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## **Pedagogical support of pupils' social adaptation**

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**Abstract.** Described in this article were main notions of pedagogical support of social adaptation processes of pupils at general educational school on basis of scientific literature analyze. Characterized have been component parts of pedagogical support – support, protection, help, assistance, recourses provision. Analyzed have been components of pedagogical support of pupils' social adaptation.

**Keywords:** *social adaptation, pedagogical support, support, protection, help, interaction*

**Problem definition.** Nowadays social adaptation of younger generation in Ukraine is performed in the conditions of complicated transformational processes in society, which changes the principles of educational subjects such as family, school, state authority, out-of-school education system, mass media, children and youth organizations and religious organizations.

Organization of pedagogical support of pupils' social adaptation in general educational institutions is an important theoretical and methodological task of modern social pedagogy. It can be explained that school period is the long-term period of time when a person join intensive society life, get different social experience, build a system of relationship with others. And during this period of time new adaptive mechanisms of a person are built on the subconscious level and also during this very period of time there is a risk of dysadaptive disorders.

According to the primary empiric investigation carried out in 2002-2009 in general educational schools in the city of Chernivtsi and in Chernivtsi region and also at schools in Rybnytsa (Prydnistovia) we can see that 25-30% of children in primary school have features of school and social dysadaptation. This dysadaptation can be seen in poor progress at school, conflicts, inappropriate behavior. This problem also affects quality of educational process at school. Theoretical and methodological foundations and methodical approach to pedagogical support are necessary to provide proper interaction of pupils with social environment.

**Recent researches and publications.** The problem of adaptation of a person to environment is one of the most important general-theoretical problems of modern science. According to famous Russian psychologist M. Romm "a few things can compare to adaptation, which are as important to life and as difficult to study" [4, p. 11]. A lot of scientists from different fields of knowledge study this problem, reflecting only its one side and using methodological approach (natural and scientific, philosophical, sociological, social, psychological) which is peculiar to only one particular science.

In formulation of this definition biologists had advantages because they studied adaptation as adjustment of organism to conditions of environment. There are a lot of works dedicated to biological and neurophysiological mechanisms of human and animal adaptation. These works were made by P. Aniuhin, A. Heorhiivkyi, N. Dubin, W. Kaznacheiev, W. Petlenko, I. Poliakova, A. Sahnno, J. Simpson, A. Slonim, J. Harison, I. Shmalhauzen etc. Biologists introduced such notions as "readaptation", "inadaptation", "postadaptation", "adaptive radiation", "adaptive genesis". There were also developed mechanisms of adjustment to environment and principle of evolutionary

determinacy of interaction between an organism and environment [5].

Representatives of social sciences used the achievements of biologists to explain and describe social processes. Western sociologists E. Durkheim, M. Weber, E. Parsons, R. Merton presented sociological approach to adaptation the most systematically and successively. They consider adaptation as adjustment to social norms and rules. [3; 4].

According to social psychologists I. Myloslavskaya, B. Paryhina, A. Kudashova, A. Baranova adaptation comes from specific of social activity and is considered as specific mechanism of socialization in ontogenesis of personality, unit of subject-subjective relationship [3; 5].

Social and pedagogical approach to explanation of adaptation (I. Dyskin, T. Dorohina, P. Kuzniezov, O. Bezpalko) gives a possibility to understand it as interaction and development. Its representatives explain social adaptation as formation of adequate system of relationship with social objects. [3; 6]

Pedagogical context of social adaptation as interdisciplinary notion has its own specific. For example V. Kriakvin determines it as a process of active adjustment to new social environment, connected with perception of knowledge about social realm, gaining new skills, active participation in social life, acceptance of norms and values. In connection with this he determines social adaptation of pupils as complex of social, psychological and pedagogical measures, which are performed by educational organizations. These measures are directed on creating conditions to join a pupil to the system of social relationship taking into account his personal qualities. [5, p. 40].

