SOCIAL WELFARE

WELFARE

INTERDISCIPLINARY APPROACH

Scientific journal SOCIAL WELFARE *INTERDISCIPLINARY APPROACH* is a joint periodic international research volume of Lithuania and Ukraine that presents methodological studies and researches of authors from different countries, reflects variety of scientific sociocultural schools and topics concerning interdisciplinary approach in the understanding of human social welfare. The articles published in the journal are reviewed by two members of the editorial board or their appointed experts. The journal is published twice a year: in June and in December of each year. June edition is published in Šiauliai University (Lithuania). December edition is published in Open International University of Human Development "Ukraine" (Ukraine)

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Preface by Editors-in-Chief

We are glad to present to the readers the first joint scientific journal "SOCIAL WELFARE *INTERDISCIPLINARY APPROACH*" published by the universities of two countries – Faculty of Social Welfare and Disability Studies of Šiauliai University (Lithuania) and Open International University of Human Development „Ukraine" (Ukraine).

It is not the first year that Šiauliai University from Lithuania and Open International University of Human Development "Ukraine" from the Ukraine collaborate promoting social participation of persons with disability. Both universities with their real institutional example strive for the creation of all conditions for persons with disability to study in the universities thus making real preconditions for further societal integration. It is this common aim that is the essential value uniting both universities. Pointing out another common value with the statement by Elster "History is the result of human activity not of ideas" we would like to explain not only the circumstances under which the journal appeared but also ensure that we would strive for the unity of science and practice, so that the research presented in the journal has distinct methodological direction – orientation towards the creation of social welfare in the society. Being for the unity of science and practice we firstly speak up for the investment in people and knowledge (concept by Schultz). It is the third value uniting us. This value basis: striving for social justice – active performance – investments in people and knowledge – not only describes mission and aims of the journal but also guarantees internationality, interdisciplinarity and originality of scientific works. Only by acting together we could expect the changes in the society.

Striving for the special attention to the quality of the articles we acknowledge all those who agreed to participate in the activities of the editorial board of the journal. The editorial board consists not only of the researchers from the universities of Šiauliai and Open International University of Human Development "Ukraine" but also other high-qualified researchers from the USA, Italy, Poland, Canada, Russia, Latvia, Czech Republic, the Ukraine and Lithuania. The articles published in our journal are confidentially and efficiently reviewed by two members of the editorial board or their appointed experts.

In the first edition of the journal the works by twenty researchers (thirteen articles) are presented, the authors of the articles are not only from Lithuania or the Ukraine, bus also from Czech Republic, Russia, Hungary and Italy. According to research subjects the scientific articles are divided into four chapters: "Social Challenges", "The Development of Professional Competences", "Disability Studies", "Psychosocial Rehabilitation". All presented articles are original research works oriented towards the possibilities of actualization in many states. The peculiarities of intercultural and interdisciplinary collaboration are distinct and we expect that in future they will only be stronger and stronger.

The articles in the journal are presented in English. The journal will be published twice a year. June edition will be published in Šiauliai University. Open International University of Human Development "Ukraine" is responsible for December edition. We believe that our academic publication will be popular not only among Lithuanian and Ukrainian researchers, students and specialists creating social welfare but also will become known in Europe, other parts of the world. Therefore we will strive for the inclusion of the journal in scientific research databases.

The editors-in-chief acknowledge the authors, the editorial board, the designer, the director of Šiauliai University library, the staff of the publishing office and everyone who has contributed to the publication of the journal "SOCIAL WELFARE *INTERDISCIPLINARY APPROACH*". The special thanks are for our future readers. We will not be able to exist without you. Inviting for collaboration we believe in the meaningfulness and future of our work together.

Editors-in-chief Ingrida Baranauskienė
and Katerina Kolchenko

I. SOCIAL CHALLENGES

CITIZENS WITH DISABILITY – CRISIS OF THE WELFARE STATE IN EUROPE?

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Abstract

The present paper brings a basic characteristic of once in Europe common form of the welfare state, including its currently published criticism. It presents the examples of disintegration of traditional values of social solidarity. It deals with risks that may arise from the potential development and that may threaten citizens with disability who are still predominantly perceived as subjects of social solidarity. In the environment of the European Union it concerns demographic aspects (aging population), increasing expenses on welfare transfers and the development of medicine as the economically most demanding subsystem of public budgets of the future.

Key words: *disability, citizen with disability, public budgets, welfare state, social prevention, solidarity of the population, aging, health, risks, society.*

Introduction

In the last decade, developed European countries (to be more precise, countries of the so-called anglo-saxon world) have been trying to solve serious problems of economic growth that culminated with the financial crisis and consequently economic recession after 2008. Apart from the well-known causes of the crisis (a significant one was the so-called real-estate bubble in the USA) the basic cause is probably the process of globalization and the related emancipation of the states formerly referred to as developing (China, India, South America, etc.). The characteristic feature of these "new" economics is almost total absence or very poor social security of the work force. It is the criteria comparable with the countries from, for instance, the EU. It is impossible not to mention in this connection the complete fiasco of the Lisbon strategy of the EU for a decade until the year 2010. A daring or rather a megalomaniac statement about the economy of the EU as a leading economic and financial environment until 2020 was to some people who grew in the former Soviet Union block countries and experienced their "concept of bold tomorrows" a bitter reminiscence of all kinds of things.

It goes without saying that what people now are witnessing gradually in all countries of the EU, which means both the new and the old countries, is an increased "nervosity" that is being manifested by political, economic, budget and generally social problems and that is impossible not to concern the citizens of the EU with disability. A calling for "reforms" is still more and more evident in these countries. These "reforms" do not mean anything else than

the effort to secure at least to a certain extent readiness of wealthy societies for events that globalization brings and will bring. Practically, in all countries of the EU, however different the extent of urgency or order is, efforts are beginning to show to adjust the following systems:

a) pension security scheme

b) public health care

c) models of social security (benefits and services)

From the nature of the issue it is obvious that all that has been stated above has a direct impact on the living conditions of the citizens with disability.

The percentage of people with disability in individual countries of the EU is stated from 5% to 19%. However, practically it does not mean such a big difference in the number of people with disability but the difference in criteria during the assessment. According to The Statement of Reasons of the European Union regarding the approval of The Decision of the European Council about the European year of people with disability 2003 approximately 38 million people have disability in the EU or every tenth European of all age categories. Therefore, it is very important to be able to name the risks (real or just impending ones) that may appear in Europe in the coming years and that may entail deterioration of the quality of life of the citizens with disability.

Object of review: Attributes of crisis in the Europe's welfare state in the view point of citizens with disability.

Aim of review: To reveal attributes of crisis in the Europe's welfare state in the viewpoint of citizens with disability.

Method of review: Analysis and comparison of scientific literature and documents, analyzing changes in society in the aspects of citizens with disabilities.

The welfare state and citizens with disability

The welfare state may also be perceived, in accordance with authors, in a way as a kind of (and the time being) answer of the modern society to "all ills" of the historic development, reaction to exclusion, poverty, injustice and inequality of opportunities. The golden years of the welfare state or a state of public services (sometimes almost pejoratively "assistance state") are, as it seems, definitely over. Despite that, the efforts of many social-political schools of thought and official formations advocate for its preservation or maintenance. Sometimes a requirement for "intensification" of the achievements of the welfare state is encountered. The principal idea of the concept of the welfare state is redistribution – by means of the public policy to distribute again what was primarily distributed by the market, with the aim to (Krebs, 2005):

- balance chances and create the conditions with the help of social policy so that all citizens were given certain acceptable living standard (welfare) corresponding to the possibilities of the society and to do so not as a charity but as a welfare right,
- secure conditions for a long-term stability and prosperity of the society as a whole.

It is a concept of social policy typical for democratic countries with a relatively developed market economy that includes also a state in social protection of providing of public services (generally these are thought to be services of a public character, thus, mainly in the area of social services and benefits but also in health care and education, unemployment services, realization of housing policy etc.)

The welfare state is often characterized as a state that:

- is notably engaged in solving social problems of its citizens and has a dominant, often monopoly, position in the social sphere,
- substantially assumes social protection of its citizens and thus controls a considerable part of the environment for social actions of people,

- manages extensive and cohesive system of welfare security and considerable range of services provided for free or for charges that do not match the real value,
- is characterized by a high level of redistribution,
- is extremely demanding on economic sources,
- leads to centralization, bureaucracy and anonymity.

Generally, a welfare state is perceived as a state with a strong public sector and significant interventions in the social sphere and also as a certain type of government that seeks "the third way" between centralized economy and the economy of the free market. The responsibility for basic living conditions here is not just a matter of individuals but it is a public affair. The concepts of welfare states in the European region are greatly differentiated; nevertheless, the focus of the concept, in general and in all forms of the welfare states, is the process of redistribution. This is allowed due to the existence of many principles on which the welfare state and its existence is founded. For the present purpose, the core principle shall be the principle of solidarity.

It is usually interpreted in its emotive or possibly moral way and it is being forgotten that in the course of the development of the welfare state it has already become an immanent part of the majority of the current social systems that could, by no means, function without its existence (Muslikova, 2005). That is why at present the majority of representatives of social sciences (and even political representatives regardless their specialization) does not consider or speak about the thorough breakdown of the welfare state (i.e. removal of the solidarity principle), but it rather focuses on the correction of its parameters with the aim to achieve longer sustainability of the individual systems of support (Czech Statistical Office). However, it may also concern removal of "an unpleasant tang" that is brought to the society by excesses in the form of the so-called "abusement" of the solidarity principle.

It is not that this term did not exist in the golden era of the welfare state, but it was not socially (by media) reflected in the way that is common nowadays. Together with the undeniable "tension in the public budgets" the term "abusement of the public support" is still more frequent in the developed Europe. Only the analysis of this term (it is not possible to assess scientifically, exactly if the abusement of the public means is committed more by socially excluded people or wealthy people, natural persons or legal (and multinational) companies – there is a lack of precise data, but it is possible to find the answer by mere estimate of "abilities" of the mentioned groups when searching where the abusement is really happening) is worth a separate paper, for now, it is possible to say that a certain shift in perceiving the "right" to public support has been apparent in the last twenty to thirty years in Europe.

In connection with centuries of social exclusion (sporadically even elimination) of people with disability the question is being faced and in future it will be faced more often when one is really dealing with the **abusement of the solidarity principle** (typically: a person receiving unemployment benefits works illegally and thus he/she is getting untaxed money) and when the term "abusement – of, for example, social benefits" – means reminiscence of historical traditions of segregation and exclusion accompanied, in individual cases, by the usual feeling of "envy." It cannot go without noticing that in the last few years it has been observed that also less wealthy and powerless people stop feeling solidarity with "clients of the welfare state." It can be asked where the causes of the current increasing desolidarization and the disappearing respect to the unemployed or socially handicapped are. It can also be asked if the current relation to, for instance, socially excluded segments of societies or directly to Romany people as such cannot be a model for the future relation to people with disabilities. No matter how unfounded the mentioned concern sounds, especially in the light of the above-mentioned values of the positive moods of the European public, there exist scenarios that agree with these concerns in the development process of societies.

These days, every person more or less feels that the world in which he/she lives is full of risks, uncertainties and dangers. Social status, employment, market value of skills, partners, neighbours one could rely on, all that is unstable and vulnerable. The unemployed, this in the past dominant army with which the majority of people sympathized, are becoming more of a "burden" for many face to face with new facts and a group potentially or actually abusing its position. In the Czech society and surely not only there the so-called socially handicapped, not yet directly people with disability, have become victims of "desolidarization" and that is despite the fact that official political manifestos of all dominant social formations (e.g. political parties) and social programmes of all organizations focused on "the fight against social exclusion" say something else.

Manifestations of the decline in solidarity (risks of the future relation between the society and people with disabilities)

Manifestations of the decline in solidarity within the welfare state occur practically in all areas that are affected by its inner problems. These are connected with, for instance, flexibilization of work including easy substitution of unqualified or less qualified workers, changes in the conception of "work security", including changes in the attitudes of those who have a job toward the unemployed. The second area that is discussed in this respect is the crisis of a family perceived in this case primarily not as a matter of breakdown of relations among family members (domain of psychologists), but as viewing the society-wide consequences of the change of this still basic unit of Christian-civilization sphere. The source of tension in this area is mainly a conflict between those who limited the number of their children and thus gained a one-sided advantage and those who have children. These people saved on expenses on children, however when they grow old they will be cared for (at least partially) by descendants of those who had children and they all face a real risk of a lower living standard. In a way, it is natural that in this system children are not perceived as an important support in the old age but often (completely in contrast to the centuries of logic and tradition) as a heavy economic burden of the present.

Solidarity between generations

Demographic problems of "wealthy" countries became a popular tool against organized solidarity. Today's generation of economically active people in many developed countries contributes to the pension insurance system the most in all its history and then the generation of today's pensioners receives the highest pensions in history. However, those who financially support contemporary pensioners in the current system will have significantly lower pensions one day, which is given by the logic of an aging population and changes in the labour market (Keller, 2005).

The following two charts that show a model valid for the Czech Republic are the evidence of possible difficulties that can be brought by the future development of the demographic structure of population (Czech Statistical Office). In the first one possible scenarios of the development of the number of population are outlined:

- the top variant counts with a high increase in natality (more than 2 children per woman) and an increased influx of migrants,
- the middle variant counts with an average increase in natality and an average influx of migrants,
- the low variant counts with the preservation of low natality (on average 1,3 children per woman) and the current influx of migrants.
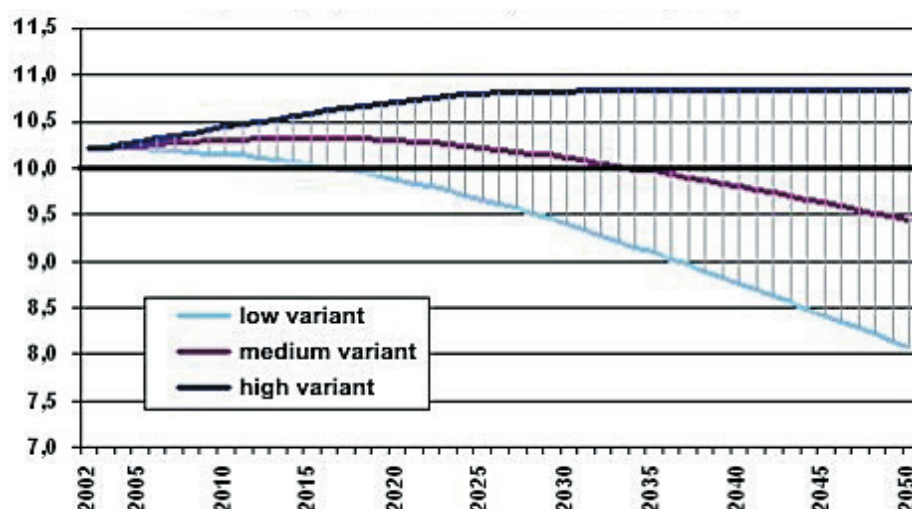
Figure 1. Expected population development in 2050 (in M.)
(available on http://www.czso.cz/csu/redakce.nsf/i/ocekavany_vyvoj_poctu_obyvatel_do_roku_2050)

On the one hand, the second chart shows the increase of the average age of the population by 2050 and on the other hand it reflects the increase of the number of population over 65 years of age. According to this source there exists a real presumption that by the year 2050 the number of population over 65 years of age (receiving pension) will have increased from the current 2,2 million to almost 3,5 million. All that will happen in case of the expected decrease in the absolute number of inhabitants stated above.
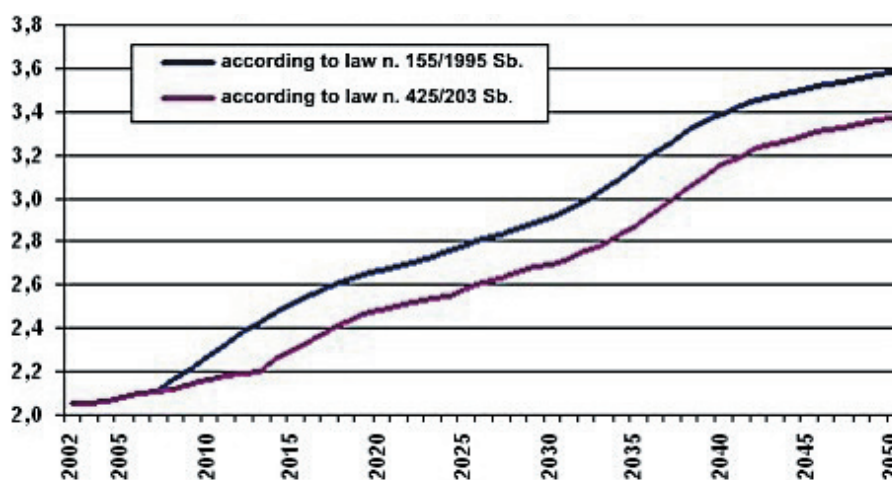
Figure 2. Estimated number of people eligible for retirement by 2050
(medium variant of projection; in M.)
(available on http://www.czso.cz/csu/redakce.nsf/i/odhad_poctu_osob_s_narokem_na_starobni
_duchod_do_roku_2050)

It is apparent that the principle of solidarity between generations is going to face a particularly difficult test. However, when speaking about the aging of population it is necessary

to say that **the changes in functioning of the welfare system will, beyond any doubt, also concern citizens with disability.**

Two kinds of expectations in particular come into consideration:

- The increasing proportion of seniors of higher age will also mean the increase of people with disabilities in this population group (not every old age means dependence, however, in the last years most inhabitants have been dependent on a certain extent of support from another person),
- In the society of "old people" social and political processes will take place and they will alter the traditional transfers of financial means. People with disability may "benefit" from them – e.g. in the health care sphere, but they can also mean a decrease of means "traditionally" given to this group of inhabitants (see difficulties with financing of modern residential care homes versus necessity to build facilities for seniors who need a higher level of support – e.g. Alzheimer disease).

Solidarity of healthy people and people with disabilities

A similar logic that apparently commands relations between the old and the young also begins to function in the relation between healthy people and people with disabilities. It is reflected by "tempting" advertisements of some health insurance companies that are luring clients on, e.g., contraception allowances. It is obvious that in this way they gain a generation of women in the active age – a group that contributes to the fund of health insurance from their incomes (unlike children, students and pensioners) and does not incur heavy expenses in health care. The principle of solidarity is put aside in these campaigns. The younger generation of the economically active people that finances the system of the health insurance from its contributions draws many times less means from it than the older generation that already does not contribute to this system. There exist qualified estimates according to which more than 75% of expenses on health care is consumed by people older than 65. Moreover, as a result of the development of the medicine and the increase of the number of people with disability, including people with chronic diseases, nowadays as well as in the future the demand for additional financial inputs will grow. They would enable to provide a highly demanding health care that did not exist before and also, nowadays, they would enable quality health care for the seriously ill and the still larger senior population. The still growing **discrepancy between the possibilities of the modern medicine and available means to cover the provided care** means a real threat. As a result, it will be necessary to revise the current setting of parameters that is the basis for a solidary system of financing the health care.

It seems that a particularly difficult test for the principle of solidarity and even basic rights and freedoms shall be reparative possibilities of the currently rapidly developing science field – medical genetics. So far internationally accepted ban of any discrimination of a person because of his/her genetic heritage has been valid. Convention on human rights in biomedicine took effect for the Czech Republic on 1st October, 2001. It states (and to the future?), for instance, that the current state of the right of future parents to decide about their own parenthood shall be preserved. This right cannot be restricted in any way even though it is possible to trace opinions and procedures in European societies that could lead to such a restriction in the future.

For instance, the discussion about the "right" of parents to keep a child that is diagnosed with a serious genetic disease by means of prenatal tests and whose treatment costs the society millions of Euros. This discussion is still being led as "ethic". When it becomes a "practical" discussion one can only guess.

