art that allow children to develop the necessary skills, productive coping strategies, and internal locus of control and learn how to overcome emotional burnout and various manifestations of deviations and be emotionally stable. The authors develop content and structure of a training course entitled "Pedagogical support for children in difficult life situations: socialization via the means of art". The diagnostic instruments are developed. The article examines the main conditions for effective approbation of the course and directions for assessing its impact on improving students' professional competence in the field of socialization of children in difficult life situations. The article also presents the results of experimental work on course introduction and approbation at the Moscow State Pedagogical University and the Tver State University. The article is targeted for researchers, teachers, and methodologists dealing with the issues of social pedagogy.

**Keywords**

Professional education – Social pedagogy – Socialization – Children in difficult life situations

**Para Citar este Artículo:**

Stukalova, Olga Vadimovna y Skvortsova, Tatyana Petrovna. Training teachers for organizing conditions for socialization of children in difficult life situations. Revista Inclusiones Vol: 7 num Especial (2020): 281-292.

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## Introduction

The aggravated social cataclysms are clearly interconnected with the problems of socialization and adaptation. This determines the increased role of pedagogical support for children in difficult life situations, experiencing social deprivation, lacking vital socialization skills, and unable to confront the challenges of a multicultural information society in dysfunctional family conditions, as well as for orphans and children left without parental supervision. The issues of teachers' professional training in the field of social work are examined in studies by V.G. Bocharova<sup>1</sup>, N.Iu. Klimenko<sup>2</sup>, and others. Among the works of foreign scholars, research by J. Rycus and R. Hughes<sup>3</sup>, P.G. Schervish<sup>4</sup>, D.A. Schroeder, L.A. Penner, J.F. Dovidio, and J.A. Piliavin<sup>5</sup>, M. Gazman and A. Walton<sup>6</sup>, A.A. Musick and J. Wilson<sup>7</sup> bears special significance in the context of identified problems.

Student surveys conducted in 2019 among the students of the Moscow State Pedagogical University (MSPU) and the Tver State University (TSU) indicated that future teachers: 1) were poorly oriented in modern approaches to working with children in difficult life situations; 2) did not possess the methods of applying the means of art in the pedagogical support of their socialization; 3) were not ready to conduct individual consultations for the correction of problems arising in the course of socialization.

These results illustrate that the objectives set in the course of university modernization for creating a space of constructive dialogue and training teachers able to effectively solve current problems in education and upbringing and overcome students' personality development deformation syndromes are not achieved to the full extent in practice<sup>8</sup>.

It is apparent that it is necessary to introduce educational courses aimed at mastering the skills of pedagogical support for the socialization of children in difficult life situations in the educational process of universities and the content of future teachers' professional training. Such courses should rely on the significant potential of art and monitoring that demonstrate the social effect of the applied approaches and conducted activities<sup>9</sup>.

Modern researchers working in the field of training future teachers, therefore, face multidimensional tasks of developing additional practice-oriented interdisciplinary training

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<sup>1</sup> V. G. Bocharova, *Pedagogika sotsialnoi raboty* (Moscow: Argus, 1994).

<sup>2</sup> N. Iu. Klimenko, "Socialno-pedagogicheskaya kompetentnost spetsialistov socialnoi sfery", *Pedagogika* num 2 (2003): 22-27.

<sup>3</sup> J. Rycus y R. Hughes, *Sotsialno-psikhologicheskaya pomoshch semiam i detiam grupp riska. Prakticheskoe posobie* (Moscow: The National Foundation for the Prevention of Cruelty to Children, 2013).

<sup>4</sup> P. G. Schervish, *Inclination, obligation, and association: What we know and what we need to learn about donor motivation* (Boston: Association for the Study of Higher Education, 2003).

<sup>5</sup> D. A. Schroeder; L. A. Penner; J. F. Dovidio y J. A. Piliavin, *The psychology of helping and altruism: Problems and puzzles* (New York: McGraw-Hill, 1995).