During last decade a lot of works were dedicated to social adaptation of personality at school age (from 6-7 to 17-18 years). Russian scientists (H. Symonova, T. Molodzova, T. Hyzhaeva) determined structure and essence of pupils' social adaptation, described its fields according to medical, sociological, psychological and pedagogical approaches to its studying and understanding. These scientists have also described conceptual and component aspects of pedagogical support of social adaptation at school age. [5]

Ukrainian scientists H. Laktionova, Zh. Petrochko understand social support as "type of social activity, which is a form of social support and provides for one person or for family during certain period of time a complex of legal, psychological, social, pedagogical, socially-economical, medical and informational services" [6, p. 255]. Important features of social support are complexity and long period of time. But we should mention that technically and normatively the technology of social and

pedagogical support in Ukraine is developed better to be applied in foster homes and family-type children's homes and also difficult families and orphans. [1]

Social and pedagogical support of educational process, school socialization and adaptation, especially support of disadapive child are developed not enough in the theory and practice of social pedagogy in Ukraine.

**Aim.** To explain notions of components of pedagogical support of social adaptation of pupils at general education schools.

**Results.** In the defining dictionaries support is explained as "being together with somebody, guiding somewhere or follow after somebody" (S. Ozhehov, 1990). Originally etymology of this word means interaction of different subjects, who can have subject-objective or subject-subjective relationships. Support also includes 3 components: wanderer (traveller) and guide and also the distance which they travel together.

As mentioned above in Ukrainian theory of social and pedagogic attention is stressed on supporting specific risk groups, special education, foster homes etc. Thus the notion "support" is studied quite narrow in relation to specific groups and problems.

Social and pedagogic support of pupils in context of humanistic approach includes familiar notions "overcoming", "prophylaxis", "prevention", "provision", "intensification", "relief", "support", "help". Very often the meanings of these notions cross which complicates their usage and leads to problems of formation of one conceptual team of specialists, who create condition for social adaptation of pupils.

In western European countries such as Germany and England and also in the USA school social workers perform only "school counseling and guidance" which is regarded as guidance of pupil. It is an activity directed on social and individual development of personality, which means gaining social experience, career guidance, information about subjects, help to choose subjects, care, support [5, p. 80]. This approach helps to study social support not only as work with children, who have different problems but also as interaction with all pupils. This interaction is directed firstly on prophylaxis and prevention of all possible difficulties in social adaptation of pupils.

Social and pedagogical support of pupils is provided with "support of all natural reactions, processes and conditions of a child". Moreover successfully organized support can give prospective of personal development, can help to step into "development zone", which is not available yet (Horianina V., Muhina V.) [5, p 82]. We agree with those scientists who consider support as professional occupation directed on creation social and pedagogical conditions for successful study and personal development of a pupil, improvement of pedagogical skills of teachers and formation of subject-subjective relationship. That is why when we apply to educational institutions where social adaptation process is taking place it is very important to appeal to the category of pedagogical support. Usage of this term can be explained that support in the study process is performed by pedagogues, with the help of pedagogical methods and tools. Psychological tools are only used in complex, in context of pedagogical activity.

According to Symonova H. specificity of pedagogical support as to processes of pupils adaptation is in the ne-

cessity to integrate the processes of provision, support, protection, help, in the process of pupils' interaction with new social environment and also in the necessity to stress self-dependence of a child in the process of his social adaptation [5, p. 92]. Agreeing with the scientist mentioned above about components of pedagogical support, we think that it should be complemented with processes of interaction and assistance. Thus the logic of the analyze of the notion "pedagogical support" is the following: interaction, support, protection, help, assistance, provision. Lets describe its essence.

Interaction opens complexity of pedagogical support of pupils' social adaptation in general education institution. Interaction is explained as based on subject-subjective relationships co-operation of specialists with families, territorial groups according to the place of residence, children and pedagogical collective and with personality of a child (I. Iakymanska) [1, p. 120-121; 5, p. 84].

Having analyzed the notion "pedagogical support" several important features should be emphasized. Firstly, pedagogical support is considered as pedagogical activity which provides processes of individualization for a person of any age. It helps to develop something unique, special, peculiar which is given by nature or gained through individual experience. Secondly, the essence of pedagogical support is in the revelation of personal potential of a person, his real and potential capabilities in different conditions and occupations. Thirdly, pedagogical support includes help to overcome difficulties and help to gain skills to overcome problems by himself. Fourthly, pedagogical support can be direct act of communication and indirect, mediate influence on a person. Thus pedagogical support is a system of pedagogical activity which provides processes of individualization of a pupil, creates conditions for his self-determination and helps to overcome difficulties (I. Iakymanska, N. Krylova) [1, p. 3; 5, p. 93-94].