Conclusions

1. People with disability as a whole represented, are representing and probably will represent a justifiable subject of targeted social solidarity in Europe. However, as a result of the still decreasing extent of this solidarity they will be sooner or later exposed to strong economic pressures mainly in consequence of advancing globalization and liberalization of societies. People with disability are perceived as legitimate recipients of redistribution products. The employment of people with disability – and so their possibility to contribute to the welfare system with their taxes and legal payments – is gradually worsening despite a whole range of measures of the active employment policy. There is an evident causality with the level of education that has the power to lower or eliminate unemployment risks.

2. With respect to the above-mentioned thorough and less compromise securing of the rights of people with disability by the people with disability themselves (more precisely by their organizations) and more consistent enforcement of their rights will probably become a necessity in the future. Because relying on "natural human solidarity" in the sense of political support of the principle of redistribution will be probably no longer possible in the extent people have been accustomed to up till now.

3. Especially for that reason, the question of exceptional need to increase legal and civic awareness of people with disability concerning society-wide shifts and the necessity to be ready for advancing and intensifying pressures on decreeing of the necessary security of the vulnerable groups of inhabitants is assuming crucial importance.

4. It is beyond doubt that a significant part of the "enlightenment" work can and must be taken by universities and their specialists. Those who work in the fields of social work, special needs pedagogy or economic sciences can and should propose alternatives to "crisis scenarios" of the future development of relations between majority societies and the minority of people with disabilities.

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SOCIAL EMPOWERMENT AND PARTICIPATION OF PEOPLE WITH DISABILITIES THROUGH NGO ACTIVITIES

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Abstract

According to the approved Lifelong Learning Strategy (2004) by the Ministry of Education and Science, Ministers of Social Security and Labour, the country must strive to involve NGOs and social partners in the development of adult education. According to Rutkienė, Trepulė (2009), the lifelong learning paradigm covers all areas of human learning, provides opportunities for people to learn throughout their lives. It is very important for those who have not used or had no access to education for various reasons, departed from the job market etc. Lifelong Learning emphasizes the importance of both the EU and Lithuania in the context of education policy and practice of education (Teresevičienė, 2001).

Key words: *non-governmental organizations, social inclusion, participation, empowerment.*

Introduction

In addition to the application of lifelong learning principles in the communities, NGOs and other civil society organizations, the importance of citizenship education is significant too (Morris, 1998).

The movement of people with disabilities of the eighties of the last century in the U.S. and Europe emphasized citizenship as the presumption of a full member of the community, that consists of two dimensions: 1) participation in the political process (the right to vote, to participate in political parties, to join an NGO or other groups on the basis of interests and concerns, rights of the expression of speech, etc.), and 2) participation in social life of the community.

In Lithuania, according to Pūras (1997), at the initial phase of integration it was more focused on the reorganization of traditional institutions for people with disabilities and development of a new type of institutions, agencies, non-governmental organizations. Later, the paradigm of social change led to the increased participation of people with disabilities in the society, the state-building process, and it had an impact on national social policy change: the centralized state social assistance was no longer able to provide social security for the majority of social groups (Jonutytė, 2007), not even mentioning full-fledged social inclusion for people with disabilities. Emerging non-governmental organizations have become an intermediate between the state and the people who need social, economic and educational assistance.

By participating in the activities of NGOs, people with disabilities have gained a realistic chance for self-identification and social participation, expression of citizenship and the inherent powers. Non-governmental organizations not only strengthened the sense of community, but also allowed the development of much more universal human rights and the intrinsic powers: to expand the public experience in dealing with persons with disabilities, educational activities for the creation of social welfare not only for themselves but for others. In this way, participation in the activities of NGOs becomes an important precondition for the formation of a democratic, civil society and the optimization of integration processes of people with disabilities as active citizens of the State (Stumbraitė, 2006).

Discussing the idea of social participation, Ebersold (2004) identified the following development trends: 1) development of communication for greater cooperation of people with disabilities. The changing environment creates preconditions for developing interpersonal and inter-institutional relations through individual participation and full involvement in the activity of communities, organizations; 2) the promotion of social inclusion through personal empowerment. The main activity of a community is to enable a person helping to reveal his/her strengths and limit the manifestation of weaknesses (Ruškus, Mažeikis, 2007). In summary, the following factors contributing to the empowerment process can be distinguished: the content of NGOs activity and social openness and willingness to cooperate of those involved in the NGO.

In addition to trade unions, specialized associations, church, non-governmental organizations are an important part of civil society. Each NGO representing the interests of a certain population group, seeks not only its own goals, but acquires and develops social awareness and recognition, carry out educational activities in order to meet various needs of people with disabilities in a social context. Interactions between individuals create presumptions of the identification of social roles and social identity; empowers successful social adaptation, strengthening the self-esteem of people with disabilities, confidence in their power (G. Mead, cit. Giddens, 2005). Inadequate communication skills of people with disabilities become a barrier for social inclusion.

Distinction is made between the values to be followed by NGOs: social justice – fundamental human rights and security needs of everyone in an organization; active participation – people in NGOs must participate in solving their current problems and making important decisions; equality and distribution – the possibility and power distributed among all its members; training and competence – recognition and evaluation of the knowledge and skills that are used by people solving different social, economic problems; communication and cooperation, good faith communication with others, other organizations; social assistance and support – their assurance to those who need it most (Godvadas, 2004).

The activities and development of NGOs are associated with the necessity to quickly respond to human needs resulting from natural disasters, military conflicts, and ethnic unrest, etc. First, it was the humanitarian aid provided by the communities. Eventually the understanding of aid of the business through campaigns, promotions expanded, thus the formation of a new generation of NGO theory and business strategy began. Classifying and analyzing the development process of NGOs, Korten (1987, 1990) refers to the three generations in the development of strategies of NGOs, which can be discussed in the following ways: 1) the relief and welfare, 2) membership of a particular community, 3) NGOs as a framework for sustainable development. Development strategy of NGO, as a sustainable system, (Korten, 1987) focuses on non-governmental organizations with the participation in the wider institutional and political contexts that affect the development of the NGO itself. Third-generation NGO development strategy is not linked to specific communities, but its

activity aims towards particular social policy changes in the institutional, regional, national or global level. In addition to these characteristics, the NGO has a "citizens' movement, which encourages a broader – "social vision" (Korten, 1990, p. 115).

Lithuanian NGO activities are very diverse not only in the content but also the legal concept of the activity analysis and they have attracted many researchers' attention: significant studies by Žemaitis (2004), Zaleskienė, Rutkauskienė (2003), Dromantienė (2003), Šmitienė (2007) Ruškus, Mažeikis (2007), Žalimienė (2002, 2006), Gailienė (2006) create conditions for NGO activities to become a competent and socially relevant force. Scientific ideas, analyzed in the work of foreign researchers (Selian, 2004, Lewis, Madon, 2004, Lindsay, 2004) and developed in Lithuanian sociocultural, economic context, reveal new aspects of NGO activities, which should be more studied for understanding of the NGO phenomenon. A large part of NGOs brings together people with disabilities with the participation of NGOs to increase their opportunities for social inclusion, satisfies socioeducational and psychosocial needs. On the other hand, some studies (Galvanauskaitė, Ibenskas, Juralevičienė, 2006) show lack of the co-operation of NGOs with other institutions, restricting NGOs activities to the provision of material assistance. Thus, it is possible to formulate the following research issues of concern: *what is the real situation in Lithuania of NGOs fulfilling various socioeducational needs of people with disabilities? What are the principles of social empowerment and participation of persons with disabilities in the activities of NGOs and how are they manifested? What psychosocial characteristics and presumptions of empowering do the participants of NGO themselves and the administration identify?*

The object of the research – principles of social empowerment and socio-oriented participation in NGO of people with disabilities in Lithuania.

The aims of the research: to reveal the principles of social empowerment and socio-oriented participation in NGO of people with disabilities in Lithuania.

The objectives were:
1) To reveal the principles of the social empowerment and participation in NGO activities of persons with disabilities by developing a quantitative instrument (questionnaire).
2) To reveal the relations of the respondents' demographic, socioeducational characteristics and variables applying descriptive statistical methods.
3) To reveal preconditions of empowerment, social participation and activation of people with disabilities who are in the NGO activities.

Methodology and Organization

In a study theoretical analysis and the questionnaire methods have been used. According to the theoretical analysis and operationalization of the research object, closed questionnaire was drawn up. The questionnaire consists of 10 units (blocks) and 108 diagnostic attributes. The questionnaire consists of instructions (guide), social-demographic variables block (data about gender, place of residence, etc.); and the main part – diagnostic (construct) block. This block reflects the participation in the activities of NGOs, NGO-based functions, experiences, the distinctive features, involvement of the NGO members and their family members, benefit to society, meeting socioeducational needs, partnership and cooperation on the rating scale (see Table 1).

Table 1. Questionnaire diagnostic blocks and component variables

Blocks of diagnostic variables	Symptoms - the number of claims (N)	The type of scale
Demographic variables	15	Nominal and rank scale
Participation in the NGO activity variables	15	rank scale
Participation in the NGO activity functional variables	10	rank scale
Participation in the NGO work experience variables	8	rank scale
NGO members and their family members in-variables	4	rank scale
The benefit to the public variables	10	rank scale
The satisfaction of socioeducational needs variables	12	rank scale
Decision-making variables	15	rank scale
Partnership and cooperation variables	18	rank scale
The main features of NGO	1	Nominal scale

The statistical methods (descriptive statistics, parametric ANOVA test, nonparametric Kruskal-Wallis H and Mann-Whitney test) were used analyzing the results of quantitative research findings. Using both parametric and nonparametric tests, it was intended to reveal the partnership relations of the variables of different genders, different regions of the country, different experience in the NGOs, as well as members of NGOs and the administration and functions provided by various NGOs and co-operation. The results obtained have been processed and analyzed based on the reliability index ($p \leq 0.05$). Indicator of statistical significance (p) shows that the respondents' opinion is statistically significant. This means that in the re-examination, the results of error would not exceed 5%.

Research sample
A total of 175 respondents (N = 175) are persons with disabilities participating in the Lithuanian NGOs, representatives of the administration and management of NGOs of people with disabilities. Of 175 respondents 104 (59.4%) are members of NGOs, 23 (13.1%) the Board/Bureau members, eight (4.6%) principals/presidents, 14 (8.0%) of other persons involved in NGO activities, and 26 (14.9%) did not indicate their status.

In quantitative research the principles of the creation of the target sample were applied. In the study 450 questionnaires were distributed, 175 of which returned (return of 38.9%). Before distributing the questionnaires (by mail or directly) the possibility of completing the questionnaires and instructions have been discussed with the Chairs of the NGO(s). The survey involved 142 (81.1%) women and 33 (18.9%) men. Predominant duration of the involvement into NGOs was from 6 to 10 years – 75 (42.8%) and 1-5 years 58 (33.1%), followed by respondents from NGOs involved for 11-15 years – 19 (10.8%) and from 16 to 20 years – 10 (5.7%), 13 (7.4%) did not respond. The distribution of the survey respondents according to the place of residence: NGO members who live in the city of Šiauliai and in the district – 40 (22.9%), in Kaunas city and district – 37 (21.1%), Panevėžys city and district – 27 (15.4%), Klaipėda and the district – 17 (9, 7%) and other Lithuanian cities and regions (Alytus, Tauragė, Marijampolė, Utena, Telšiai) – 49 (28%) and 5 (2.9%) study participants did not indicate their place of residence.

Results of the research
In order to reveal the principles and presumptions of social empowerment and participation of the NGOs of people with disabilities in the quantitative study the relations of

the various functions of NGOs, cooperation and partnership and the respondents' demographic variables were identified.

People with disabilities are more vulnerable than others with the same rights in the society. NGOs, taking into account the rights of people with disabilities and their legitimate interests, have the possibility to provide various activities ensuring social inclusion and preventing social exclusion. It is important how people with disabilities being active members of the organization evaluate the possibilities of the non-governmental organizations to provide socioeducational assistance. The respondents' assessment of NGO current situation and expectations concerning NGO activities are presented in the table.

Table 2. NGO functions to meet the expectations of people with disabilities through NGOs activities of (N = 175)

NGO functions	M[1] *	M[2]	The average difference	p
The legal function	2,57	3,56	0,99	0,001
The function of social education	2,96	3,55	0,98	0,001
Medical aid function	1,91	3,29	0,96	0,001
Preventive function	2,37	3,29	0,92	0,001
Evaluation function	2,68	3,30	0,62	0,001
Educational function	3,35	3,83	0,49	0,001
Management function	3,20	3,66	0,46	0,001
Consulting function	3,35	3,72	0,37	0,001
Coordination function	3,42	3,66	0,24	0,001

* Legend: M1 – the average of the assessment of the current situation, M2 – the average of the assessment of expectations; p3 – a statistically significant difference (when p <0.05) between the situation assessment and expectation averages.

The analysis of the data showed that respondents are sufficiently critical of the functions performed by NGOs, although they are active members of most of these organizations. None of the functions carried out by NGOs satisfy (p = 0.001) the respondents. One of the most essential activities of NGOs, to develop which the respondents pointed out the expectations for changes (i.e. activity development), is related to the legal and representation functions of NGOs. Also, the respondents would like to see those activities which would focus on social education and disease prevention, the aspects of rendering medical assistance.

Consulting assistance and the development of co-ordination functions of NGO are missed the least. This may be related to the recently sufficiently developed consultative and coordinating activities. In essence, a consulting activity is necessary for people when they face problems, but it is obvious that recently people already need specific knowledge or assistance, and NGOs providing consulting services is unable to solve it. On the other hand, the extension of the desired functions of NGOs indicates the specifics of the group of respondents: these are people who more likely than other members of NGOs have some or other health problems. In assessing these results, it can be argued that people with disabilities tend to associate the functions of NGOs with the acquisition of specific knowledge and skills, development of general educational activities.

Table 3 shows the respondents' assessments of the participation in NGO activities (current situation and in the aspect of expectations).

Table 3. Assessments of participation in the NGO activities by persons with disabilities (n = 175)

Personal description of the activities of NGOs	M¹ *	M²	The average difference	p
Mutual help group activities of NGOs	2,85	3,37	1,34	0,001
NGO concern not only on the physical health but also on the creation of the possibility to reveal their skills	2,98	3,47	0,50	0,001
Provision of NGO proposals for the government agencies	2,71	3,13	0,43	0,001
In planning the activities of NGOs, members discuss relevant issues, identify priorities for action	2,95	3,31	0,36	0,001
NGOs cooperate with medical institutions	2,86	3,20	0,34	0,001
The experience of communication with the public service	3,05	3,33	0,28	0,001
NGOs cooperate with the media	3,13	3,32	0,19	0,001

* Legend: M1 – the average of the assessment of the current situation, M2 – the average of the assessment of expectations; p3 – a statistically significant difference (when p <0.05) between the situation assessment and expectation averages.

As it is shown by the survey data, the respondents in assessing the activities of NGOs, mainly aim to the development of mutual aid activities (mean difference between the current situation and expectations is even 1.34). When people with disabilities get involved into the activity of NGOs their activeness and motivation are developed and the participation positively influences their attitude towards disability. One of the motivational factors of people with disabilities in the NGOs – communication needs. Experiencing positive interaction people with disabilities are more inclined to focus on mental rather than physical characteristics of the partner, thereby increasing the concept of personal identity. The results suggest that NGOs should put more emphasis not only on the physical health care, but also make it possible to reveal their skills, opportunities for self-expression. It means that NGOs of people with disabilities by their activities aim to the members' mental health promotion and harmonization.

Two other NGO activities, which are actualized by study participants, are related to social capital development. Higher expectations of the respondents were to the provision of the proposals of NGO activities to government agencies. According to the survey data, respondents estimated that the prediction of the priorities of the organization and joint discussions in the future should be given more attention.

Collaboration with medical institutions is another NGO activity that people are missing. On the one hand, the treatment does not require the professionals to participate in NGO activities. On the other hand, health care activities cannot take place in non-governmental organizations. However, this demand could be met by health education specialists that have been trained in recent years and who could provide educational services of health promotion, social education.

As it is clear from the survey data, the respondents pointed out the cooperation with the media to be developed as the NGO field. Media attention to the NGO activities in which people with disabilities take part in recent years has increased. It could be due to the increasing finances for social projects that come from the structural funds of EU; with the development of processes of social integration and increscent of social participation of people with disabilities as well.

In order to reveal various aspects of meeting the expectations of people with disabilities in NGOs activities, firstly the relations between the respondents' experience in the NGOs and

the functions performed by the NGOs have been inspected (using the parametric ANOVA test). The obtained data are presented in Table 4.

Table 4. Relation of respondents' length of involvement of NGOs and NGO-based functions (the current situation aspect) (n = 175)

Functions performed by NGO	From 0 to 5 years	From 6 to 10 years	11 years and over	Statistically significant difference
	M	M	M	*p ≤ 0,05*
Consultative function of NGOs	3,25	3,44	3,74	*0,07*
Preventive function of NGOs	2,44	2,51	2,55	*0,86*
Medical function of NGOs	2,27	2,19	1,84	*0,22*
Educational function of NGOs	3,26	3,38	3,49	*0,33*
Social education function of NGOs	2,63	3,30	3,13	*0,01*

Assessing NGO roles in the aspect of current situation between the duration of respondents' participation in NGOs and NGO-based functions (medical, advisory, educational and preventive), any statistically significant difference was not found. As it is shown by data analysis, a statistically significant difference is in the assessment of the social function of education: the respondents having short experience of the participation in the activities of NGOs (from 0 to 5 years) give the lowest assessment to this function in comparison with the respondents having long (over six years) experience of the participation in the activities of the NGOs. It may be presumed that the social development (training, teaching, education) function is assessed more positively (i.e. as relatively well-conducted) by the respondents having 6-10 years experience of the participation in the activities of NGOs compared with the assessments of the respondents having short (up to 5 years) experience in the NGOs activities.

Analyzing the relations of functions performed by NGOs (in the aspect of future expectations) and the duration of the respondents' participation in the NGOs statistically significant difference was not found.

Using the nonparametric Mann-Whitney test it was aimed to reveal the relations between the variables of the status of members of NGOs (ordinary member and the representative of administration) and the functions performed by various NGOs and co-operation and partnership. Table 5 shows the relations between the variables of the status of the respondents in NGOs and the functions carried out by various NGOs.

Table 5. Relation of NGO membership status (members and administrators) and the functions provided by NGOs (in the aspect of future expectations) (n = 175)

NGOs' functions	Members of NGO	Administration of NGO	Statistically significant difference
	M	M	*p ≤ 0,05*
Current situation			
Social education function of NGOs	3,78	3,70	*0,92*
Educational function of NGOs	3,82	3,86	*0,93*
Preventive function of NGOs	3,25	3,46	*0,62*
Medical function of NGOs	3,23	2,37	*0,02*
Consultative function of NGOs	3,56	3,67	*0,13*

In assessing NGO roles in the aspect of the current situation statistically significant difference was not found between the assessments of the members of NGOs and the administration, although the average of the assessments of educational, preventive, medical and counseling functions of the latter is slightly higher. As it is shown by data analysis, a statistically significant difference is only in the assessment of medical NGOs function: the representatives of the administration compared with ordinary members of the NGO assess this function as more and better performed. That is, the management representatives of NGOs tend to assess medical function as developed, and other non-governmental organization members see it as less developed.

In the analysis of the relations of the functions carried out by NGOs in terms of future expectations and the status of a member of NGO statistically significant difference was not found. Table 6 shows the data on relations between the variables of the status of the respondents in NGOs cooperation and partnership.