<sup>6</sup> M. Gazman y A. Walton, *Philanthropy, volunteerism, and fundraising in higher education* (Boston: Pearson, 2008).

<sup>7</sup> M. A. Musick y J. Wilson, *Volunteers: A social profile* (Bloomington: Indiana University Press, 2007).

<sup>8</sup> *Strategii razvitiia rossiiskikh vuzov: otvety na novye vyzovy* (Moscow: MAKS Press, 2008).

<sup>9</sup> *Sotsializatsiia i soprovozhdenie vpyusknikov* (Moscow: "MaestroPlatinum" LLC, 2013).

courses for students to master the competencies that contribute to the productive pedagogical support for the socialization of children in difficult life situations<sup>10</sup>. As illustrated by practical experience, the interaction between universities, research institutes, and non-profit organizations is particularly productive in this context, allowing them to organize a fairly broad practice for improving the acquired competencies<sup>11</sup>.

The social effect of pedagogical support manifests itself in the prevention of negative phenomena and deviations in children in difficult life situations<sup>12</sup>.

We have developed the content and structure of a training course entitled “Pedagogical support for children in difficult life situations: socialization via the means of art”. The diagnostic instruments and the main conditions for the effective approbation of the course in the context of the educational process of pedagogical universities have been developed.

The assessment of the impact the course has on the improvement in students’ professional competence in the field of socialization of children in difficult life situations has been conducted. The results of experimental work on the introduction of the course at the MSPU and the TSU are presented below.

## Materials and methods

### Methods

The study of the impact of the developed course on the improvement in students’ professional competence in the field of pedagogical support for the socialization of children in difficult life situations via the means of art involved the following methods: theoretical (analysis, generalization, modeling); diagnostic (questionnaires, interviewing, method of pedagogical situations, expert evaluation of students’ research works); empirical (studying the experience of educational organizations and non-profit organizations, normative and educational documentation, pedagogical observation); experimental (constatational, forming, controlled experiments).

### Experimental base

The MSPU and the TSU were the experimental base for the present research. The experiment groups included bachelor’s students. Experimental groups 1 and 2 were composed of second and third-year students from the Institute of Childhood (EG1) and third-year students from the Institute of Social and Humanitarian Education (Department of Cultural Studies) (EG2). Experiment group 3 (EG3) included bachelor’s students from the TSU Department of Psychology and Social Work (second year).

<sup>10</sup> O. V. Stukalova, Potentsial gumanitarnogo znaniia v optimizatsii professionalnoi podgotovki v sfere kultury i iskusstva, *Pedagogika iskusstva: online scientific journal* num 3 (2014). Available at: <http://www.art-education.ru/AE-magazine/archive/nomer3-2014/stukalova.pdf>

<sup>11</sup> A. N. Bubnova, Effektivnye tekhnologii sotsializatsii podrostkov, nakhodyashchisia v trudnoi zhiznennoi situatsii, v usloviakh detskogo ozdorovitel'nogo lageria, *Proceedings the XX international scientific and practical conference: "Psihologicheskaiia nauka i obrazovanie"*. Nauchnyi zhurnal “Chronos” (2017): 4-9.

<sup>12</sup> V. A. Berezina y A. N. Bubnova, “Socializatsii podrostkov, nakhodiashchisia v trudnoi zhiznennoi situatsii, v organizatsiakh otdykha i ozdorovleniia (rezultaty issledovaniia)”, *Vospitanie shkolkov* num 3 (2017): 67- 73.

The experiment sample consisted of 78 students and 6 teachers of the MSPU and the TSU. Employees of charity foundations in Moscow (3 people) and social institutions in the Smolensk and Kaluga regions (12 people) were recruited as pedagogical practice curators.