Pedagogical protection is a system of pedagogical actions which gives physical, psychological and moral safety in educational process, creation of material and moral conditions for free development of his physical and spiritual power (A. Ivanow). Credo of defense – pupil shouldn't be a victim [5, p. 94].

Pedagogical help can also create conditions for subject of adaptation to make optimal decisions in different situations; It is also a certain system of tools which provide self-realization in different occupations (T. Strokova). Credo of help – a pupil can do a lot of things by himself. He should be persuaded to do so. [1, p. 110; 5, p. 94].

Pedagogical assistance is considered as pedagogical support strategy directed on initiation of processes of reflection and avoidance of ordinary stereotypes of a pupil. Credo of assistance – a child who has a possibility to choose should become a subject of a choice. Method of provision is possible only when a pupil thanks to protection and help doesn't have any real or imaginary fears and doesn't block his activity to search for the solution of problem. The main conditions for change over to provision are : child neither objectively, nor subjectively is "a fool of circumstances"; a child is emotionally stable; child's self-esteem is not low (N. Myhailova, S. Iusfin) [1, p. 114].

For effective realization of pedagogical support of social adaptation of pupils, the support should be performed

direct and indirect, has to have forms of individual and collective work and be preventive and active.

According to the types of support which are performed on social, group and individual levels and presented by strategical, tactical and technical steps which open through the concept, technology, complex of methods, techniques, tools and also are based on poly- paradigmatic entity of culturological, system and informational approaches to understanding of adaptive processes and on complex model of social adaptation of M. Romm [4, p. 93-100], we determined components of pedagogical support of pupils social adaptation. To mentioned above components we can also add theoretic and methodological, research and informational, conceptual, technological, administrative, and expert components. Theoretical and methodological component includes determination of subjects and objects of support and emphasizes main ideas. Research and informational component includes formation of general data basis, determination of criteria, selection of diagnostic methods according to chosen criteria figures. Conceptual approach should be studied more in detail. Process of social adaptation of pupils should be accompanied with all those personal qualities, knowledge, skills, values which usually use one personality, integrating into life of society, educational institution, family, group of informal communication. Process of social adaptation of pupils in conditions of unstable society is difficult and dynamic but we can emphasize some aspects

which have considerable meaning for social adaptation irrespective of certain historical conditions. We can also add personal qualities, knowledge, skills, life values. Pupils should form certain knowledge, for example knowledge about society, its values, ways of behavior, knowledge about education system, about his educational institution; Also pupil should gain certain skills, for example motivation for taking part in socially acceptable activities, readiness to join the company of age mates and adults, ability to build business relations. Technological component provides realization of basic and partial technologies of pedagogical support in particular technologies of support, protection and help etc. Administrative component should provide creation of optimal structure for process control of pedagogical support. Expert component includes activity of support efficiency analyze and making necessary corrections.

**Conclusions.** The process of social adaptation of pupils at general education schools determines the necessity of its stable pedagogical support, the essence of which is in the interconnected activity of subjects of educational process, directed on effective interaction of personality with new social environment on basis of support, protection, help, assistance and corresponding resources' provision. Projection of structural and logical model of pedagogical support of pupils social adaptation and its experimental check form prospective for further research of this problem.

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#### Петрюк И.М. Педагогическое сопровождение социальной адаптации школьников

**Аннотация.** В статье обосновано понятие педагогического сопровождения процессов социальной адаптации учеников общеобразовательной школы на основе анализа научной литературы. Проанализированы составные части педагогического сопровождения – поддержка, защита, помощь, содействие, ресурсное обеспечение. Раскрыты компоненты педагогического сопровождения социально адаптации школьников.

**Ключевые слова:** социальная адаптация, педагогическое сопровождение, поддержка, защита, помощь, взаимодействие