Table 6. Relationship variables of NGO membership status (members and administrators) and the NGO Co-operation and partnership (N = 175)

Cooperation and partnership variables	Members of NGO	Administration of NGO	Statistically significant difference
	M	M	$p \leq 0,05$
Current situation			
NGOs, to which I belong, cooperate with the media	2,96	3,47	*0,001*
NGOs, to which I belong, cooperate with educational and training institutions	2,96	3,08	*0,02*
NGOs, to which I belong, cooperate with other similar NGOs in Lithuania	3,17	3,51	*0,03*
NGOs, to which I belong, cooperate with political parties	2,34	2,94	*0,001*
Implement joint activities (events, workshops) with mainstream schools	2,55	2,86	*0,04*
Go to excursions together with our partners	2,87	3,32	*0,02*
Expectations for the future			
NGOs, to which I belong, cooperate with political parties	2,46	2,97	*0,02*
Implement joint activities (events, workshops) with mainstream schools	2,86	3,31	*0,024*
We participate in the activities of NGOs with other persons that are not members of the NGO	3,00	3,37	*0,034*
Prepare and implement joint projects with partners	3,28	3,72	*0,036*
I believe that the NGOs in which activities I participate, are developing and improving	3,48	3,80	*0,005*

According to survey results, it can be said that the NGO management more than any other NGO members emphasizes collaboration and partnership with NGOs both in the aspect of the current situation and future expectations. This is confirmed by statistically significant differences between the variables in Table 6.

It should be noted that the NGO management puts more emphasis on cooperation with the media, educational institutions, political parties and other national NGOs. Administration in assessing the future expectations, rather than the NGO members tend to believe that other persons

who are not members of a particular NGO participate in NGO activities, that NGO develops and implements joint projects with various partners and the fact that their NGO is growing and evolving. Using the nonparametric Kruskal-Wallis H test it was aimed to reveal the relations between the variables of the respondents' place of residence (the region of NGOs operating) and the functions performed by various NGOs and co-operation and partnership. The data is presented in Table 7.

Table 7. Relation of Respondents' place of residence and functions carried out by NGO (aspects of the current situation and future expectations) (n = 175)

Functions of NGO	Region of Vilnius*	Region of Kaunas	Region of Klaipėda	Region of Šiauliai	Region of Panevėžys	Statistically significant difference
	M	M	M	M	M	$p \leq 0,05$
Current situation						
Consultative function of NGOs	3,45	3,62	3,24	3,54	3,48	*1,68*
Preventive function of NGOs	2,68	2,53	2,18	2,85	2,11	*0,012*
Medical function of NGOs	2,33	2,00	1,18	2,70	1,35	*0,001*
Educational function of NGOs	3,58	3,16	3,29	3,52	3,59	*0,38*
Social education function of NGOs	2,95	3,48	2,47	2,39	2,81	*0,01*
Expectations for the future						
Consultative function of NGOs	3,63	3,83	3,88	3,53	3,81	*0,12*
Preventive function of NGOs	3,42	3,63	3,29	3,25	2,96	*0,98*
Medical function of NGOs	3,13	2,92	2,06	3,25	3,33	*0,013*
Educational function of NGOs	3,88	3,75	3,88	3,80	3,74	*0,66*
Social education function of NGOs	3,69	3,72	3,53	3,32	3,62	*0,40*

* The term "region" (as in Lithuania there is no longer spatial distribution according to region) refers to the city and district.

The results of the research show that in the aspect of the current situation the functions of preventive work and medical services performed by NGOs are best assessed by the representatives of NGOs of the region of Šiauliai. Counseling and social education functions were best assessed by the representatives of NGOs in Kaunas region. Educational function of NGO activity is best assessed by the representatives of NGOs in Panevėžys region. In Klaipėda region, the assessment of medical function by the representatives of NGOs is relatively weak. This is confirmed by statistically significant differences.

According to survey results, a hypothetical presumption can be made that in the city and region of Šiauliai the cases of heart and circulatory, respiratory diseases significantly exceed the national average, therefore, NGOs related to meeting socioeducational, medical and other

needs of people with disabilities and the provision of services in this region are more focused on preventive and medical functions.

The research shows that in the aspect of future expectations the representatives of NGOs in Panevėžys region would like to develop the functions of medical services carried out by NGO most. These survey data are confirmed by a statistically significant difference (p = 0.013). Assessing other functions performed by NGOs in the aspect of future expectations statistically significant differences between the NGOs of the regions have not been identified.

It should be noted that in the analysis of survey data according to the variables of the NGO functions (in the aspect of the current situation and future expectations) and co-operation and partnership in the aspect of respondents' gender statistically significant differences were not found.

Conclusions and discussion

Universal foundation of democracy is the avoidance of discriminatory and hierarchical social relations. Therefore, social services and policies related to people with disabilities are to be developed according to social causes. Public health and development indicators are related to individuals' level of independence, enabling choice of the place and ways of study, work, personal relationships and participation in the community.

NGOs play an important role in development of social intelligence of the individual. The role of NGOs in education and methods may be better understood with the theoretical concepts: empowerment, communication, and communication activities. Empowerment is aptly illustrated by the theory of the exchange of knowledge, which is based on the principle that everyone has certain knowledge and what one knows may be given to others. Thus, education of the members of NGOs must also be organized so that everyone can pass on their knowledge themselves, and on the other hand get knowledge in exchange from the immediate environment. Communication in NGO is the basis of organizing education that must have meaning for the members of organization.

During the study, the directions of the strategies of NGO activity applied in Lithuania to meet socioeducational needs of people with disabilities have been revealed: it is a direct assistance service (the First NGO Development Strategy), membership of a particular community and participation of the NGO in long term activities strengthening the positions of NGOs oriented towards the long-term benefits (the Second NGO Development Strategy) and development principles of NGOs, as a sustainable system, that is targeting to the activity of non-governmental organizations, participating in broad institutional and political contexts, aiming to social policy change of a certain field at institutional, regional, national or global level (the Third NGO development strategy), as well as the emergence of NGOs as the movement of citizens (the vision of fourth wave strategy).

The quantitative research showed the principles of the social empowerment and participation of persons with disabilities:

- In the study it was found out that the respondents are expecting the change of many functions of NGOs. In particular – development of the functions of legal representation, social education and medical assistance.
- It was found out that social capital is one of the major values of NGOs, valued in all non-governmental organizations of people with disabilities of the country.
- According to the respondents' assessments, one of the essential and important development directions of the activities of NGOs should be increasing and activation of mutual assistance activities in non-governmental organizations (of people with disabilities). In fact, it is meeting the need for communication. All this is related to the development of the principles of empowerment and, in general, to increasing of

the activeness of people and the motivation to participate in social life.

- ▪ Other major directions of the principles of social participation of NGO and of the development of activity are the creation of self-expression possibilities for the members of NGOs and the more active provision of proposals to government on NGO activities. That is, persons with disabilities participating in NGO activities tend to link the functions of NGOs with the acquisition of specific knowledge and skills, the transition of the NGO functions from consultative and general educational to relevant and specialized (e.g., legal assistance).
- ▪ Assessing according to the relations of the variables of the duration of respondents' participation in the NGOs and functions carried out by the NGO, it has been found out that study participants with the experience in the NGOs of more than five years tend to emphasize the function of social education in NGOs.

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II. THE DEVELOPMENT OF PROFESSIONAL COMPETENCES

VOCATIONAL COMPETENCE FORMATION FOR SOCIAL WORK SPECIALISTS

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Abstract

In the present article vocational competence and professional expertise formation is analyzed. Definitions of "competence" and "expertise" are compared. Levels of professional expertise formation and ways of achieving it during academic training are explored. A research among bachelor's and master's degree students ("social work" graduates of Open International University of Human Development "Ukraine") is described.

Key words: competence, expertise, social work specialist, vocational competence, professional expertise.

Introduction

A brand new system of social protection of population is rapidly developing in modern Ukrainian society, and that means rapid modernization of existing higher education system in order to supply appropriate staff.

Education of social work specialists in Ukraine began only in 1990s at B. Grinchenko Interregional Institute of Pedagogical Staff Retraining for comprehensive institutions (first social pedagogues graduated in 1998), but at the beginning of the XXI century almost every higher education institution in the country was training social workers or social pedagogues. As studies of history of social work development show in the mid 90s some job descriptions that were new to post soviet countries have been added to the manual of managerial, specialist and other employee positions – "social work specialist", "social pedagogue" and "social worker". Although it may seem that employment market is now full of such specialists, it is not the quantity but quality that matters. That is why training of highly skilled social workers remains quite a pressing question.

It is worth mentioning that people without obvious social problems as well as socially unprotected population groups resort to the help of social workers. That is why education institutions training social workers should help them form vocational competences necessary for helping potential clients along with providing them with theoretical knowledge and practical skills.

As scientific studies suggest, social workers' readiness to professional activity should not be separated from formation of their vocational competences during training (Гайдук, 2007;

Топольницька, 2000), although the problems of continuous and systematic formation of those competences and expertise were not properly covered. Accordingly, as practical experience suggests, young graduates do not possess substantial professional expertise for working with certain categories of clients, i.e. are incompetent in certain areas of their professional activity.

The subject of the research is vocational training of social workers at Open International University of Human Development "Ukraine".

The aim of the research is to improve ways of the formation of such vocational competences for future social workers, which would help them work effectively with various categories of clients from social institutions.

The objectives of the research are:

- to define the level of the formation of vocational competences for students of University "Ukraine", future social workers;
- to define ways of formation and improvement of various vocational competences for students, future social workers.

The methods of the research:

- Theoretical analysis of the scientific literature on the theme in question.
- Diagnostic, i.e. interview with students and their instructors in order to define the level of competence formation.

Theoretical analysis

In most scientific studies on various professions the term "competence" has narrower sense than the term "expertise". While some sources use the terms "competence" and "expertise" as synonyms (Равен), other scholars distinguish between them: "competence" usually means a person having certain qualities and conditions, however without a guarantee of their effective application, and "expertise" is a specific measure, which can be mastered based on respective competences, and which combines certain competences that make person a qualified specialist (Bowden).

Several scholars (Мижериков, Єрмоленко, 1999) define competences as personal abilities of an employee, his/her qualification, which allows dealing with certain scope of job-related issues. Analysis of scientific studies shows that practitioners view professionals as bearers of certain competences:

- technical competences;
- communicative competences;
- adaptive competence;
- technological competence;
- integration competence.

In pedagogy literature expertise is considered a general integral ability based on knowledge, skills, experience and values received through training (Капская, 2006), as ability to perform professional duties properly, as "an ability to absorb knowledge and master skills, which help actively use academic achievements in a new working environment in order to provide efficient service or perform a job assignment" (Соловей, Спицин, 2006); as specific abilities helping to solve typical tasks of everyday life (Бодалев, 2001), in other words expertise is the result of acquiring vocational competence.

Hence, competence as a necessary complex of knowledge, skills and experience that allows acting or performing certain functions effectively, and expertise – a general ability of an organism to work effectively, based on the life experience, theoretical knowledge and practical skills are considered. Thus it may be concluded that competence begets specific skills and allows applying them to the job-related situation at hand.

Analysis of sources shows that the term "expertise" is mostly used by psychologists, while pedagogues speak of "competence", so there is no common opinion on the question. Besides, the notion of "vocational competence" is rarely studied, and Ukrainian scientists believe that vocational competence embraces personal abilities of workers, their qualification, knowledge, experience or scope of problems, job assignments within workers' scope of duties, performing which they use their knowledge and skills mastered (Яркина, 1998). Competence is declared in job descriptions and other legal documents of organizations. At the same time, knowledge and skills of graduates must match requirements listed in speciality description (concerning academic level). Thus, expertise indicates to what degree worker's professional skills were formed during his/her university training.

Hence, competence is a specified measure, a quality indicator of knowledge and skills acquired by students during their training and how they are used in practice. In other words, vocational competence of a social worker is a combination of interrelated personal traits, his/her qualitative characteristics as an agent, whose activity reflects integral nature of university education and personal readiness to perform his/her duties, i.e. level of formation of professional expertise, which reveals his/her attitude towards the subject of professional activity.

In books on management psychology it is stated that expertise is a worker's ability to efficiently perform certain kinds of work in terms of speciality (s)he was trained for and achieve high results due to skills mastered. As Markova puts it, professional expertise is nothing else but a combination of personality traits and readiness (knowledge and skills formed during training) for professional activity, and also experience and attitude to work, i.e. development of person's attitude towards his/her future activity.

Solovey and Spitsyn single out the following expertises crucial for education field specialists: communicative, healthcare, social and labour, informative (Соловей, Спицин, 2006). Nagach names three basic groups of expertises: key, basic, special (Нагач, 2008), the latter being oriented on solving professional tasks. There are also social, motivational and functional expertises. Some scholars insist on considering life expertise, which should be viewed as a process of gaining experience (that comes with age), as an ability to apply knowledge, as an ability to adapt to the new life conditions, and life success.

A notion of "expertise" includes cognitive, motivational, regulatory and attitude components (Зимняя, 2004). Usually the following kinds of social workers' expertises are singled out: functional (production), in particular professional knowledge and practical skills; intellectual expertise (analytical thinking while fulfilling one's functional duties); situational expertise – an ability to quickly find a correct solution; social expertise – communication skills, expertise to plan one's working time efficiently.

Thus it may be said that expertise is a combination of acquired theoretical knowledge, practical skill, learning of social norms, values, certain attitude to one's job, ability and readiness to self-development.

Teaching aids offer the following features of pedagogical expertise: pedagogical skill, communicative skill, pedagogical techniques proficiency, innovation activities (Соловей, Спицин, 2006). Then what are the features of social workers' professional expertise? It is assumed that professional expertise of a social worker includes the following competences: general scientific, personal-social, economic, organizational and managerial, vocational, special (Капская, 2006). It could be stated that features of social workers' professional expertise should be psychological expertise (readiness and ability to perceive information, understanding of a case, ability to analyze situations, reflection) (Сохань, 2003), social expertise (ability to establish communication, relationship, exchange of information); pedagogical expertise (observation, situation explanation, establishment of interdisciplinary connections), technological expertise (use of social work technologies), life expertise

(knowledge, life experience, life-management skills (individual life plan)), performing of existential and social roles, readiness to self-development (Нагач, 2008), healthcare expertise (Соловей, Спицин, 2006), technical expertise. One can master these expertises by combining theoretical knowledge with skill practice, but several aspects of social professional activity require narrow specialization. At the same time, social workers must possess interdisciplinary, basic and special knowledge, personal qualities. During training this can be achieved by combining knowledge from various disciplines and practical component of social workers' vocational training.

Results of the research

The present experiment included social work students of the 4th and 6th years of study (graduation years), both full- and part-time. Out of total 102 students, 36 students were getting Master's degree and 66 – Bachelor's degree.

In order to analyze the readiness to professional activity and the level of expertise formation a "List of professional expertise formation records" was developed. Indicating rates in points is recommended: low level of expertise formation – 1 point, mean level of expertise formation – 1.5 point, high level of expertise formation – 2 points (Table 1).

Table 1. List of professional expertise formation records

Expertise	Expertise feature
Psychological expertise (X_1)	Information (situation) perceiving
	Information (situation) understanding
	Information (situation) analysis
	Reflection
	Communicative skills
Social expertise (X_2)	Connection establishment
	Relationship formation
	Information exchange
	Managerial qualities
	Responsibility
	Quality-oriented
	Result-oriented
Pedagogical expertise (X_3)	Organization of supervision
	Establishment of interdisciplinary connections
	Explanation of Information
Technological expertise (X_4)	Use of social technologies
	Use of psychological technologies
	Use of pedagogical technologies
Life expertise (X_5)	Personal expertise
	Life experience
	Life-management skills
	Performance of life and social roles
	Readiness to self-development
Healthcare expertise (X_6)	Healthy way of living
Technical expertise (X_7)	Ability to use technical resources
	Preparation of accompanying documents
	Awareness of job safety measures

In practical activity a component of innovation expertise that indicates social workers' ability to find innovative ways out of the situation in question can be singled out.

Average value of every expertise listed should be calculated. General expertise of a social worker can be calculated as follows:

$$K_x = (X_1+X_2+X_3+X_4+X_5+X_6+X_7) / 7$$

Information concerning professional expertise of potential social workers should be taken from three sources: testing the students themselves (self-analysis), surveying the group concerning expertise of a certain student, inquiring the instructors conducting seminars and practical trainings. The results obtained are compared and the average value is calculated.

Table 2 presents the results of professional expertise formation for social work graduates, received from two sources: instructor's evaluation, student's evaluation.

Table 2. Professional expertise formation

	4 year	6 year	4 year	6 year
	instructor's evaluation		student's evaluation	
Psychological expertise (X_1)	22,4%	21,5%	16,7%	4,7%
Social expertise (X_2)	24,3%	8,1%	5,3%	3,3%
Pedagogical expertise (X_3)	11,2%	14,7%	1,4%	2,7%
Technological expertise (X_4)	7,5%	5,2%	11,2%	7,3%
Life expertise (X_5)	5,1%	34,5%	5,1%	28,5%
Healthcare expertise (X_6)	4,5%	3,8%	12,3%	7,3%
Technical expertise (X_7)	25%	12,5%	50%	43,5%

From the data above the conclusion can be made: instructors mark level of expertise formation lower than students themselves. For example, 43% of part-time Master's degree students rank their computer and paper work skills as high or rather high. Special attention should be paid to extremely low results on healthcare expertise. Its basic feature is readiness of social workers to advocate healthy way of living by personal example. For example, only 1% of smoking social workers are willing to give up.

The final results will not be presented in detail, it just should be noted that 19% of full-time and 13% of part-time students showed high level of professional expertise formation, mean level – 77% and 84%, low level – 4% and 3%. The analysis was based on three components: instructor's evaluation, student's evaluation, group mates' evaluation.

53% of part-time students found it difficult to establish interdisciplinary connections in order to solve the given problem.

An independent decision to become a social worker should be singled out as a specific feature. It is characteristic of 100% part-time students and 94% full-time students. The remaining 6% either followed family advice or acted according to the leftover principle.

Academic performance analysis showed that only 6% of students have low rating of approximately 3.2 (out of maximum 5).

Detailed analysis of field practice results and academic performance during seminars reveals low rating of readiness to practical social work for only 8,5% of students. This group of students has not chosen their target group yet.

Having analyzed the conditions and results of all kinds of field practice for the

experimental group, it can be suggested that during introductory field practice it is important not just to make students familiar with various population groups, but also explain the peculiarities of working with them.

Another feature of the experimental group is participation in student scientific and research work, which accounts for 14.7%.

Professional employment may be considered yet another feature. The results are: 81% of part-time students and 12% of full-time students, including students working as volunteers in various social services.

The main question remains: what are the ways and methods of formation of social worker's vocational competences and expertises? This question deserves additional coverage, just a short answer will be presented.

So, what makes a good social worker? As analysis of pedagogical studies suggests, first of all, pedagogical technologies, that is a complex of educational methods interconnecting teaching and studying activities, become the main factor of key competence formation.

The second component should be student's aspiration for independence, self-development and self-improvement, which, in turn, requires more practice.

Conclusions

Reorientation of the modern higher education, especially for social field, towards the European standards means training a competent worker, who clearly understands his/her social responsibility to client and society, can define and perform professional tasks, is ready for self-development and plays crucial role during his/her social work with client. Acquisition and refreshment of knowledge gained at university is a necessary requirement of high qualification and expertise of social field specialist, thus training a competent worker is an actual task of higher school. Also the social worker training system should take into consideration conditions in which future specialists will be working.

According to the analysis of the results 19% of full-time and 13% of part-time students showed high level of professional expertise formation, mean level – 77% and 84%, low level – 4% and 3%. Thereby the conclusion can be made that professional expertise is a measure of social worker's vocational qualities, which are based solely on theoretical knowledge received and are developed through practical skills during the training.

Thus it is extremely important to involve students in voluntary work with various population groups from the very first year of study, as it will help them choose their future specialization. Students also must be involved in research activity, as it helps to develop analytical skills and theoretical thinking, also to helps form scientific approach skills it is reasonable to organize scientific-and-research practice, during which students will be able to collect empirical data for carrying out creative and individual tasks on major disciplines.

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POTENTIALITY OF SOCIO-EDUCATIONAL STUDY PROGRAMMES' IMPROVEMENT AT LITHUANIAN UNIVERSITIES

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Abstract

The article deals with the attitude of the students of socio-educational (social education/work) study programmes of different Lithuanian universities towards their chosen study programmes in the aspects of subject blocks, modules and practical placements. In order to identify the students' assessments the written questionnaire survey (Jankauskaitė, 2009) has been applied, using the half-closed type questionnaire. The survey was attended by Bachelor students of socio-educational (social education/work) study programmes of Lithuanian universities (N=193).