### **Stages**

- generalization stage (2018): the theoretical analysis of the existing scientific literature on approaches to pedagogical support of children in difficult life situations using the means of art was carried out; the relevance of developing an educational course for the orientation of students towards the acquisition of competencies necessary for a teacher's work productivity in the modern social development conditions was proven. The course structure was composed and the sections of its content were identified. The directions and principles of modern teachers' work that should be mastered by the students enrolled in the course were determined. The diagnostic instruments were developed for the assessment of the course impact on the acquisition of skills of pedagogical support for children in difficult life situations via the means of art;

- experimental stage (2018-2019): experimental work on course implementation was conducted, the main aspects of the social potential of course implementation and the assessment of its social effect were identified;

- closing stage (the end of 2019): the experimental work was finished, its conclusions were clarified and the results were summarized and systematized; the main positions of the research were presented at scientific and practical conferences on the problems of social and pedagogical work in Moscow, Saint Petersburg, Tver, Novosibirsk, Syktyvkar, and Ulyanovsk.

### **Diagnostic instruments for the assessment of skills in pedagogical support for the socialization of children in difficult life situations using the means of art**

Aside from the existing methods, a map of teacher's competencies in the field of socialization of children in difficult social situations using the means of art was developed in order to assess the impact of the acquisition of knowledge and skills incorporated in the course content on the improvement of said set of competencies. The assessment of the acquisition of necessary competencies was given in points. A profile compiled based on data from several assessments included the main groups of professionally important personal qualities and the indicators of these qualities. Profile comparison allowed for a better, clearer examination of the dynamics of student mastery of the skills of pedagogical support for the socialization of children in difficult life situations using the means of art.

Data collected on the basis of pedagogical observation, testing, surveys, interviews, pedagogical documentation analysis, and expert evaluation of students' research works were also considered in profile compilation.

### **Results**

**Structure and content, directions and principles for the introduction of the "Pedagogical support for children in difficult life situations: socialization via the means of art" educational course in the educational process of pedagogical universities (36 hours)**

The structure of the course included a) lectures, b) seminars, c) trainings, d) pedagogical practice of conducting socially-oriented artistic and creative activities with children in difficult life situations.

In the present case, the students were not so much conducting lessons, as they were organizing various events, excursions, trainings, and artistic events in social rehabilitation centers, family upbringing assistance centers, boarding schools, and schools, as well as during charity organizations' vacation programs for orphans, children without parental supervision, and children with disabilities.

The content of the educational course included the issues of pedagogical work with previously identified groups of children, the issues of socialization, basics of art pedagogy and art-therapy techniques, and familiarization with modern approaches to pedagogical support for children in difficult life situations.

The topics of lectures included: "The principles of teacher's work with children in difficult life situations", "Family problems: preventing the negative effect on children"<sup>13</sup>, "The directions of productive socialization of children in difficult life situations using the means of art", etc<sup>14</sup>.

At practical seminars, the students mastered the skills of psychological rehabilitation of children that were socially deprived or had experienced violence. The methods of such psychological rehabilitation involved using the means of art, art therapy techniques, diagnostic tools for monitoring the level of socialization of children in difficult life situations, etc.

In the training sessions, the students developed skills of communication with children in difficult life situations and skills related to artistic and creative activities aimed at developing competencies necessary for productive socialization. These skills were later applied in their independent pedagogical work.

After the course completion, the students gained permission to conduct classes aimed at the pedagogical support for the socialization of children in difficult life situations via the means of art, followed by the supervision of the students' professional activity and evaluation of their pedagogical self-reflection diary where the students drew conclusions on their problems and achievements.

At the supervision stage, the students were provided with individual recommendations on correcting their problem zones. Figure 1 presents the course structure and the sections of its content.

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<sup>13</sup> A. Ali; D. K. Batra; N. Ravichandran; Z. Mustafa y S. U. Rehman., "Consumer Socialization of Children: Conceptual Framework", International Journal of Scientific and Research Publications, Vol: 2 num 1 (2012): 1–5.

<sup>14</sup> A. I. Iudina, Faktory vliianiia na sotsializatsiiu podrostkov v usloviakh trudnoi zhiznennoi situatsii, Bulletin of Kemerovo State University of Culture and Arts num 24 (2013): 231-243.