Key words: *the quality of higher education, the quality of studies, study programmes.*

Introduction

For a number of years in Lithuania like in other European countries the reform of education and science has been carried out. When Lithuania entered the European Union a tendency can be noticed that the development of higher education increases, knowledge in the society becomes critical, and changes take place very quickly. Interest in the manifestation of the quality of studies both in Europe and in the world encourages to develop discussions and research in this direction between the countries, within the country and in the very higher educational institutions (Bartuševičienė 2006, Žakevičienė 2005).

Training of social educators/workers as new professionals, which began in our country's higher educational institutions 10-15 years ago, still awaits a more comprehensive research and assessment. On the other hand, the research on the quality of higher education is complicated and contradictory. So far the area of the quality of higher education has not been researched so much. The carried out studies and observations most often would analyze and underline funding problems, shortcomings of in-service training system, international cooperation, the issue of "brain drain"; however, concrete study programmes, the quality of their preparation and perspectives have been little tackled (Pukelis, 1999; Čižas, 2002).

The changing environment of Europe also encourages the development of new academic researches and study trends. The Bologna Declaration, adopted in 1999, later Prague (2001), Berlin (2003), Bergen (2005) communiqués implemented quite a number of innovations into the European system of higher education. The system of higher education of Lithuania, including training of social educators/workers, is regulated by the Law on Higher Education

of the Republic of Lithuania (2000), the Laws on Science and Studies (2001), Guidelines for Quality Assurance in Higher Education (2006) and other related documents.

Experts, scientists, members of academic community analyze the system of higher education, its quality, the demand of programmes under development and their perspectives in quite different aspects.

The conception of higher education, methodological approaches to the conception of training an integral personality and a contemporary educated person are analyzed, the dispersion of the culture of the quality of studies, quality assurance and evaluation are discussed. (Valiuškevičiūtė, Druskytė, Mikutavičienė 2004, Kleimerienė, 2005). Bitinas (2000), Donskis (1993), Duoblienė (2007) express a philosophical approach, discussing classical and liberal education, their advantages and shortcomings, discuss the tendencies that have showed up in the development of higher education: classical, based on educational traditions, professional, expressing the tendencies of decomposition of the system of scientific knowledge, and modern, which is dictated by the needs of knowledge and information society.

Foreign scientists so far do not take active interest in higher education of Lithuania, in training of social educators/workers, but Alkin, McNeil (2002), Rossi, Lipsey, Freeman (2003) and others analyzed the assessment of the quality of study programmes in many aspects. The carried out scientific researches enable the comparison with higher education of the nearest neighbours or the EU states, the generalizations and the results of which show that the system of higher education of Lithuania is not yet stable and should be improved in many areas.

Thus, though the researchers take interest in contemporary problems of higher education, the assessment of the quality of different study programmes is missing. Deep analysis of the quality of socio-educational study programmes that encompass social education and social work takes place during sporadic certifications of social educators/workers, discussing their training problems; however, a more comprehensive analysis of study programmes is missing (Alifanovienė, 2004; Buzaitytė-Kašalynienė, 2002; Jankauskaitė, 2009; Kvieskienė, 2001; Leliūgienė, Giedraitienė, Rupšienė, 2006). Therefore, in order to analyze socio-educational study programmes in the Lithuanian universities the quantitative analysis of the students' attitude as of the internal assessment component has been carried out. The article covers certain aspects of the internal assessment of study programmes because the quality of studies is a complex construct. The assessment of the quality of study programmes in the aspect of their organization and implementation based on the students' opinion on the one hand should be treated as an advanced way and on the other hand only as a partial way that does not cover the whole. *How do the students of the university social education/work study programmes assess the programme which they study themselves? What forms of studies, blocks of modules do they value most? What shortcomings and improvement possibilities do they envisage?* These problem questions highlight the space of the research. Submitting and improving study programmes, their creators should consider the students' opinions.

Research aim is to identify how senior Bachelor students studying socio-educational (social education/work) studies assess the chosen study programmes.

Research subject is the peculiarities of university Bachelor socio-educational (social education/work) study programmes from the *standpoint of* senior *students.*

Research methods – to identify the students' attitude the semi-standardized questionnaire was employed. It was prepared considering the programme implementation quality criteria, set by The Centre for Quality Assessment in Higher Education. The questionnaire consists of the blocks of questions that disclose students' motivation choosing the studies, attitude to the abilities and competencies developed by social education/work study programmes, assessment of the studied modules, their volume and the opportunities of improving the studies. To process the research data *SPSS-PC 11.0* and *Microsoft Excel 2003* programmes were employed;

besides, descriptive statistics and nonparametric methods of statistical analysis (to calculate reliability (*p*) *Kruskal-Wallis* test was used) were applied.

Research sample – the respondents of the quantitative study were senior Bachelor students of socio-educational study programmes (social education/work) (N=193).

The analysis of the research data

In order to get information about the respondents the questionnaire contained questions about their gender, university, year of studies and speciality. The demographic research data disclose that the respondents' distribution by universities is very similar: of Šiauliai University 21,8% of the respondents, of Klaipėda University 26,9% of the respondents, of Vilnius Pedagogical University 28,5% of the respondents and of Vilnius University 22,8% of the respondents. The distribution by specialities is not very homogeneous (social education 60,1%, social work 39,9%, but there is a big difference in the respondents distribution by gender. The obtained data show that largely socio-educational study programmes (social education/work) are chosen by women (94,3%). Men constitute only 5,7% of the respondents. It can be concluded that such choice of study programmes may be determined by subjective factors: the manifestation of the society's attitudes, the received salary, the prestige of the specialities, etc. In order to find out the actual reasons of this phenomenon it would be possible to carry out a separate and deeper analysis. In the further analysis it has not been possible to use the demographic unit of gender because the difference of the frequency of men-women is too large.

It should be noted that the submitted data and the interpretations of the analysis of the students' attitude should not be made absolute and should be perceived only within the limits of the carried out research as a possibility to model changes and encourage the efforts of university academic communities. During the research it was important to perceive general peculiarities and manifestation tendencies of the development of socio-educational programmes, and not the deficit or surplus of separate universities; moreover that in the current situation a clearer strategy for the development of national social and educational sciences and studies is missing.

It is supposed that students' motivation to study the chosen programme is an important indicator in the assessment of the study programme. It may be assumed that the assessment of the study programme can depend on the entrants' motives and at the same time on the requirements raised to the chosen study programme. In order to find out what determined the respondents' choice to enter the study programme of socio-educational studies (social education/work) eleven possible choices, encompassing several motive groups, were offered:

- entered being influenced by external factors (the encouragement of people round about, the opinion formed by the media, open day events, etc.);
- entered being influenced by internal factors (the wish to help, like to solve problems, etc.)
- entered being influenced by subjective factors (studies closer to home, accidental entrance, etc.)

The obtained data show that quite a number of students chose social education/work programme accidentally (35,7%). Other more frequent choices were determined by the very students' resolve (24,3%), the wish to have the diploma of higher education (21,7%), the possibility to study closer to home (21,2%) and parents' encouragement (7,7%). The factors that influenced the students' choice least are the opinion formed by the media (4,1%) and the ones that are related to the encouragement of people round about (of learners – 5%, of friends – 4%, of teachers – 1%).

The obtained results are somewhat unexpected because the major percentage (78%)

of students entered the socio-educational study programmes guided by subjective factors: accidental, the wish to have a diploma of higher education, and studies closer to home. The statement having the majority of choices (N=69) "I entered accidentally but I like" enables to assume that students have too little information about socio-educational programmes (the type of studies, of a prospective job) or there is an impression that it is quite easy to enter these study programmes, therefore, they are included into the entrance sheet. On the other hand the entrants are provided with the conditions to enter the speciality, which does not motivate them because the entrance sheet contains twenty entrance opportunities. Often a young person is not yet self-determined as to entering one or another speciality.

The accomplished study of the means (M) on what determined the choice of the study programme by universities enabled to compare the respondents' answers between the universities and every statement separately based on the opinion of the students of particular universities.

The presented data disclose that Šiauliai University students' choice to study social education study programme comparing with Klaipėda University was mainly determined by the very students' self-determination and wish to help others (p=0,03). In the opinion of Klaipėda University students their choice was mainly determined by accident. Though the students of Vilnius Pedagogical University and Vilnius University gave the same or similar significance to the internal motivation factor – their self-determination – as well, it can be concluded that the entrance of the vast majority to socio-educational study programmes was determined by the subjective factor – accidental, i.e. low level of motivation.

Statistically significant (p<0,05) is one of the internal motivation factors "I decided myself", which determined the students' choice to enter the socio-educational study programme because, comparing the universities, all respondents, except the ones of Klaipėda University, indicated it as one of the most significant factors. The variant "the possibility to study closer to home" was mainly chosen by Klaipėda University students.

In order to find out how students assess competencies and abilities provided by study programmes they were given statements, disclosing the development of knowledge, general abilities, practical abilities, knowledge application abilities, a personality's and intellectual, creative powers in the study programme. Students' assessments disclose the areas which in their opinion are most significant and are insufficiently developed training social educators and social workers.

Students think that mainly the chosen study programmes provide with knowledge (M=3,36), a bit lower assessment is given to the development of general abilities (M=3,19), personality's development (M=3,03), and the development of intellectual, creative powers (M=2,87). The respondents gave lowest assessments to the development of knowledge application abilities (M=2,77) and the development of practical abilities (M=2,66) though these abilities are among the most significant and necessary for the prospective specialists. The obtained results enabled to generalize that the programmes the students study provide with knowledge, develop a personality and critical thinking but little develop knowledge application and practical abilities. Hence, the universities are more orientated to rendering of theoretical knowledge but little develop the ability to apply the acquired knowledge and abilities in the practical activity.

The attitude of the respondents of different universities to competencies and abilities, developed studying social education/work study programmes, is presented in Table 1:

Table 1. The comparison of the assessment of the provided abilities and competencies by universities (M, p)

University Statements	Šiauliai University	Klaipėda University	Vilnius Pedagogical University	Vilnius University	P value according to Kruskal-Wallis
	Mean (M)				
Provide with knowledge	3,52	3,42	3,16	3,36	0,14
Develop general abilities	3,40	3,19	3,04	3,18	0,09
Develop practical abilities	**2,95**	2,75	2,47	2,50	***0,02***
Develop knowledge application abilities	2,83	2,88	2,55	2,84	0,10
Develop a personality	**3.31**	3,13	2,75	3,0	***0,01***
Develop intellectual, creative powers	**3,19**	2,94	2,53	2,89	***0,002***

Šiauliai University students assess provided knowledge best (M=3,52), and the development of knowledge application abilities – worst (M=2,83). Klaipėda University students evaluate provided knowledge best (M=3,42), and the development of practical abilities – worst (M=2,75). Vilnius Pedagogical and Vilnius University students also give the greatest significance to rendering of knowledge (M=3,16/M=3,36), and assess the development of practical abilities worst (M=2,47/M=2,50).

Statistical significance was noticed in the statements "develop practical abilities" (p=0,02), where Vilnius Pedagogical and Vilnius University respondents are distinguished by lower assessment. Like in the statement "develop a personality" where Vilnius Pedagogical University students give lower assessments (M=2,75) compared to others and in the statement "develop intellectual, creative powers" where a particularly high statistical significance is observed (p=0,002) due to different distribution of the students of all four universities.

During the study it has been sought to find out how the respondents of socio-educational studies assess study methods used in study programmes (practical placements, seminars, laboratory, independent work, term papers and final papers). Research data enable to state that such study methods which are based on rendering of knowledge (lectures) and can be related to the form of accounting (independent works: independent preparation for the lecture, papers, essays, etc.) or to the testing of knowledge are assessed by the students best.

Worst assessments are given by the students of socio-educational study programmes to such study methods which are related to practical activity, application of knowledge and abilities in everyday scientific and practical activity. Such assessment shows that the universities are more orientated to rendering of theoretical knowledge and insufficient relating of theory and practice, which students name as one of the most significant matters in the process of studies. Because the universities, unlike colleges and vocational training centres, are more orientated to theoretical, scientific activities in order to meet students' needs of practical competencies and abilities, the university academic communities should think how to organize more effective practical placements that encompass consolidation of knowledge in the practical activity. The respondents' attitude to study methods used in study programmes is presented in Table 2:

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Table 2. Assessment of study methods by universities (M, p)

University / Share of the volume	Šiauliai University	Klaipėda University	Vilnius Pedagogical University	Vilnius University	P value according to Kruskal-Wallis
	Mean (M)				
Lectures	2,29	2,25	2,25	2,20	0,95
Seminar works	**2,36**	1,81	1,98	2,14	*0,00*
Practical-laboratory works	2,24	**2,25**	1,81	1,83	*0,00*
Independent works	2,24	**2,27**	1,92	1,90	*0,00*
Practical placements	**2,12**	1,73	1,88	1,73	*0,00*
Term, Bachelor papers	2,20	**2,31**	1,94	1,85	*0,00*

As it can be seen from the given data (Table 2) Šiauliai University students assess seminar works most favourably (M=2,36), and give lowest assessments to practical placements (M=2,12), independent works (M=2,34) and practical-laboratory works (M=2,34). Klaipėda University students give highest assessments to writing of term and Bachelor papers (M=2,31), independent works (M=2,27), and lowest – to practical placements (M=1,73) and seminar works (M=1,81). Vilnius Pedagogical University students gave highest significance to the lectures (M=2,25), and lowest – to practical-laboratory works (M=1,81), practical placements (M=1,88) and independent works (M=1,92). Vilnius University students gave highest assessments to the lectures (M=2,20), seminar works (M=2,14), and lowest – to practical placements (M=1,73) and practical-laboratory works (M=1,83).

Analyzing the assessment of the given study methods, different opinions of students studying university socio-educational study programmes also showed up. Though statistically significant difference has not been identified (p=0,95), in analyzing the assessment of lectures in separate universities differences show up. As to other study methods, statistically significant differences of opinions have been identified (p=0,00). Seminar works are best assessed by Šiauliai University students (M=2,36), worst – by Klaipėda University students (M=1,88). Practical laboratory works are best assessed by Klaipėda University students (M=2,25), similar assessment is also given by Šiauliai University students (M=2,24), worst – by Vilnius Pedagogical University students (M=1,81). Independent works are best assessed by Klaipėda University students (M=2,27), worst – by Vilnius University students (M=1,90). Assessment of practical placements distinguishes by particularly distinctive differences of opinions: Šiauliai University students gave one of the lowest assessments to this statement (M=2,12), but these are the highest assessments compared to other universities. Lowest assessment of these methods were given by Klaipėda and Vilnius University students (M=1,73). Writing of term papers, Bachelor papers is also differently assessed by the respondents: highest assessments are given by Klaipėda University students (M=2,31), and lowest by Vilnius University students (M=1,85).

The analysis of the data of this block of study enable to confirm the previous generalization; the universities, training social educators and social workers, are more orientated to the delivery of theory, rendering of knowledge but they lack the development of practical activity, practical competencies and abilities.

In order to find out the students' attitude towards the dynamics of the development of study programmes, the possibilities of changes and their improvement, the respondents were asked what they would change in the study programme if they had an opportunity.

The obtained data show that what students lack most is teaching materials (49,7%), premises for individual work (37,3%) and more seminar classes instead of general lectures (33,7%). The respondents would like to change the existing situation in the areas of writing tests (5,7%) and individual accounting (7,3%) least.

Thus, it can be generalized that the students are most dissatisfied with teaching materials: they lack teaching books, conspectuses and handouts. Besides, the changes in the improvement of physical environments are treated as a priority: the students lack premises for individual work, tutorials because at the moment the lecturers consult students in common rooms or departments, dean's office premises that are intended for general use. Anyway, there are respondents who chose the answer "I would not change anything" (10,9%); it means that part of the respondents are satisfied with the existing situation.

The expressed students' assessments are sufficiently subjective and determined by their personal needs and the resources already possessed by the universities. The data of the students' interview show that Šiauliai, Klaipėda, Vilnius Pedagogical University students lack teaching materials most. Vilnius University students are more orientated to the increase of the number of seminars; this shows that the students particularly lack practical activity. The students of all universities would least change the order of test writing and accounting. The research on the students' attitude about the possibilities to reform and improve study programmes would probably provide academic communities of the faculties and departments with useful information on what could be improved in the areas of preparation of studies, order of accounting and creation of physical environments.

Generalizations

- Training of social educators/workers as new professionals, which began in the higher educational institutions of our country 10-15 year ago, is not yet sufficiently studied; therefore, it is important to look at these study programmes from the inside, in the eyes of academic community, so that it is possible to assess the advantages and model the changes. It is evident that the data of the analysis of the students' attitude and interpretations should not be made absolute and should be perceived only at the level of the carried out study as the possibility to model changes and encourage the efforts of university academic communities. During the research it was important to perceive general peculiarities of socio-educational programmes and not the deficit or excess of separate universities, moreover that in the current situation there is a shortage of a clearer strategy for the development of national social and educational sciences and studies.

- Research results force to become more attentive because the vast majority of the entrants to socio-educational study programmes entered guided by accident, the wish to have a diploma of higher education and studies closer to home. This enables to think that students have too little information about socio-educational programmes or there is an image that it is not difficult to enter these study programmes at all; after all, the entrants are provided with the conditions to enter the speciality, to which the student is little motivated because the entrance sheet contains twenty entrance possibilities. Often a young person is not resolved regarding the entrance to one or another study programme, often students list even such study programmes which are of little interest to them and to which their future is not related.

- The analysis of students' assessments enable to state that the students give best assessments to such study modules which are grounded on rendering of knowledge (lectures), worst – to such study methods which are related to practical activity, application of knowledge and abilities in the scientific and practical activity. Such

assessment shows that the universities are more orientated to rendering of theoretical knowledge and insufficient linking of theory and practice, which students name as one of the most significant matters in the process of studies. It is evident that the universities, unlike the colleges or vocational training centres are more orientated to theoretical, scientific activity.

- ▪ Research data show that the students are most dissatisfied with the shortage of teaching materials for studies: they lack teaching books, textbooks, teaching studies and handouts. The improvement of the educational environments of the universities is also indicated as a distinctive deficit: students lack premises for individual work, tutorials. One cannot but agree that these shortcomings are important for the quality of studies because the teaching materials are necessary for the development of knowledge and individual tutorials are particularly necessary for students while preparing accounting and final works.

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PSYCHOLOGICAL WELL-BEING OF FUTURE SPECIALISTS IN THE INTEGRATED EDUCATIONAL ENVIRONMENT AND THE FACTORS OF ITS FORMATION

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Abstract

This paper deals with the factors affecting the psychological well-being of the person; the intensity of indexes of psychological well-being of personalities of both students with disabilities and healthy students in integrated groups has been analyzed: self-relationship, self-realization, and orientations of life-sense, interrelation of the past, present and future in the structure of psychological time of personality life have been discussed.

The students with disabilities have more expressed demand in support and positive attitude to them. The reliable differences of a number of indexes of self-realization have been found, such as spontaneity ($p<0,001$), competency in time, value orientations, flexibility of behaviour, sensibility to oneself, self-esteem, self-understanding ($p<0,05$). The differences of life-sense orientations of students with disabilities are more expressed in such categories: orientation to process ($p<0,001$), locus of control of Self ($p<0,001$), and persistence in gaining the goal ($p<0,05$). Indexes of psychological time of personality life are expressed in the estimation of the expected span of life. Only 40 percent of students with disabilities have adequate psychological and chronicle ages but 27 per cent have overestimated and 33 per cent underestimated indexes.

The great significance of social environment is shown in the process of adaptation and integration in educational environment.

Key words: *Psychological well-being of the personality, self-attitude, self-actualization, life goals, values, temporary perspective.*

Introduction

The problem of psychological well-being of personality in psychology and in other sciences has deep roots. The urgency of investigation has been caused by practical necessity in determination and development of inner personality factors that promote its adequate social behaviour and self-realization.

The context of the problem obtains the special meaning in the period of professional development of a personality, because psychological well-being of future specialist's personality is a very important component for effective and successful professional activity that requires realization of personal abilities.

However, despite the widespread concept "psychological well-being" in the scientific and popular literature, contemporary national psychology has its own generally accepted definition.

A significant amount of works (Bakhareva, 2004, Fesenko, 2005, Dzhidarian, Antonova, 1995, Golovaha, Kronik, 1984, Panina, 2006 and others) are devoted to studying of the problem. The concept of psychological well-being is associated with a number of relative concepts: "mental health", "normal and abnormal personality", "positive lifestyle", "emotional comfort", "quality of life", "self-actualization personality", etc. (Fesenko, 2005). Often the concept of psychological well-being refers to a category known as "mental health".

Theoretical basis for understanding the phenomenon of psychological well-being research was started by Rieff, Bredbern and others whose works are devoted to the studying of subjective well-being of the personality. It initially included the concept of happiness, life satisfaction, positive emotional, psychological health, fortitude, etc. However, the understanding of happiness, defined as the balance between positive and negative affect, was not widely disseminated. Logically Argayl in his book "The Psychology of Happiness" rarely uses this concept because "happiness" can be regarded as awareness of one's life satisfaction, or as the frequency and intensity of positive emotions" (Argayl, 2003).

Targeting the subjective well-being, the orientation of researchers is associated with the principle position that is evaluated only by the personality in terms of one's values and goals. As the latter are always individual, it cannot be the universal structure for all the well-being. The only thing that is left is to study the factors that influence upon the feeling of happiness and satisfaction.

The term "subjective well-being" can be found in literature as a synonym with term psychological well-being (Bocharova, 2005). One of the researchers of this phenomenon, Shamionov (Shamionov, 2003) defines it as a concept expressing person's own attitude to his/her personality, his/her life and the process is of great significance in terms of assimilation of normative ideas about the external and internal environment, and is characterized by a sense of satisfaction.

Psychological well-being consists of two major components: the prevalence of positive emotions over negative and positive assessment of one's life. This division is relatively holistic in terms of understanding of the interrelation of components (Panina, 2006). There is a distribution of the well-being components into the cognitive and emotional ones from the standpoint of the nucleus and the background (Dzhidarian, Antonova, 1995).

Understanding the structure of psychological well-being has been extended by Filimonenko, who states that it is not absolutely positive emotional experience, but rather serves as an emotional display of a person's confidence that he/she moves through life in the right direction (Filimonenko, 1997).

Such understanding of well-being does not simply underline the importance of future prospects and personal aspirations, but also in some way makes them as components of the well-being.

Referring to the integration of different theories related to well-being, Rieff offers a generalized model of psychological well-being, which includes six components: a positive attitude towards oneself and one's past life (Self-Acceptance); the development and self-actualization (Personal Growth); relationships with others filled with caring and trust (Positive Relations with Others), ability to follow one's own convictions (Autonomy).

The theoretical concept of subjective well-being is basically created in the context of existential-phenomenological approach but there are also original and independent models of subjective well-being, in particular, in the works of Voronina and Fesenko (Voronina, 2002, Fesenko, 2005).

According to A. V. Voronina's model psychological well-being is defined as a systemic quality of the person, obtained in the process of life and on the basis of psycho-physiological safety functions. The subject is revealed in the experience of the content fullness and value of life in general as a means of achieving domestic social-oriented goals and serves as a condition of realization of one's potential capabilities (Voronina, 2002).

Analyzing the variety of approaches to the concept of psychological well-being, Fesenko proposes to understand this construct as a rather complex experience of satisfaction with the life, reflecting both a current and potential aspects of a person's life (Fesenko, 2005). Thus, psychological well-being is an integral index of the degree of person's direction to realization of the fundamental components of positive functioning as well as the degree of the realization of this direction. This direction is expressed in the subjective sense of happiness and satisfaction with one's own life.

As an integral relevant to the personality education, psychological well-being exists in dynamics and includes temporary and motivational aspects of activity. It can also be presumed that the psychological well-being depends on the degree of realism, structure and integrity (consistency of future, past and present) of life perspective of personality that include the aims, objectives, values and aspirations.

The object of the research is psychological factors and the peculiarities of psychological well-being of students with disabilities and healthy students in integrated groups.

The aim of the research is to identify characteristics and factors of psychological well-being formation of the personality in an integrated educational environment by means of comparative diagnostics between students with disabilities and healthy students, the interrelation of indexes with valuable self-entity, especially the perception of the relationship of the past, present and future in the structure of psychological time of personality, capabilities and features of self-actualization of students in integrated educational environment.

Tasks of the investigation:
1. To find out the contents and main components of the *psychological well-being of the personality* concept in the literature on Psychology.
2. To determine the specific peculiarities of intensity of *psychological well-being* indexes of students with disabilities and healthy students.
3. To set up the interrelation of *psychological well-being* indexes of students with disabilities and healthy students, and as a result to find out the possibilities of personal development optimization and self-realization of the students in the integrated environment.

Methods and Organization of the Research

The following methods of diagnostics have been used in research: self-rating (Stolin-Panteleev); SAT (self-actualization test methods, adapted version, Shostroma), SLO (sense life orientation, Leontiev); perception of the relationship of the past, present and future in a psychological structure of personality (Kronik), diagnosis of volitional self-regulation.

The research was conducted in the integrated groups of students of the Open International University for Human Development "Ukraine", where healthy students and students with disabilities study together.

In mathematical and statistical data processing the methods of analysis have been used

to calculate probability differences between samples, descriptive statistics and correlation analysis.

96 students with special needs and 82 healthy students took part in the experiment.

The SPSS 13.0 statistic programme has been used for results processing.

Results of the Research

It was expected to find significant differences in examined indexes of healthy students and students with disabilities, whose development is determined by the lack (deficit) of personal resources.

Intensity of indexes, represented in Figure 1, shows non-significant differences in personality profiles in the selected groups of students.
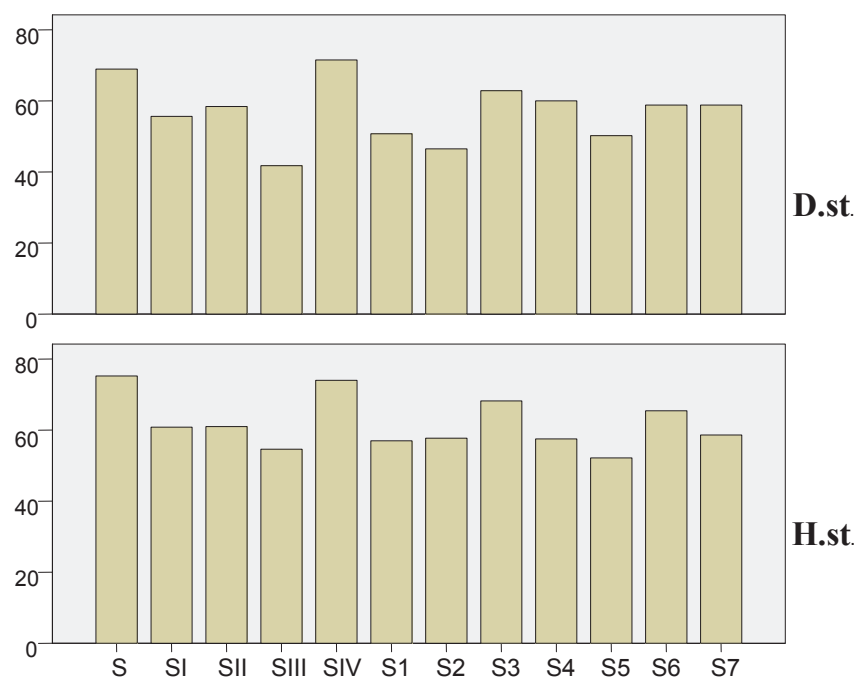
Figure 1. Intensity of Self-Attitude Index (on the method of Stolin-Panteleyev)

Note: S – integral scale; SI – self-esteem; SII – auto sympathy; SIII – expectancy of others' positive mode; SIV – self-interest; S1 – complacency; S2 – expectancy of others' attitude; S3 – self-perception; S4 – self-consistency; S5 – self-accusation; S6 – self-interest; S7 – self-understanding.

D.st. – students with disabilities; H.st. – healthy students.

To assess differences the samples using t-Student criterion were compared.

Reliable significant differences were found only on the scale of positive expectations of positive attitude to others (p<0,001).

As seen from the data in Figure 2 the similarity of profiles of indexes of personality is characteristic in the selected groups.
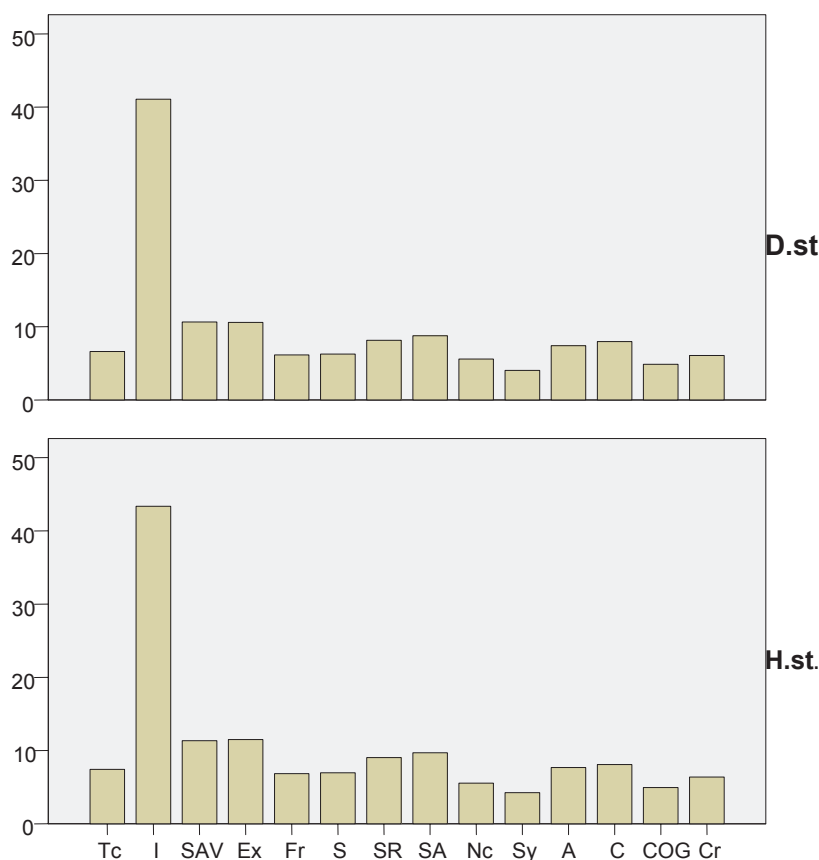
Figure 2. Intensity of Self-Realization Index (SAT's method)

Note: Tc – competence over time; I – support; SAV – values ; Ex – flexibility behavior;Fr – sensitivity to oneself; S – spontaneity; SR – esteem; SA – self; Nc – understanding of human nature; Sy – Synergy; A – acceptance of aggression; C – communication ability; COG – cognitive needs; C – creativity.

D.st. – students with disabilities; H.st. – healthy students.

Significant differences were found in indexes of spontaneity scales (p<0,001), competence in time, support, value orientations, behaviour flexibility, sensitivity to oneself, self-esteem, self-perception (p<0,05).

In the orientation of the sense of life the differences are manifested on the scales and focus on process (p<0,001) and control I (p<0,001) indexes which are more shown among students with disabilities. Also for the latter more characteristic feature is persistence in gaining goals (p<0,05).

The method of Kronik was used (Kronik, 1984) to detect the possible regulation of consciousness and behaviour of a person with disabilities through the study of perception of the interrelation of the past, present and future in the structure of psychological time. It made it possible to reveal some psychological differences of students with disabilities and healthy students. The results are presented in Table 1.

The above data show that the span of life of the students with disabilities is expected to be lower than of healthy ones and differ in average by 26 years. Unfortunately, the cases have been encountered when a 20-year old person plans to live 27-40 years. The estimation of life expectancy as an index of psychological well-being is a subjective index of the health level.

Table 1. Average Subjective Ratings of Students' Life

		LT	SF	PA	RA	EPr.	EP	EF
D.st.	$\overline{X}$	68,7	0,36	22,6	19,5	3,4	6,3	6,9
	S	12,4	0,08	4,7	2,5	1,5	1,6	1,8
H.st.	$\overline{X}$	94,7	0,23	20,9	19,4	4,9	5,6	6,3
	S	8,2	0,06	2,1	2,3	1,7	1,2	1,6

Note: LT – lifetime (duration of life), SF – a sense of realization, PA – psychological age, RA – real age, EPr., EP, EF – evaluation of the past, present and future;
D.st. – students with disabilities; H.st. – healthy students.

Feasibility index depends on the specific gravity of one's past in subjective picture of life. Healthy students have this index lower in data and that shows a bigger perspective in this aspect. But for students with disabilities, this index is within the norm for this age group (0.35–0.40, Kronik).

Psychological age (PA) of a person is an integral index of a person's attitude to life time and its correlation with passport data (chronological age - CA). The PA of healthy students is found to be close to CA.

Students with disabilities have higher index than healthy students.

The difference of the data draws attention: only 40% of students with disabilities have adequate PA and CA; 27% of students of this category have this index within 14 years that can be an indicator of non-realized creative potential; 33% of these students have the difference about 28 years, that can cause pessimism and unbelief in opportunities of life, and may be accompanied by pronounced consumer and hedonistic orientations, because a too high PA correlates with lower rates of health state, energies, mood and life satisfaction (Kronik, 1990).

Indicating a person's attitude to one's present, past and future, estimation of five-year span of life and its level witnesses the high importance of student years in the life of healthy students and students with disabilities. A small number of 10-point rating suggests rational perception of their existence.

Summary of the research results

Thus, the data of the experiment indicate a lack of expressiveness in personalities of students with special needs and adaptability to the conditions of integrated education.

However, the relationships inside the selected groups have some differences. The students with disabilities need the support from the environment. It concerns the forming of life tasks and receiving feedback in the process of life activity.

The social environment has a significant impact on efficiency and quality of life for students with disabilities, both in the sense of real assistance and psychological support to their subjective well-being.

In intercorrelation matrix of indexes that characterizes the personality of healthy students, most indicators are characterized by an extensive network of mutual correlations. That is not observed in the experiment of students with disabilities.

These characteristics indicate differences in comparable categories of personal organization of examined students. The relationships in personal characteristics of healthy people are interchangeable and flexible, but these links of people with disabilities are organized

in one direction, the links are mainly determined by the indexes of expectations of support of others and expectations of positive attitude from others.

Conclusion

1. The analysis of the research on this theme has permitted to determine *psychological well-being of the personality* concept as a complicated experience of satisfaction in one's own life that reflects simultaneously urgent as well as potential aspects of personality life. It is integral index of person orientation degree for realization of basic components of positive functioning and the degree of realization of this orientation. Subjectively it is expressed in the experience of self-satisfaction and satisfaction in one's life.

2. The students with disabilities have more expressed demand in support and positive attitude to them. The reliable differences of a number of indexes of self-realization have been found such as spontaneity (p<0,001), competency in time, value orientations, flexibility of behaviour, sensibility to oneself, self-esteem, self-understanding (p<0,05).

The differences of life-sense orientations of students with disabilities are more expressed in such categories: orientation to process (p<0,001), locus of control of 'Self' (p<0,001), and persistence in gaining the goal (p<0,05).

The differences in the indexes of psychological time of personality life are expressed in the evaluation of expected span of life. The span of life of students with disabilities is 68, 7±12, 4 years while the healthy students' one is 94, 7±8, 2.

Indexes of psychological time of personality life are expressed in the estimation of the expected span of life. Only 40 percent of students with disabilities have adequate psychological and chronicle ages but 27 per cent have overestimated and 33 per cent underestimated indexes.

3. The system of building links on personal characteristics of people with disabilities is less dynamic and adaptive and an important component of this system is a support from others. Due to the resource of this system the self-regulation is completed and other structures of the personality are mobilized.

The success of the self-realization of the person with disabilities is to provide opportunities for "Self" development by one's own efforts in joint activities with other people in an integrated educational environment, and the society in general.

Whereas the psychological well-being of the personality depends on the characteristics of the environment, personal space and opportunities, one can influence on psychological well-being and quality of life of students with disabilities providing positive attitude and optimal psychological support in integrated groups.

Awareness of life is positively correlated with indexes of psychological well-being of the personality. That is why the improving of psychological well-being will promote the increasing of life awareness indexes, awareness of life goals and the possibilities of their achievement.

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III. DISABILITY STUDIES

TECHNOLOGICAL SUPPORT IN THE PROCESS OF INTERACTION OF THE PSYCHOLOGIST AND THE SPECIAL TEACHER

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Abstract

Developmental psychology does not provide desirable results in the development of a child with special needs in the process of his or her education if the teacher does not come together with the psychologist in revealing and removing disbalance between education and development of each child. In this report the unconventional approach to use of computer technologies to support the process of interaction of the psychologist and the teacher has been considered – the "dialogue" on the problem of the relation of education and development of a child with the special needs.

Developing and diagnostic computer environment "World through your window" has been created, which is special educational tools with the following functions:

▪ To make "visible" the problems of child development that are hidden in conventional education;

▪ To show how to transform the selected problems of child development into the special tasks of his/her education;

▪ To show how to correlate "steps" in child development to "steps" in a teacher's technique.

The report shows how to use this kind of special tools for revealing and removing disbalance between education and reading development of a child.

Key words: *computer technologies, educational tools, special needs, reading development.*

Introduction and problematics

The researchers of the different countries of the world in last decades gave huge attention to studies aimed at the determination of the role and functions of computer technologies both during education of children with special needs and during teacher training and retraining. Each of the created computer programmes reflects one or another concept of use of computer technologies in special education of children or in the system of training of specialists (Elsendoorn, 1999; Printzen, 1991).

In the present report the unconventional approach to use of computer technologies during teacher training and retraining for the system of developing education of children with the special needs has been considered. The special role has been assigned to computer technologies, namely the role of support of the process of interaction of the psychologist

and the teacher, or support of "dialogue" on the problem of the relation of education and the development of a child with the special needs.

Accordingly, the following unconventional functions are assigned to computer technologies:

- to make "visible" the problems of the development of a child that are hidden in conditional education;
- to show how to transform the revealed problems of the development of a child to special tasks of his/her education;
- to show how to correlate "steps" in child development to "steps" in a technique of the teacher,
- to attract attention to the basic substantial lines of the development of a child and to adequate educational tasks.

Why are just this role and these functions for computer technologies considered so important?

In the system of developing education the psychologist is called to help the teacher to analyze the results of education from the point of view of progress in child's development, to correlate the contents and methods of education to a level of actual development of each child and to "a zone of proximal development". The psychologist should solve a difficult and not always pleasant task, namely to show the teacher the mistakes that he/she made and that have resulted in disbalance between development and education. Thus, every time an interaction of the psychologist with the teacher is directed to the change of the attitude of the teacher to the results of the work in aspect of development of a child, to certain reorganization of professional thinking, overcoming of "stamps" of professional consciousness. It is obvious that words and explanations are not sufficient for the psychologist in the solution of such tasks. The certain work with the teacher is required. It is necessary to create such conditions where the teacher himself/herself could find out that disbalance between development and education which is seen or even obvious for the psychologist. Only after that the teacher is really ready to participate in a constructive dialogue with the psychologist about the mistakes in the work that have resulted in this disbalance and about necessary changes.

Specific substantial area of learning to read, which is one of the most difficult for the teacher working with a child with the special needs, has been addressed. The examples have been given how with the help of computer technology the hidden problems of reader's development of a child become visible for the teacher and how the conditions for teacher's reinterpretation of the results of own professional activity in the aspect of reader's development of a child are created.