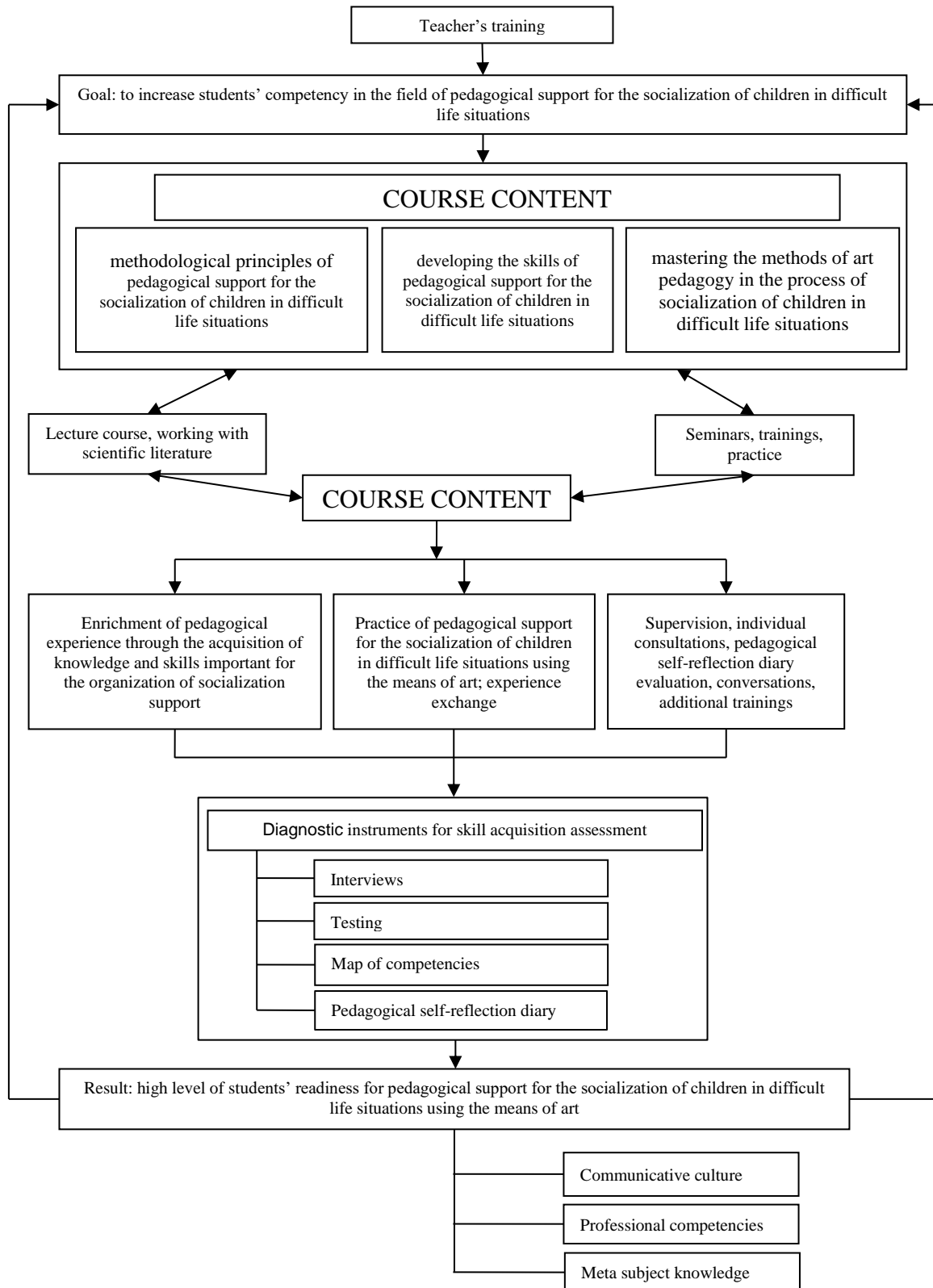


Figure 1  
Content and structure of the training course for the improvement of competencies in the field of pedagogical support for the socialization of children in difficult life situations using the means of art