Computer environment "World through your window" – reinterpretation of the results of teacher's professional activity in the aspect of the development of a child

One of the most typical and frequent stamps of professional thinking of the teachers of special schools is their belief that the understanding of the whole text is the sum of understanding of its separate parts. They believe that if the child understands all words and sentences included in the text he/she will understand the text as a whole. Teachers do not declare it but they construct their work with a child coming from this belief. At lessons they aspire to create the conditions for mastering all elements of the text (words and sentences) and hope that in this case the text as a whole will be understood by the child. They explain difficulties of understanding of the text by children first of all by ignorance of lexicon and grammar. For researchers and for qualified psychologists these are quite obvious misunderstandings. It is clear for them that the understanding of the whole is not provided with understanding of its

parts. The psychologist understands that the difficulties of a child may be in the absolutely other field since the methods of the analysis of the text as a whole (main mechanism of reader's activity) may not yet be formed. The psychologist makes many efforts for the explanation to the teacher of the mechanisms of reader's activity, convinces the teacher in the necessity of the reorganization of the contents and technique of learning to read in relation to particular child, but these explanations rather frequently do not have influence on the teacher because he/she continues to see difficulties of understanding of the text by children through a prism of the stamp of professional thinking: "Understanding of any text is provided with understanding of a verbal line". To destroy this belief and to turn the teacher to real problems of the development of reader's activity of a child, the psychologist should help the teacher to independently make the discovery that the difficulties of a child are not in that area. This is the purpose of the psychologist at the first stage of interaction with the teacher. For the achievement of this purpose the psychologist needs some means and tools. One of such tools is the computer programme "Stories about seasons", which is the part of computer environment "World through your window" (the authors of the programme are Goncharova, Kukushkina, Korolevskaya, 1994, 1996, 1997, 2003).

"Stories about seasons" is a set of tools for detection of shortcomings just in reader's activity of a child, revealing disbalance between learning to read and reader's development.

In the present article only one of its units, "What is a problem?" will be referred to, which is directly intended to convince the teacher that a child, in spite of understanding words and sentences included in the text, cannot understand the text, and that the difficulties experienced by a pupil are caused by poor formation of those or other methods of the analysis of the text as a whole.

The unit "What is a problem?" contains special material for solving the problems. The unit consists of the set of the texts-exercises both for a child and for the teacher. The task of a child is to understand what season is described in the text, and the task of the teacher in the observations of a child's work and its results is to determine those shortcomings of reader's activity that complicate understanding. The texts are constructed so that the child does not experience difficulties both in lexicon and in grammar and the problems in understanding of the text are related to shortcomings of reader's activity proper.

In the programme the principle of offering one task (to determine what season is described in the text and to choose the appropriate button "Spring", "Summer", "Winter", "Autumn") and a number of texts which are complicated on the certain parameters have been used. All texts are short (no more than 5 sentences) and simple in lexicon and grammar. Essentially these parameters of texts are not made complicated. Instead, the requirements to mental activity of the child that ensures understanding of reading material are made complicated. According to this principle the texts are organized in five libraries: each library is a certain type of text; a certain type of text corresponds to a certain technique of mental activity. To show the different techniques of the analysis of different types of texts the examples of one text from each library have been given.

To understand what season is spoken about in the texts of the first library, it is enough for a child "to see" the key sentences with the description of obvious attributes of various seasons. For example: "It is hot outside. Katya put on her swimsuit and ran to swim. Katya's puppy ran together with her to the river. The dog jumped into water and swam for long time".

Understanding of the texts from library 2 is a little more difficult task. They do not contain obvious, direct indications on a season (for example: snow, frost). The child needs "to see" the key sentences with the description of attributes "of the second order" (snow-drift etc.). For example: "Sasha looked out of the window. Mummy came into the room and said: "We are going to have dinner". Sasha answered: "Mummy, look out of the window. Ice is floating in the river".

Understanding of the texts from library 3 is a much more difficult task. The different parts of the text generate hypotheses that contradict each other. For example: "Kolya looked out of the window. It was raining outside. It was wet and slippery. It was warm and comfortable at home. Coloured balls were hanging on the fir-tree".

Working with this library, it is possible to come to the conviction that the knowledge of lexicon and of grammar is completely insufficient for understanding of the whole text. It is possible to see whether the child masters the elementary techniques of text analysis: ability to compare contradicting hypotheses about a season from different fragments of the text and ability to distinguish true and false, certain and uncertain messages provoking a false hypothesis.

To understand the texts from library 4, a child should "summarize" the information taken from different pieces of the text. Only such a method will allow to precisely determine the season. For example: "Lena and Olga wanted to buy ice-cream. They looked out of the window: it was raining outside. The girls took umbrellas, put on raincoats and went out. The trees stood naked. It was cold".

Working with this library, the teacher can see once again that the knowledge of lexicon and of grammar is insufficient for understanding of the whole text. The teacher should teach a child to master the certain methods of the analysis of the text.

Library 5 contains a set of the texts for the presentation in parts. The text is showed by the computer not wholly but in the form "sentence by sentence". In this exercise the child answers to the same question in the course of reading after the addition of each following sentence but not after he/she finished reading of the whole text.

For example: "It was cold. The sun was shining brightly. Suddenly a large black cloud appeared in the sky. It was snowing. It was windy; yellow and red leaves were floating."

This text occurs before a child by portions:

1. It was cold.
2. It was cold. The sun was shining brightly.
3. It was cold. The sun was shining brightly. Suddenly a large black cloud appeared in the sky.
4. It was cold. The sun was shining brightly. Suddenly a large black cloud appeared in the sky. It was snowing.
5. It was cold. The sun was shining brightly. Suddenly a large black cloud appeared in the sky. It was snowing. It was windy; yellow and red leaves were floating."

The change of the way of the presentation of the text enables to analyze the process of understanding of the context which is always hidden from teacher's eyes. Observing hypotheses the child puts forward in the course of reading the teacher can see if each following sentence enforces the child to think again on previous one, or the text is "breaking up" during reading in pieces independently from each other, and each sentence makes the child to generate a hypothesis which is independent from the previous one.

Thus, working with the offered libraries of the texts-exercises, one may consistently check up the formation of the following skills in a child:

- to find out obvious attributes of seasons in the whole text and to be guided by them;
- to find out the hidden attributes of seasons in the whole text and to be guided by them;
- to compare contradicting hypotheses about a season from different fragments of the text;
- to distinguish true and false, certain and uncertain messages provoking a false hypothesis;

- "to summarize" the information taken from different "pieces" of the text;
- to predict the subsequent events on the basis of the read part of the text and to check up the hypotheses;
- to reconstruct the whole picture of the events described in the text.

Working in logic of the computer programme, the teacher can exclude one by one the possible reasons of misunderstanding of the text. The teacher starts with the reasons that are the simplest and obvious for him/her and finishes with the estimation of the extent of the formation of main reader's ability, namely, desire and skill to perceive the contents of the text as whole.

Thus, the computer programme contains the material (set of the texts-exercises) and implicitly contains the strategy of action (method of consecutive exclusion of the possible reasons of misunderstanding of the text). For the psychologist this programme is the tool allowing to give the teacher an opportunity to independently find out those problems of reader's development of a child that were hidden for him/her. This is the tool allowing to organize the conflict between experience and notions that teacher had before and newly acquired experience. Only such a conflict provides the basis for reinterpretation of settled "stamps" of professional thinking.

Stages of work.

Estimation by the teacher of the texts-exercises from the point of view of their accessibility to the pupils.

The experimental probation of the computer programme during retraining of the teachers of special schools has shown that by getting acquainted with the texts from the computer programme (software) the majority of the teachers considers them as accessible to the pupils. At their lessons children read the texts that are much longer and more difficult. Therefore, teachers, as a rule, are convinced that their children will understand such short and simple texts.

Correlation of a hypothetical estimation with real results of carrying-out of the tasks by children

The teacher is offered to invite a child and to ask him or her to carry out these exercises. Here is the point when teachers are evidently convinced that, knowing words and sentences included in the text, children frequently cannot understand the texts that seemed so simple. The teachers very emotionally experience that their assumptions and reality so obviously differed. The teacher sees how the text during reading is "breaking up" in a child's head to separate pieces, with each new sentence generating a new independent hypothesis. Just at this moment the teachers begins to realize how difficult is the task of understanding of the text as a whole for a child and how little attention was given to this task at the lessons of reading. Many teachers at this stage spoke:

"How could I not see it?... But I did not work on it… How difficult it was for children... It is necessary to change the programme on reading…"

Now disbalance between learning to read and reader's development of children becomes visible for the teacher and he or she is ready for constructive dialogue with the psychologist.

Dialogue with the psychologist – "what should be changed"

By finding out these new reasons of misunderstanding of the texts by children lying in the area of reader's development of a child, the teacher asks himself/herself the question: "What should be changed?" The teacher asks the psychologist to help in the reorganization of the process of learning according to the level of reader's development of each child and a zone of proximal development.

Using the resources of the computer programme for transformation problems in development of reader's activity to special tasks of learning

The computer programme "The seasons" contains the special unit "Learning to think" which helps the teacher to transform problems in development of reader's activity to tasks of learning. The exercises help a child to learn to comprehend a phrase outside the context and then the same phrase in the context of the whole text. The tasks are made to demonstrate to a child that the change of the context necessarily entails change of a hypothesis. It is just this "discovery" every child does in the unit "Learning to think".

Conclusion

The developed approach to the creation of the computer programmes that are the pedagogical tools for revealing and overcoming disbalance in different substantial areas of education of children with the special needs is realized in the computer environment "World through your window" (includes 5 parts with more than 600 exercises) and some other programmes.

Specific theme or specific "stamps of professional thinking" in one or another area are not important for the developed approach. Its essence is the emphasis on the special direction of work on the formation of teacher's reflection on the results of the professional activity in the aspect of development of a child. The prospect is teachers' use of computer technologies as tools for revealing and overcoming disbalance between development and education.

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REFLECTIVE ACTIVITIES OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND TEACHERS IN THE SELF-EDUCATIONAL PROCESS

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Abstract

The article considers reflective activities of pupils with special educational needs and teachers, analyzing experiences and meaningfulness of reflective activities. Data of the analysis of special educational needs pupils' and teachers' diaries are presented, emphasizing qualitative changes in teachers' and pupils' reflective activities.

Key words: *teacher's and pupil's reflective activity, pupil with special educational needs.*

The necessity of reflective activities in pedagogical practice is emphasized by numerous Lithuanian and foreign researchers. Researchers emphasize adult learners' reflective learning, characterized by contemplation (search for causal links, considering, formulation of conclusions), learning reflective skills (relating theory and practice, perception of activity), experimental learning (trying out the theory in practice, development of practical knowledge), when the person records reflections about things that happened during the learning process, about sensations acquiring experience, and meta-reflection as an opportunity of further researches and discussions (Bubnys, 2007ab, 2009; Teresevičienė, Gedvilienė, Zuzevičiūtė, 2006). The teacher's reflective activity is analyzed (Ghaye, Ghaye, 1998; Moore, 2004, 2007; Taggart, Wilson, 2005), the teacher's diary writing method, helping to realize personal experience and personally important discoveries, is presented (Buehl, 2004; Campbell, McNamara, Gilroy, 2004; Lepeškienė et al., 2001; Pollard, 2006). In philosophy reflection is treated as thinking about thinking (Aristotle, Hegel), self-reflection, perception of the social system. Reflection encompasses realization of one's activity, personal abilities and analysis of behaviour in certain situations as one of the essential mechanisms for improvement of social competency. The process of reflection is directed towards analyzing and thinking over one's activity, inner self-feeling, feelings, and empathies. This is not just knowledge and self-perception but also finding out how others see you. Inner reflection is perception of personal activity, ideas and feelings. Outer reflection is perception of processes, events related to external world.

According to Moore (2004, 2007), who relates reflective activities to reflection in action, reflective practitioner does not devalue practical skills, techniques and knowledge but employs

them for constructive reflection and this helps to make the activity more efficient through the following:

- perception of "the whole picture", analyzing a lesson or a series of lessons, when one is not contented just with usage of tools as a way of testing but seeks to evaluate who learned what and how the educational process can be changed in the future;
- careful evaluation, planning and consolidation of one's as teacher's activity in the class, related to evaluation of one's and pupils' behaviour and attainments;
- perception of the teacher's contribution to the educational theory and research activities, orientating not only to what and when but also to how and why something is efficient;
- not only through choice and absorption of strategies but also through strategic thinking, creative, constantly considered activities, analyzing how the teacher's activity is related to chosen measures and to what is taking place in the class.

Having analyzed dynamics of the teacher's reflective activity, Moore (2004) emphasizes that reflective activities vary from perfunctory ritualistic reflection (the activity that has very little influence on professional pedagogical practice) to constructively critical reflection: the teacher's reflective activity that promotes changes in existing assumptions and conceptions, considering alternative practices or perspectives and personally contributing to activity development or change. The author distinguishes himself by teachers' activities grounded on ritualistic reflection, which is obliged by external factors and orientation to a competent professional who complies with standards (e.g., formal filling in the portfolio of competences); pseudo-reflection, when other people's (colleagues', parents', pupils', etc) activities are seen and emphasized rather that one's own activities; and productive, constructive or critical reflection, which is described as reflective activities, when situations, existing approaches, perspectives and expectations, seeking to change daily conceptions and activities, are analyzed.

Relevance of the research, presented in the article, is reasoned by a complex need to disclose what manifestation of features of theoretical concept of reflective activities in daily reality of the teacher and the pupil with special educational needs is like.

Research subject: reflective activities of the teacher and the pupil with special educational needs.

Research aim: to describe reflective activities and experiences of teachers and pupils with special educational needs.

Seeking this aim, the following data collection methods were applied: analysis of scientific literature, semi-structured interview, applying elements of in-depth interview; teachers' and pupils' diaries; and data analysis methods: qualitative content analysis (of interviews and diaries).

Research methodology and procedures
Research was carried out in two stages:
Stage 1. During the qualitative research, applying semi-structured interview method and in-depth interview elements, 76 (N=76) teachers and specialists from general education schools of Vilnius (1), Kaunas (2), Klaipėda (1), Panevėžys (1) cities and Akmenė (1), Kelmė (1), Pakruojis (1), Radviliškis (2) and Šiauliai (2) districts (in total 12 schools: basic (N=5), secondary (N=5), gymnasiums (N=2)) were interviewed. Research sample is non-probability, purposive sample. During the research it was sought to find out how teachers plan, implement, observe and reflect on their activities, what interactions they develop with pupils having special educational needs, their parents, colleagues, initiating changes in the educational process. Teachers were interviewed following good-will and ethical research principles (Bitinas, Rupšienė, Žydžiūnaitė, 2008); i.e., all participants of the survey were informed about the

research aim, confidentiality of data, and they verbally approved of recording the conversation on a dictaphone. The duration of one interview ranged from 20 to 40 minutes. Processing data, employing content analysis method, every respondent was given a code. Validity of research results was sought collecting data from descriptions of different cases, given by teachers and specialists from various Lithuanian schools. Reliability of results is reasoned by usage of model of semi-structured interview for different research participants. Given codes contain a number of the pupil's case (36 cases) and a respondent's position.

In stage 2 the diary analysis of the participants of the national pupils' creative works contest "I Can, You Can too" (teachers' and pupils') was carried out. Diaries (submitted for the contest in 2008 and 2009) were analyzed carrying out content analysis and applying phenomenological analysis principles (Bitinas, Rupšienė, Žydžiūnaitė, 2008a, 2008b): collection and analysis of information about participants' experience in creative activities, developed interactions and carried out activities in a different environment, and about meanings developed by participants of the educational process in objective reality, seeking to find what is common and unique. Data were obtained analyzing 15 teachers' and pupils' diaries, submitted in 2008 and 53 teachers' and pupils' diaries, submitted for the contest in 2009.

Teachers' Reflective Activities in Real Contexts

Character of teachers' reflective practice in the general education school, educating pupils with special educational needs (SEN), is reflected in two qualitative categories. These are **lack of need of reflective partnership:** <u>problem-in-the-capsule:</u> *actually there is a class and this is the very teacher's problem. We don't want to interfere in other people's matters [2 prad.][1];* <u>lack and need of reflective environments:</u> *but we, I don't think we have much of such orientated, continuous in our experience. Maybe such solitary or two-three times prevail? [36 soc.];* <u>formal pseudo-reflection:</u> *we discuss in our own company what is wrong, that they behave like this, but as to changing this behaviour, I don't think that is possible. We also can't give any practical advice to change these actions. [3 spec.].* Research data pertain to teachers' isolation, withdrawal, emphasized by Rogers, Rogers (2003), when it is stated: "your class, your problem" or "I don't have problems when he/she is in my class". Authors also underline teachers' natural fear to share their problems with colleagues or administration (particularly administration), so that they do not appear as fearful or incompetent. **Elements of reflective practice in teachers' activities are described**, based on Moore's (2004, p. 105) described positions of reflection: conception of <u>reflection in action</u>, presented by D. A. Schön (qtd. in A. Moore, ibid); this is reflection in action, in practice, which is carried out purposively, seeking to correct one's activity: *we impart, we talk. We also speak about other people's successes. They tell what has to be done [13 liet.]; and you think, how to find the way out of the situation, having talked, you adjust to a concrete case. Maybe nobody gives the recipe [34 pav.];* silent <u>reflection of the solitary</u>, which takes place in the "head", retrospective reflection, when lessons or events are considered: *sometimes I think over in the evening and can't get asleep and think [17 prad.];* <u>evaluations:</u> most often written, after individual lessons, limited to individual lessons, focusing on pupils' and teachers' roles: *I think over best when before the New Year I get ready to write something in assessment record books two weeks before, you have it with you before the parents' meeting and record and also when I write letters to my mum I review all these notes and this makes you stop [3 prad.];* <u>inner reflection of the professional,</u>

[1] Here and further text in italics signifies respondents' authentic speakings, language is uncorrected. Given codes indicate case number of the pupils with SEN and the respondent's position. Explanations of codes: *prad.* – primary class teacher, *soc.* – social educator, *spec.* – special educator, *liet.* – Lithuanian teacher, *pav.* – deputy head teacher, *psich.* – psychologist, *aukl.-dail.* – class tutor-Art teacher, *liet.-aukl.* – class tutor-Lithuanian teacher, *angl.* – English teacher

conveyed to other members of the same practitioners' community (not necessarily of the same school): *actually teachers encounter such tough problems, we can hear in the teachers' room, they share experiences a lot, look for various methods. They also come here and we talk, search. We talk and analyze the situation quite in depth. [27 psich.].*

According to A. Ghaye and K. Ghaye (1998), reflective practice encourages people to analyse what we they doing, their teaching and learning activities, and the context, in which teaching and learning takes place. Educating pupils with SEN, developing interactions with other participants of the educational process, teachers undergo various emotional experiences, ranging from pride of their activities: *last year I had the fifth form, it was this 5a form, other teachers did not want, avoided. I was offered. I knew what class it was. I accepted this challenge because all children belong to our school and somebody has to manage them. Because all 18 kids are from the village, you won't show yourself with them somewhere... [16 aukl.-dail.];* belief in success: *I as a teacher still believe. I say that hope is the last to die. I think that anyway education gives something. A steady drop will wear a hole in the rock. That we are anyway somewhat going forward, that everything will be all right [31 liet.-aukl.];* to anxiety: *worried what will be. You are not sure what person will grow up. God forbid, will he/she not get involved anywhere. If he/she doesn't think, a friend can involve him/her, he/she can do it himself/herself without thinking. And every day you expect that something of that sort of thing can happen [31 liet.-aukl.];* feeling of shame: *I used to fell very bad myself and felt ashamed before children [4 liet.];* helplessness: *and then you feel completely helpless. You think that you need a psychiatrist's help yourself because you can't do anything either as a specialist either goodwillingly or not [27 angl.];* insecurity: *I feel very unsafe in this pupil's home. Very unsafe [21 angl.].*

Describing reflective practice, teachers emphasize lack and need of reflective environment and reticence of solving problems; i.e., teachers are most often inclined to solve arising problems, conflict situations "in their room", "at the social educator's, deputy head teacher's, head teacher's) or calling parents and asking them to come to school. In their daily practice teachers are more often inclined to use instructions and orders, whilst, solving problems of pupils with special educational needs, they orientate to changing, disciplining pupils and not to their own activity analysis and developed interaction between participants of the educational process.