Diagnostics of knowledge and skill acquisition quality during the course included:

- tests allowing to explore the level of students' knowledge,
- creative and research assignments,
- auditory surveys (tests) with questions based on the analysis of the student's own practice of pedagogical support for the socialization of children in difficult life situations via the means of art, including comparing the results with existing theory;
- presentation of the prepared creative product or art event together with children in difficult life situations, containing an analysis of the impact the work (and the process of its preparation) had on various skills of productive socialization in children.

**Criteria for the evaluation of the quality of acquisition of knowledge and skills on the issues of socialization of children in difficult life situations using the means of art during the “Pedagogical support for children in difficult life situations: socialization via the means of art” educational course**

- motivational criterion (MC): evaluation of the students' level of motivation for active independent competent manifestation as a volunteer teacher organizing pedagogical support for the socialization of children in difficult life situations via the means of art (quantitative and qualitative indicators);
- value criterion (VC): psychological testing and observation of the dynamics of changes in the students' value attitude to the possibilities of pedagogical support for the socialization of children in difficult life situations using the means of art;
- cognitive criterion (CC): evaluation of the level of knowledge in the field of pedagogical support for personality development (including the area of socialization) in children in difficult life situations;
- operational criterion (OC): the level of pedagogical and communicative culture, the manifestation of the acquired skills of working with children in difficult life situations, including the organization of artistic and creative activities aimed at the development of productive socialization of this contingent of children.

Based on these criteria, fairly objective and complete student profiles were compiled in accordance with the competency map.

Recommendations on the improvement of competencies in the field of working with children in difficult life situations were compiled for students based on the analysis of profile data and other diagnostic methods.

The implementation of the course included a practice-oriented component of student training for work with children in difficult life situations. The lecture component was, therefore, reasonably reduced, the training component was improved, and pedagogical practice where students actively demonstrated the acquired knowledge and skills in the field of pedagogical support for the socialization of children via the means of art was organized.

The analysis of the dynamics of competency and knowledge and skill acquisition improvement during the course is summarized in Figures 2 and 3.

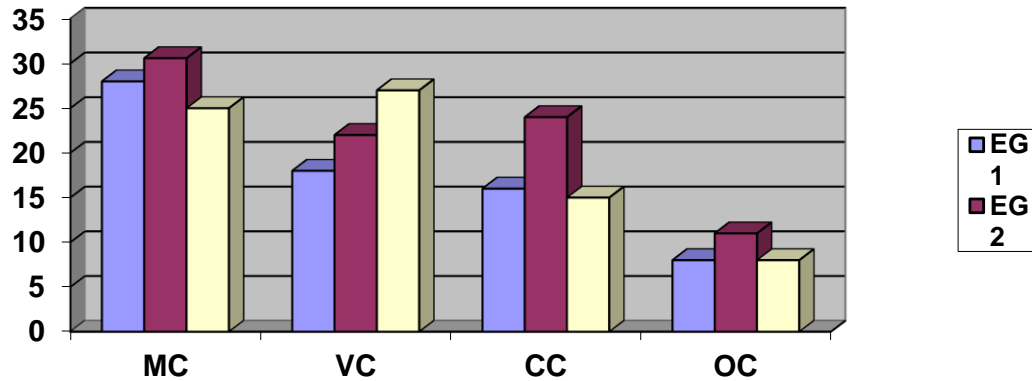


Figure 2

Level of acquisition of knowledge and skills in the field of socialization of children in difficult life situations using the means of art in students in experiment groups (initial assessment)