Reflective Activities: Diary Analysis of Participants (Teachers) of the Contest "I Can, You Can too"

National pupils' creative works contest "I Can, You Can too" (carried out in 2008 and 2009) initiated development of teachers' and pupils' reflective activities. The necessity to write diaries about pupils' and teachers' activities, emphasized in the regulations of the contest, received various responses ranging from protest (when teachers refused), information search (particularly in the first year of the contest, calling, writing letters and asking for explanations), silent acceptance *(if necessary, we'll do)* to admiration and perception of meaningfulness of the diary writing activity and creativity (this is demonstrated by various forms of diaries, aesthetic typography and openness, analyzing emotional self-feeling, outlining meaningfulness of the activity).

Diary writing encourages pupils and teachers to plan, carry out their activities and, having considered that, freely describe. Buehl (2004) emphasizes diary writing as an efficient strategy, promoting pupils to think what and how they learn and helping teachers to receive direct feedback. Pollard (2006) describes diary writing as a wonderful way to record impressions, feelings and opinions experienced in the class or at school and, analyzing notes, both review opinions, activities that were dominating in the past and relate them to current

events, foreseeing activity trends for the future. Campbell, McNamara, Gilroy (2004) relate diaries to deeper analysis of the situation, reviewing one's feelings, sensations and experiences, which helps to understand the existing reality better. Diary writing initiates development of reflective environments when the process of reflection becomes natural and encompasses both personal reflection on action (teacher's, pupil's, his/her parents') and reflection for action. Personal reflection on action dominates in teachers' (specialists') diaries; it is a kind of reflection of the carried out activity writing, taking minutes when and what happened. It is an announcement to the reader about pupils, particularly with special needs, (paying more attention to the analysis of disorders, sometimes minimally discussing abilities), the process of creative works, and succession of activities. This is announced in the titles of diaries "Mental Disability and Meaningful Activity" [G.7/09][2]; open integrated event for speech therapists, special educators of the district "100 Days at School" [V.M.3/08], etc.

Development of reflective environment is strongly influenced by teachers' reorientation from discussion and reflection of activities to analysis of the activity process and results during reflective activities; organization of reflective activities for various age pupils during lessons and after-school events and during social interaction (socialization processes); organization of reflective activities, orientating to development of teachers' and pupils' cognitive, functional, personal competencies, considering peculiarities of pupils' age periods. The teacher's abilities of reflective activities pertain to activeness in professional activities (feedback from other teachers during conferences, seminars, methodical meetings, cooperation and support during creative activities); the teacher's active position (the need to improve); sharing experiences, its analysis, openness for new experience and change (self-directed learning, self-cognition and self-actualization). Observation of personal activities and data interpretation provide teachers with the opportunity "to go deep into data and experiences creatively and analyze all non-correspondences between "how it is" and "how it should be" (Polard, 2006, p. 61).

From the pedagogical standpoint reflection is valuable as a means of self-education and purposive self-development and as a condition relating the person to the educational environment too. Learning is not one-sided dominance of the teacher's activity but reciprocal, equal activities of the teacher and pupil. The purpose of faculties and skills is treated as teaching activity ways and actions. Researchers who represent the social constructivist approach (Coe, 1999; Biesta, 2007; Petty, 2008; Pollard, 2006), actualizing the teacher's learning in action, emphasize close link with value and moral education, when it is thought not about what is possible (factual solution) but about what is pedagogically desirable (value solution). Emphasizing complexity and situativeness of the educational process, the authors note that no universal strategies and methods that suit all educational situations exist: what was efficient in one educational situation when certain participants of the educational process took part can become less efficient or inefficient, trying to adjust to other participants or situations of the educational process. Hence, in the commonness of the educational process every teacher has both to use "somebody's" experience, apply innovative teaching methods and strategies and collect proofs about their efficacy namely in a certain educational situation and namely to certain participants of the educational process. Teachers' speakings, describing processes of learning in action, are presented in Table 1.

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[2] Processing data, employing the content analysis method, every diary was given a code, which indicates the type of the educational institution: primary school [Prad.], basic [Pag.], secondary [V.], gymnasium [G.] or special school [S.]; the number of the institution in the table of codes and the year of submitting the diary [Pag.3/09]. If there were more than one application from the institution, the number of the application is additionally indicated [Pag.3.1./09].

Table 1. Teachers' Learning, Acting together with Pupils with SEN and Colleagues: Categorization of Statements

Category	Subcategory	Typical examples of features (of statements)
Learning, acting together with pupils and colleagues	Manifestation of creative ideas	*What have we learned? A bit of friendliness, sympathy or support to one another, we were learning to express ideas and feelings...* [Pag.12/09].
	Cognition of pupils with SEN	*The project helped me to have a closer look at children with special needs, to know the class better, individuality of each of these children* [Pag. 3/09].
	Cooperation with colleagues and their support	*Because I didn't know pupils very well, I discussed pupils' abilities with teachers* [Prad M 3/08].
	Closer communication with pupils	*It is joyful that communication and cooperation abilities and skills were improving all the time as well as tolerance to one another…* [G.4/09].
	Learning to act together	*It is most important that we have learned to communicate and work in a group* [S.2/09].
	Meaningfulness of joint activities	*It was joyful to observe that girls worked because they wanted and not because it was necessary* [S.4/09].
	Difference as a value	*The most valuable gift of participation in the project is perception that people are unique, different...* [G.6.2/09].

Based on Kolb's (1984) experiential teaching/learning process, the individual who has concrete experience, has observed it and is reflecting on experience develops abstract theories and generalizations about observations and reflections. These theories can be tried out in new situations or in another environment, which in turn will lead to new experiences.

Experiential learning also emerges through learning in action. Pupils and teachers learn through experiences of their activities, their observations, reflections and conceptualization and develop, acquire bravery and accept challenges, being supported by the group, which also helps to try out new understanding, developed in these discussions.

Table 2. Personal Experience of Teachers, Educating the Pupil with SEN: Categorization of Statements

Category	Subcategory	Typical examples of features (of statements)
Personal experience	Evaluation of one's own experience, seeking to improve activities	*What does the concept "happiness" mean to me at this moment?* (After the project) *Now it is perception that every "flower bed" is nice in a peculiar way, you just need an ingenious "gardener" who knows what to take care of, when and how* [Pag.3/09].
	Meaningfulness of new experiences	*Working with children, whose possibilities of life and of orientation in life due to various reasons are limited, activity is specific* [S.4/09].
	Evaluation of one's self-feeling and activity	*After winter holidays <…> we are trying to write diaries with the pupil ..having been caught by the rush of poetry, I have not finished my diary ...* [VM3/09].

Personal experience	Acknowledgement of worth of pupils with SEN	*I've been working with five pupils of this class for two years already but I still have a feeling that I am still being explored, evaluated* [Pag M3/09]. *Fate has given a gift for her – intellectual disorder – with which she travels through life.* [Pag.5/08].
	Pupil with SEN is an active participant of the community	*The pupil with special needs is an active participant of school community life* [V.9.2/09]. *The role of close cooperation of all community is important, we, all participants of the educational process, actively cooperate so that all feel equal team members* [Prad.3/08].
	Doubts regarding abilities of pupils with SEN	*One thought itched in me: "Will these pupils feel the depth of the idea..."* [Pag. 3/09].
	Expression of feelings (joy) in joint activities	*We are happy that D. worked and did his best, he was very pleased with the obtained result* [Pag.14/09]. *It was joyful to see how children work sincerely, emote into the role, learn words, rehearse...* [Pag. M.19.2/09].
	Expression of feelings (quiver) in joint activities	*During the event I was worried together with them* [pupils] [G.1/09]. *Before the performance we were worried like children, empathized with them so that everything went as planned ...* [Pag.19.2/09].

In their diaries teachers actualize macro-socialization factors of contest activities (participation in life of the institution, society, trying out more diverse roles in creative activities, and acquiring experience of their performance) and micro-socialization factors (interpersonal): reciprocal tolerance, developing communication and cooperation abilities and skills, actualizing personal experience and reflections in creative activities, which influence teaching and learning processes of pupils with SEN.

Evaluation of activities, described in teachers' diaries, demonstrates qualitative shift of approaches and attitudes of school communities towards inclusion, educating pupils with special educational needs in the general education school: activating pupils and foreseeing new activities, forming culture of reciprocal understanding, tolerance and empowerment.

Reflective Activities: Diary Analysis of Participants (Pupils) of the Contest "I Can, You Can too"

Diaries of various formats (A4, A5, album type, virtual, etc.), different typography (pupils' ideas were written by the teacher, employing IT, by the very pupil's hand; diaries were formatted using photographs, pupils' drawings, using IT) and different contents (pupils filled in answering questions, writing essays, announcing their activities and emotions) were submitted to the contest. Pupils' diaries disclosed stages of reflective activities: preparation, planning, activity, results and conclusions, presentations, evaluation of process and results, and participation of participants of the educational process in them. In the diaries pupils emphasize initiativeness of teachers, form tutors, leaders of informal clubs, special educators, giving information about the contest and encouraging to participate: *the teacher encouraged to take part. [Prad. 3/08 No.][3];* they underline teachers' imparted clear instructions to continue contest activities and carry out commitments: *Leader V. said that it was necessary to describe activities and that's it. We are in torments... no ideas... [Pag.4/09 Ne.];* and personal interest

[3] Explanations of codes: prad. – type of institution; 3 – row of institution in the table of codes; /08 – year of submitting the diary; No. – first two-three letters of the name of the participant.

to take part in the contest, seeking cognition: *I wanted to help, get to know other pupils better. [Pag.4/09 Br.].*

Developing interaction with pupils with SEN, teachers seek to help participants of the educational process to understand and evaluate one another, develop empowerment relationships in the class and at school, (self-)involve in meaningful activities, encouraging to carry out new roles successfully, and emphasize contribution to joint activities.

In the empowerment category SEN pupils' equal communication with participants of the educational process unfolded: *We talked like two adults. [Pag.4/09 Ei.];* as well as classmates' initiativeness, support provided in joint activities: *Classmates and the teacher helped me to go there. [Pag.4/09 Sp. Er.]; M. writes very slowly that is why I, V., write for M. [Pag.9/09 Vaiv.]* and evaluating activity results: *Classmates helped me. My classmates enjoyed the performance very much. [Prad. 3/08 Sp. M.].* In their diaries pupils emphasize development of competencies, acquiring new abilities in the art of photography: *I am really into this work and photographing. I learned to make effects and upload photos onto the computer. [Pag.4/09 Sp. Er.];* in art: *Attending art lessons I learned a lot... [Prad. M4.1/09 Sp. A.];* in music: *...taught to play. [Prad. 3/08 Bea.]...taught to sing. [Prad. 3/08 G.];* in moulding from clay: *...was teaching to mould from clay. [Prad. M4.1/09 Sp. A.];* in crocheting: *although the crochet still does not listen to my little fingers very well but I'll try hard [V16/09 Be.];* in the area of professional readiness: *I've tried out a waitress's profession [V.14/09 Ale.]; we were cooks together with my friend at the event [V.14/09 Eim.]; I think that I'd also like to be a model because I enjoyed it a lot. [V17/09 Jul.]; And when I grow up I'd like to be a naturalist. [Prad. 4/09 Sam.].*

Cooperative teaching/learning is not only one of the teaching/learning models but also the attitude towards teaching, grounded on cooperation promotion in small groups, seeking that every learner better learns certain things through active communication, cooperation with others and jointly doing tasks. Learning in small groups, usually better results are achieved because learners are more encouraged to clarify and understand. Such form of teaching/learning provides with a possibility to talk more, compare one's and others' understanding: efficiently develop critical thinking abilities. Cooperative teaching/learning encourages friendliness, tolerance, respect and self-respect of participants from different social layers. It is likely that cooperative teaching/learning promotes higher learning motivation, more favourable attitude to joint activities, positive impact on formation of pupils' empowerment approaches and values. Arends (1998) states that cooperative teaching/learning meets at least three goals: increases the value of academic teaching/learning, is beneficial to both gifted and weaker learners; creates conditions to learn and understand and acknowledge one another; and helps to learn social abilities. The author notes (ibid) that activities are more fruitful when people work together, seeking common group goals. Activities that are particularly significant to the learners' personal development and socialization are very important to cooperative teaching/learning. In submitted reflections pupils:

▪ Analyze procedure issues, discussing their efficacy;
▪ Focus attention on development of cooperative relationships;
▪ Provide support to one another, improving group work abilities;
▪ Discuss group activity attainments and its every member's personal contribution;
▪ Raise positive tendencies of group work and joint activities.

The ability to communicate and cooperate, listen to another person's opinion, understand arguments behind it, seek agreement, responsibility both for oneself and another person are the key aspects, characterizing cooperative teaching/learning, which have unfolded in pupils' diaries.

In their diaries pupils emphasize the importance of the family, close people in their life: they are happy for their parents' support and evaluation of their activities: *Mother was proud of me and father because mother liked very very much [V.11.2/09 Reg.];...a piece of clay in my hands would turn into an interesting piece of art, which I admired and my parents and sister [Prad.4.1/09 Sp. A.];* and impart their love for parents, grandparents: *I love my dad so much, that is why I drew his portrait. [Prad.4.1/09 A.] It is good to be at my grandmother's, that is why I drew her house. [Prad.4.1/09 A].*

The diary of learning encourages pupils and teachers to plan, implement and observe their activities and, having considered that, to describe freely. Strategy "The diary of learning":

- develops cognitive processes;
- activates pupils' activity and focus, integration and application of attention;
- teaches pupils to use various text structures: of reason and consequence, concept and definition, problem and solution, comparison and contraposition, statement and confirmation, aim, action and result.

Generalizations and Discussion

The analysis of interview data has disclosed quite an ambiguous situation of teachers' reflective practice: on one hand, teachers emphasize lack and need of reflective environment but on the other hand at the same time they describe the developed practice when processes of teaching/learning of pupils with special educational needs are passed on to a concrete teacher in a concrete class in concrete time (*Your pupil, your problem*). Teachers kind of would like to develop reflective practice activities but so far actually do not envisage the necessity and meaningfulness of this activity in the daily educational process.

In their diaries teachers describe process of educating pupils with special educational needs, which acquires progressively diverse forms:

- teachers' reciprocal communication and cooperation, which helps to ensure better activity and education results, is activated;
- formal and informal activities of the educational process are planned setting goals, seeking improvement of existing abilities and skills of pupils with special educational needs;
- critical evaluation of one's activity is initiated;
- all pupils' communication and cooperation, tolerance, hearing and empowerment processes in heterogenic groups are developed.

The analysis of teachers' diaries disclosed a broad spectrum of reflections: from reflections about pupils, announcing their creative activities (reflective practice), to reflexive activities, analyzing one's professional identity, ethics, dominant approaches and moral values or to activities based on critical thinking, when personal case, professional practice and/or socially developed problems are critically analyzed. However, still part of the country's teachers understand diary writing as a direct description of activity; i.e., they submit activity reports, which contain minimal analysis of efficient and improvable activity aspects, successes and failures, actualizing personal experience.

Teachers' and pupils' reflective activities, seeking reflexiveness, is quite a new experience at the Lithuanian educational institution, educating pupils with SEN. Personal experiences, grounded on reflexive, reflective or critical thinking, are quite scarce and are minimally analyzed in the institutional space and scientific researches. The importance of both teachers' and pupils' reflections is devalued, equating it to talks, "having met", "in the teachers' room" or "having called parents to put out the fire". Those who have tried out reflections in their daily activities, actualize their importance for teaching and learning processes not only on the plane of the educational institution but also in the manifestation of lifelong learning

in the knowledge society. Reflections help "to rise" and view one's approaches, activities, their efficacy in the teaching/learning process, perceiving and internalizing changes both in personal activities and in the activities of participants of the educational process, foreseeing and critically analyzing possible activity trends and foreseeing their efficacy. Constructive reflection develops and expands meaning; process reflection, grounded on meta-cognitive strategies, helps to understand how we think and cognize, how we seek and give a sense to our solutions; critical reflection encompasses meaning and doubts of ideas.

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TENDENCIES, DEVELOPMENTS AND STEPS TOWARD INCLUSION IN THE EDUCATION OF HUNGARY

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Abstract

The present study deals with certain milestones, key steps of education process in Hungary, which leads to a modern and democratic educational sector. The study keeps the public education segment in main focus, with outlooks to changes of vocational education and training, and to steps toward inclusion. Observing the process of education focusing on the individual, it is obvious that education holds a number of key tasks regarding the social welfare, in all of the life-stages of the individual.

Key words: *Hungary education system, competency based education methodology, VET, system of special education, integration.*

Introduction

In Hungary since the change of political system, an important change has taken place in the field of education from early childhood education to higher education, in educational administration, both in the content and in the field of pedagogical practices.

Hungary, like other post-communist countries, rethought and found itself as a part of a new system. This new system works with other power relations and other operational mechanisms, so it generates new challenges for the former Eastern Block countries. The democratic transformation of the country demanded radical changes in almost every area of life. Of course, no exception is the area of education either.

The basic task of education process is to bring up a child, assuring and creating the environment of healthy and full value development according to individual needs and abilities. At the institutional level, the task is to afford education which develops the skills and competencies helping in adult life: independent personality with flexibility, capability to learn and adapt effective coping strategies. If education has success in this role, it can contribute to founding the social welfare of the individual.

Object of the study: To observe essential changes in Hungarian education system since 2000 in the context of common strategies of the EU education policy.

Aim of the study: To set up changes in methodology and attitudes in Hungarian education system since 2000 in the context of common strategies of the EU education policy.

Methods of the study:

Analysis of theoretical issues and document analysis were used collecting research data.

Empiric indicators were presented and discussed using the method of description.

Trends of decentralization

The governance and regulation of education system have changed by the decentralization process from the eighties. This process has many reasons. First of all, the start of the reform of the governmental and executive/administrative system, which is associated with an essential decentralization change in the western European countries. The changes were not in balance: in some sectors the reform was effective but other sectors were slightly concerned by the effectiveness of reforms (Halász, 2002a). The second reason and need of the reform is the growing complexity of the post-modern society. The roots of this complexity are the quantitative expansion and the insider differentiation (Halász, 2002b). Other significant reason that is common for Hungary is evolvement of decentralized education system. It was one of the significant changes after the end of the regime in the 80s. The process of decentralization was needed because the governance of the education system could not treat the structural problems and it caused defeats in that time.

The complexity of the system – what increased more by influence of the decentralization – closed out the opportunity of a simple recentralization.

Meanwhile – rather in spontaneous and not so conscious way – the government was aimed to control the whole system in spite of the complexity and decentralization. The main governmental assignments, principles of regulations, framework, and funding system were delegated to the local authorities, but at the same time it formed two-stairs educational governance: general educational policy and – mainly local – maintainers.

In 1993 the Public Education Act was published, and its modified version of 1999 shows the effort especially to control decentralized education system.

The main alterations in this sector are the following:
- The reinforcement of assessment and measurement functions.
- The increase of capacities of local and central management (with financially supported training, for example)
- Development of teachers' training oriented towards the local needs
- Mediation services that are able to solve local problems
- Establishment of the Commissioner Office for Educational Rights
- Assurance of the quality activities at national and institutional level, as well.
- Development and implementation of communication links among the sectors and divisions. (Halász, 2002).

It means that specific feature of the Hungarian education system of this period could be defined as a model to the complexity and the local differentiation of education process and at the same time the mentioned aspects were applied into special education as well. It leads to the evolvement of wide range of the control tools. Nevertheless, it cannot ensure the level of education control, what is expected by the society (Halász, 2002).