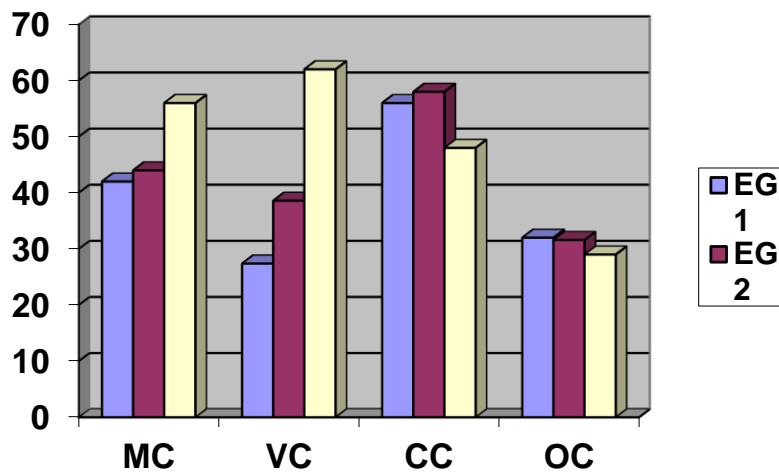


Figure 3

Level of acquisition of knowledge and skills in the field of socialization of children in difficult life situations using the means of art in students in experiment groups (final assessment)

The greatest dynamic was observed in EG3 students in the value criterion. The analysis of student surveys demonstrates that this dynamic was related to the effect of well-organized pedagogical practice based on student participation in the work of the mobile program for orphans and children without parental supervision. The possibility of participant pedagogical support, the impact on the socialization of children, and the effectiveness of provided pedagogical interventions became the foundation for the realization of value attitudes towards the pedagogical activity.

Most difficulties arose in the field of operational skills. Certainly, what this situation requires is significant time resources and creative activity of students in the direction of mastering knowledge and skills in organizing artistic and creative activities of children,

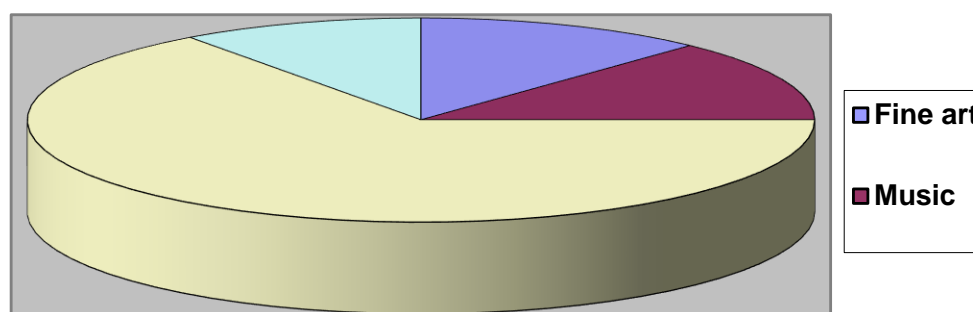
including the areas of creating scenarios for artistic events and theatrical performances and the general creative development of adolescents<sup>15</sup>.

## Discussion

Pedagogical observation indicated that by the end of the educational course 57% of the students had learned to show initiative and organizational skills in their practical professional activity and the level of their communicative competencies, which are especially important in the field of organizing pedagogical support for the socialization of children in difficult life situations, had increased.

The analysis of student practice demonstrated that the level of ability to establish a constructive dialogue with children in difficult life situations had significantly increased in 65% of students, especially in working with creative groups of children of different ages. However, it was found that no less than 35% of students continued to experience difficulties in stimulating initiative and creative activity in this group of children. This finding confirms the need to strengthen the training component of the course aimed at developing the skills of communication organization and facilitation. Undoubtedly, the expansion of operational competencies in the field of artistic and creative activities is also required. Theatrical activity is the most demanded one due to its multifunctionality and multidimensionality<sup>16</sup>.

The distribution of the students' interest in various types of artistic and creative activities aimed at the socialization of children in difficult life situations (based on the results of pedagogical practice) is presented in Figure 4.



**Figure 4**

The distribution of interests in various types of artistic and creative activities aimed at the socialization of children in difficult life situations among students (based on the results of pedagogical practice)

<sup>15</sup> P. B. Bekkerman, "Neobkhodimost tvorcheskogo razvitiia podrostkov v dopolnitelnom obrazovanii: osnovnye prichiny v kontekste psikhologo-pedagogicheskikh vozzrenii D.I. Feldshteina", *Gumanitarnoe prostranstvo* Vol: 7 num 1 (2018): 50-55.

<sup>16</sup> L. L. Alekseeva; O. V. Stukalova; E. B. Beregovaya; I. V. Aryabkina y S. V. Vladimirova, "Art Education and Its Impact Effects on Modern Students", *The European Proceedings of Social & Behavioural Sciences EpSBS (International conference "Education Environment for the Information Age – 2019")*, LXIX num 8 (2019): 57-66.



Literary work awoke the least interest in the students (10% of the respondents). In their answers, the students highlighted the unwillingness of children to participate in literary creativity classes, their alienation from this type of creative manifestation and self-expression, poor knowledge of literature, and low literacy as the reasons for their own low interest in this type of activity. Activity in music involved primarily pop vocals and participation in concerts, but participation in music classes was also used for the preparation of various theatrical productions and artistic events. Work in various types of fine arts also attracted students and children in difficult life situations, especially in the field of arts and crafts.

Assessment of the impact various types of artistic and creative activities had on the level of productive socialization of children in difficult life situations correlated with the data on the students' interest in these types of activities presented above. Theatrical activity was actually the priority in the studied area of pedagogical support. Practice demonstrates that children in difficult life situations show cognitive and communicative interest for participating in solving stage tasks: they work as illuminators, sound engineers, even stage workers, they sew costumes, not to mention the actor's work. It is important to note the pedagogical significance of such a side of theatrical activity in the field of productive socialization as the collective nature of this type of creativity. The process of theatrical production involves the need for self-development, which is one of the main conditions for the formation of socialization skills<sup>17</sup>. Theatrical activity primarily meets the needs of adolescence characterized by a combination of egocentrism with the aspiration to act in a team, desire to implement social role functions, attention to the actions and skills of others, shocking behavior combined with increased vulnerability, deep inner emotionality, often hidden behind a mask of indifference, thirst for independence, and individualism in all creative pursuits<sup>18</sup>.

## Conclusions

It was identified that during the implementation of the “Pedagogical support for children in difficult life situations: socialization via the means of art” educational course, the students of pedagogical universities developed:

- greater knowledge and skills in the field of communication with children in difficult life situations, organization of artistic and creative activities, and social work methodology;
- greater motivation for socially significant work of a volunteer teacher and higher personal value of pedagogical work;
- better mastery over operational skills in the field of organization of pedagogical support for the socialization of children in difficult life situations via the means of art, which manifested mostly in mastering the skills of theatrical performances.

The materials presented in the article can be useful for teachers in pedagogical universities, employees of non-profit socially-oriented organizations implementing educational projects, as well as students seeking to improve their professional competence in the field of social work.

<sup>17</sup> E. A. Aleksandrova y S. O. Kozhakina, Stanovlenie socialnoi uspechnosti podrostka v vospitatelnoi deiatelnosti shkoly (Moscow: National book centre, PF “Sentiabr”, 2016).

<sup>18</sup> F. Rais, Psikhologiya podrostkovogo i iunosheskogo vozrasta (Saint Petersburg: Piter, 2000).

Further research can be aimed at the development of new sections of the course – especially in regard of presenting students with new effective methods and techniques for conducting artistic and creative lessons with children of various age finding themselves in a difficult life situation and experiencing social deprivation.

### Acknowledgments

The article was written as a part of the federal task for the Federal State Budget Scientific Institution “Institute of Art Education and Cultural Studies of the Russian Academy of Education”, project “Socialization of children in difficult life situations using the means of art”.

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