The changes of professional attitudes, creation of basic documents, and definitions

With the change of social system new demands and challenges associated with the practice performance of education system were formulated. The most striving segments in public education were the primary and secondary schools: indisputable outdated nature of attitudes and methodology in schools and child-centered educational methodology and

attitude in the pre-school education. There was a huge gap between the pre-school and school education. The need for the reform of public education was expressed at all levels of the profession, and the educational governance took many steps in this direction.

As a result, a reforming process has started, organized from the top and linked to this specificity, and it had some disadvantages. In 1993, the Public Education Act was published, and as a superior source of law lays down the frames of operations and the professional work in public educational institutes. As an important initial measure for the educational institutions the act provides to create their own pedagogical programme, as a general document, which has to contain the educational principles and goals of the school and also has to contain the detailed educational activities, local curricula, etc.

The pedagogical programme is developed by the teaching staff of the institution maintaining valid governmental agreements. In the beginning this task was difficult for the teachers and institutions, but it was useful for a conscious and systematic self-definition and pedagogical thinking generated in this way. In 1996 The National Core Curriculum (NCC) was published. The NCC is a progressive basic document, in many ways far beyond the reality of its present time. The core curriculum defines the basic standards, softens the requirements, and gives a space for creative solutions. The nature of core curriculum is a significant reaction to the previous over-ruling centralized educational practice.

However, a part of the practicing teachers could not really do anything with this sudden freedom, and with the new tasks, because up until then they socialized differently, and the learning of the new framework was clearly time-consuming.

The Public Education Act and the National Core Curriculum have changed over the past two decades, in the light of experience and learning process. The NCC was revised in 2003, after that it retained its strategic nature, but enhanced the creative features (Jelentés a Magyar közoktatásról, 2006).

It was a change in the shift of attitudes: there were no more discussions on literacy in the content of education. It was set as self-explanatory fact. The experts start to talk more about competencies, rather than literacy, that means they are not so interested in the matter of acquired knowledge but they rather care about the active capacity (Halász, 2003).

As the final result of the discussion, the definition of competency later was added into the NCC. The adopted interpretation of the competency by the European Union says that competency is a system of knowledge, skills and attitudes. The Hungarian National Core Curriculum is guided by this convention (Nemzeti, 2003).

The institutional image moves from a prescriptive nature towards a service providing nature.

Accession to the European Union, preparation and national strategies in education

In 2003 the Equality Act (Evi CXXV. törvény az egyenlő bánásmódról és az esélyegyenlőség előmozdításáról, 2003) in Hungary was published and it complies with the EU regulations in education field. At the same time the international comparative studies (for example, OECD-PISA) reveal that education in Hungary is not developing the knowledge-applying skills on an acceptable level, and education does not reduce, but increases social inequalities.

It is well-known that in the 90s the effect of economic, social and political transformation was increasing the processes of the social inequalities and poverty. The proportion of poor part of the society increased particularly high among the families with children. The significant loss of the transformation was in this part of the society, which lost incomes and social position, gained in previous decades during the period of full employment. Societal problems reflect

directly in extremely expressed way in the education sector. Until the mid-nineties the system of education in Hungary was almost entirely free from inequality (Halász, 2006). As a result, by the second half of the 90s, the Hungarian educational system contained a high level of inequalities and injustices, which could not be explained simply by the transformation of social and economic environment (Halász, 2006).

The Hungarian students' poor results pushed further the professional dialogue, and they moved the education towards the establishing of competency-based thinking and methodology.

As a preparation for the accession, Hungary created the sub-national strategies, including the Medium-term Public Education Development Strategy. This document analyzing the situation and conditions, provides an appropriate self-criticism, admits the shortcomings of the educational system, referring to the exploratory researches above. It identifies the areas requiring intervention in the education, and also identifies developmental priorities.

Medium-term objectives and the priorities of development:

- The foundation for lifelong learning by developing key competencies,
- Reducing inequalities in education,
- Improving the quality of education,
- Supporting the development of the teaching profession,
- Information and communication technologies in development,
- Improving the physical conditions of education,
- Improving the cost and the governance of public education (Az Oktatási Minisztérium középtávú közoktatás-fejlesztési stratégiája, 2004).

The planning documents of different stages of implementations, which were created for using of the EU funds' sources, are the following:

The National Development Plan (NDP) and New Hungary Development Plan (NHDP) include such operational programmes in certain educational sector: Human Resources Development Operational Programme (HRDOP) and the Social Renewal Operational Programme (SROP).

These documents develop reconstruction for public education according to the objectives of the Medium-term Public Education Development Strategy.

The wide-ranging of OP's priorities and measures (see Table 1) in holistic design was created with the cooperation of the respective sectors (social, education, health, culture) and with the Agency of National Development.

Table 1. Priorities and measures of the Human Resources Development (Operational Programme) (Human Resources Development Operational Programme, www.nfu.hu) (2004–2006)

Priority	1.	**Supporting active labour market policies**
Measure	1.1.	Preventing and tackling unemployment
	1.2.	Developing the public employment service
	1.3.	Promoting the participation of women in the labour market and the reconciliation of work and family life
Priority	2.	**Fighting social exclusion by promoting access to the labour market**
Measure	2.1.	Ensuring equal opportunities for disadvantaged pupils in education
	2.2.	Promoting social inclusion through the training of professionals working in the social field
	2.3.	Improving the employability of disadvantaged people, including the Romany

Priority	3.	Promoting lifelong learning and adaptability
Measure	3.1.	Promoting the development of skills and competencies necessary for lifelong learning
	3.2.	Developing the content, methodology and structure of vocational training
	3.3.	Developing the structure and content of the higher education
	3.4.	Training promoting job-creation and the development of entrepreneurial skills
	3.5.	Developing the system of adult training
Priority	4.	Developing the infrastructure of education, social services and health care
Measure	4.1.	Developing the infrastructure of education and training
	4.2	Developing the infrastructure of services supporting social inclusion
	4.3	Development of health care infrastructure in regions lagging behind
	4.4	Development in health care in the regions lagging behind

The different priorities in the implementation are representing the sectors, and the professional supervision and coordination of the priorities is the role of the respective ministry, while the managing of the resources and technical management of applications are the responsibility of the NDA.

Table 2. Priority axes of the Social renewal (Operative Programme) (2007-2013) (Social renewal Operative Program, www.nfu.hu)

1. Improving employability, promoting entry to the labour market	
1.1.	Development of the employment services and establishment of an integrated employment and social service system
1.2.	Labour market activation, prevention and training
1.3.	Social economy, innovative and local employment initiatives and pacts
1.4.	Territorial aspects
1.5.	International and cross-border cooperation
1.6.	Use of the flexibility facility
2. Improving adaptability	
2.1.	Facilitation of access to training
2.2.	Development of the institutional system promoting adaptability on the labour market
2.3.	Enhancement of the adaptability of organizations
2.4.	Territorial aspects
2.5.	International and cross-border cooperation
2.6.	Use of the flexibility facility
3. Providing quality education and ensuring access for all	
3.1.	Supporting the dissemination of competence-based education
3.2.	Improving efficiency of the public education system; developing innovative solutions and cooperation
3.3.	Decreasing the segregation of severely disadvantaged and Romany pupils, promoting their equal opportunities in public education
3.4.	Supporting the education of groups with different educational needs, and the integration of pupils with special educational needs, intercultural education
3.5.	Territorial aspects
3.6.	International and cross-border cooperation
3.7.	Use of the flexibility facility

4. Developing the content and organization of higher education to create a knowledge-based society	
4.1.	Improving the quality of tertiary education in accordance with lifelong learning
4.2.	Expansion of the capacities of R&D&I&E of tertiary education, thus supporting the enhancement of institutional cooperation with businesses
4.3.	Territorial aspects
4.4.	International and cross-border cooperation
4.5.	The integration of horizontal considerations in education, research, and management
4.6.	Use of the flexibility facility
5. Strengthening social inclusion and participation	
5.1.	Developing the human capacities of the most disadvantaged territories
5.2.	Investment in future: child and youth programmes
5.3.	Improvement in access of increasingly disadvantaged groups to social services, in order to promote their integration into the labour market
5.4.	Development of the social care system, improvement in access to services
5.5.	Development of local communities and the civil society
5.6.	Enhancing social cohesion through crime prevention and reintegration programmes
5.7.	Territorial aspects
5.8.	International and cross-border cooperation
5.9.	Use of the flexibility facility
6. Health preservation and human resource development in health care system	
6.1.	Improving health and encouraging health-conscious behavior
6.2.	Development of human resources and services to support restructuring of health care
6.3.	Territorial aspects
6.4.	International and cross-border cooperation
6.5.	Use of the flexibility facility

The pilot program Nr. HRD OP 3.1.2 was the first stage in which competency-based education and teaching methodology packages were created. The program contained professional support for the implementing of complex innovation in the educational institutions. Regarding this program it is important to emphasize that joining the European Union, with the related strategic planning, with the lively thinking, and with the strengthening cooperation between the sectors, the learning process, which started to combat the deficits of the educational field, has become even more powerful and complex (Social Renewal Operative Programme, www.nfu.hu).

The transformation of vocational education

In the 80-90s the transition from planned economy to market economy largely affects the needs of the labour market of former communist countries. Completed segments in economy disappeared because of the expiry of the artificial system. In the societies of today the markers are: post-industrial, informational, global. Production of the material is no longer the centre of economic activities. While in the 70s, a quarter of workers have made direct productive work, today it is approximately 5-10%, and experts have predicted a further decline. The trade, service and particularly the information sectors are employing the growing proportion of the workforce (Mártonfi, 2003). These processes pushed the Hungarian vocational training to the direction of extreme changes.

In 1994 the National Qualification Register (NQR) was published, which largely

defined the content of developed frameworks. The NQR is not considered as an innovative step. The characteristics of the NQR showed the problems of the vocational education and training. It limited the development of proper understanding and appointment of workforce. The number of qualifications was too large (900-1000 positions are in the index in comparison with international workplaces register). The Binding of qualifications distributed qualifications according to the sectors of ministries. Qualifications, occupations and competencies are not divided so rigidly, they are divided by the logic of governmental sectors. So it is difficult to find a usable argument for this kind of splitting of qualifications between the ministries. Otherwise, the many industrial sectors reduce the effectiveness of administration, make it more expensive, and make difficult to reach a coherent operation. It was an "ancient-compromise" which spoiled a possibility of the creation of an effective NQR. The third limitation is inertness in real and adequate renewal. Finally, occupations and qualifications are matched to each other, that is why correlation of occupations and qualifications becomes less valid (Mártonfi, 2003). In 1998 according to the NCC decision, anachronistic training in the 9-10th grade was completely terminated (Mártonfi, 2003; Vágó, 1999). Later the important steps of the VET's transformation took place in such a way: a) the radical reduce of the number of professions, b) definition of the basic professions, and their separation into part-professions.

All of these transformations were made according to the issues of Life Long Learning principle. For certain social groups (for example, low educated persons, certain groups of children with special needs) the increasing rate of professions based on graduation has negative outcomes.

Under the support of the EU Structural Funds, the development of professional-structured education in comprehensive education was set up in the Human Resources Development Operational Programme (HRD OP). 3.2.1. Central framework operated in the periods of 2004-2006. The transformations and the requirements of examinations were done according to the competency-based modular approach (Bükki, 2004).

The relevant skills and competencies for VET were defined and distinguished by different types. This step indicates the competency-based approach that became an important factor in educational policy in recent years (Bükki, 2004).

In spite of the major transformations the VET still not adequately responds to the changing labour market needs. This can be determining by several reasons:
- the changes of labour market have accelerated so much, that it is often impossible to follow them quickly enough;
- the new system remained limited by the sectors of ministries, and the creation of new professions is a too long process;
- in institution's confrontation for own survival, they often keep training on, even if the possibilities of employment are low regarding to a profession.

In the processes of adult training there are faster responses to the demands of changes. There are training courses that are not included in the NQR description, so their establishment goes faster. Training courses pass through some accreditation process, as well, but the quality and usefulness of them are questionable.

Hungary faced with significant phenomenon that is the transformation of the role of VET. A lot of students planning to continue their studies in universities at the time start VET studies. It means that the double choice of students is faced: in case they fail in university exams, they will have extra place in vocational training schools. So the VET schools in many cases are more like passages, stations than endpoints (Mártonfi, 2003). Beside of the artificial extension of student status, studies in vocational training are useful for the professional socialization, self-cognition. VET has intense relationship with technical realities and through these often gives a lot more valid experience than higher education courses in the same sector.

Steps toward inclusion

The previous situation and problems of inclusion

The integrated education in the countries which have developed network of special educational institutions sets a target to give opportunity for education for all without any approaches of segregation. Hungary's special education system was basically segregating. Integration processes start by approval of Public Education Act. In Hungary, in the 2001/2002 school year, there were 320 special-education institutions and 240 special courses in the primary schools.

The mainstream and special educational institutes initiated the process of the unique integrative inter-institutional solutions.

Some of the special institutions transformed to methodological support centers and they were active in the process of inclusion creating services, cooperating with specialists and parents. However, the support was insufficient. In Hungary one of the largest problems in the processes of inclusions was a lack of professionals' adequate training, but this problem was successfully solved and special education system step by step enters into undivided general education system of Hungary.

An important aspect in the transformation of the Hungarian education system is changes in the education of children with special educational needs (SEN). In the context of above-discussed educational changes, as an internal request, and as a result of the influence of EU Education Policy trends, substantial changes in this area were achieved.

With the accession to EU, Hungary started to deal with the problems of the education of students with special educational needs (SEN). The European Union supports and encourages its disabled citizens to become active in the creation of their own lives instead of being passive recipients of various benefits (Mészáros, 2002). In 1998, the Act on equal rights and opportunities for persons with disability was implemented in Hungary. The main thing was the establishment of the new concept of social integration of people with disability. Definitions concerning special needs were revised.

The definition of special educational need

The special educational need is considered as any kind of difference of "trainability", of any kind of reason (Salné, 2001). Since 2003, the Public Education Act applies the expression "special educational needs" instead of disabled. The special educational needs are described as situation under which the right to get special education, training, care and other kind of needed help in the integrative environment is given.

The Public Education Act defines conditions that gives right for *social maintenance*, and divides it to two main groups:

- special educational needs (disabled) students and children;
- children and students with behavioral and learning difficulties (Együttnevelés határon innen és túl Szerkesztette: Kõpatakiné Mészáros Mária, Oktatáskutató és Fejlesztõ Intézet Budapest, 2009).

The second group has the right to differentiated education and certain additional services for child developing as well.

The learning based on the competencies, new methodological attitudes and inartificial experience – taking into the mind its complexity - could give new impulse and solutions for the mainstream institutions concerning the topic of integrating children with behavioral and learning difficulties.

Developmental steps

The measures of The Middle-term Educational Strategy were pointed to decrease the inequality in education field. The National Development Plan's Human Resources Operational Programme tried to give a good and supporting solution to the pursuits of inclusion with

the construction titled equal opportunities for disadvantaged students in the educational system. As a result of the support of the law and funds, and as result of intensive work of the professionals, the number of institutions organizing integrated form of education and number of SEN children in them has increased.

For the inclusive activity the institutions are getting normative financial support, unfortunately sometimes the integration is not sufficient because of the lack of real supporting environment. With the growing need for integrated education, the position of previously segregating institutions became problematic for government, teachers, parents and SEN pupils as well. Inclusive education could be implemented through professional and inter-professional cooperation. In future many closed institutions of special education could transform to the methodological and support centers.

Conclusion

1. The governance and regulation of education system have changed by the decentralization process from the eighties. This process has many reasons. First of all, the start of the reform of the governmental and executive/administrative system, which is associated with an essential decentralization change in the western European countries. The changes were not in balance: in some sectors the reform was effective but other sectors were slightly concerned by the effectiveness of reforms. The second reason and need of the reform is the growing complexity of the post-modern society.

2. As a result, a reforming process has started, organized from the top and linked to this specificity, and it had some disadvantages. In 1993, the Public Education Act was published, and as a superior source of law lays down the frames of operations and the professional work in public educational institutes. As an important initial measure for the educational institutions the act provides to create their own pedagogical programme, as a general document, which has to contain the educational principles and goals of the school and also has to contain the detailed educational activities, local curricula, etc.

3. In 1994 the National Qualification Register (NQR) was published, which largely defined the content of developed frameworks. The NQR is not considered as an innovative step. The characteristics of the NQR showed the problems of the vocational education and training. It limited the development of proper understanding and appointment of workforce. The number of qualifications was too large.

4. The integrated education in the countries which have developed network of special educational institutions sets a target to give opportunity for education for all without any approaches of segregation. Hungary's special education system was basically segregating. Integration processes start by approval of Public Education Act. In Hungary, in the 2001/2002 school year, there were 320 special-education institutions and 240 special courses in the primary schools.

5. With the growing need for integrated education, the position of previously segregating institutions became problematic for government, teachers, parents and SEN pupils as well. Inclusive education could be implemented through professional and inter-professional cooperation. In future many closed institutions of special education could transform to the methodological and support centers.

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IDEAL PROFILE OF EDUCATOR
FOR ADOLESCENTS WITHOUT A VALID
FAMILY SUPPORT

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Abstract

In many countries the concept of educator has rather wide understanding and interpretation. Presented theoretic Christian issue reveals a profile, as far as possible close to the model of vocational counseling for adolescents without a valid family support. The needs that are common to this group of youngsters have, obviously, totally peculiar characteristics, and in this way could be described as special needs. To these special needs and necessities are added those deriving from the ways of management of living in a community, when this, for example, is based on the pedagogical methods of the so-called self-government.

Theory and practice applied in the community of Città dei Ragazzi presents educational action carried out by Msgr. J. P. Carroll-Abbing. The main issue of which is support, assistance and love for youngsters coming from different parts of the world.

Key words: *Christian paradigm of vocational counseling, role of educator, vocational counseling.*

Introduction

The youngsters who live in the Christian community of Città dei Ragazzi, has no valid family support: family is almost completely non existent, due to the death of one or both parents, for separation or divorce, for juridical problems, abandonment of the family, or for economic-social conditions such as poverty, being a refugee, social disadvantage. The institution actively exists in Italy since the Second World War.

High skilled, conscious educator with specialized knowledge, feeling a great passion for education is capable to meet a great number of needs of the youngsters who are in situation of insufficient support of their families. Educator who makes a difficult choice and individuates himself in this situation must be open to the general and individual needs of the teenager and community, to serve taking essential factors in developing youngster's personality, strengthen his inner sources for future life. In this aspect adequate and efficient vocational counseling is

one of his main personal capacities: *to educate* that particular boy that has been entrusted to him.

Comment on the term of Vocational Counseling

The verb to educate is extremely essential in its Latin etymology and gives a very bare profile and it is insufficient to understand the model of *"vocational counseling"* for youngsters with *special educational needs*. The sense of *e-ducere = conduct, bring out* is not enough to indicate the complex of educational operations, which, if it works, brings to the *liberation* from natural and inducted conditioning to development, to the growth and formation of the personality of the youngster. Even the concepts of *action* and *pedagogy* enrich the *educational operating* and bring more adequate definition of education in general, and of the educational relationship, in particular. These relationships which involve two people on the basis of reciprocal knowledge, exchanges of operative effectiveness, social experiences (often, competitive) contain all elements – active and passive – of the educational phenomenon, solid socialization and production of relational experiences.

In the recent years researchers (Marinelli, Dell Orto, 1999; Sharma, 2005; Stott, 2009; Merton, 2010) have individuated the word *formation* as more fitting to describe *education* rather than educational action: *formation* is the process through which the person constructs himself/herself, outlining his/her own identity; of formation as the action of building (Baranauskienė, Juodraitis, 2008, Baranauskienė, Radzevičienė, 2010), which evokes the concept of building and structuring of the personality.

In this way it could be pointed out that the word *formation* gets suitably close to a definition of *education* that mostly involves the educator and educated in the educational action.

For example, these words bring to mind one of the fundamental needs of the adolescent: the need of *self-government* that – according to the more advanced theory of science of education – creates an instrument of responsibility, of maturing, of participation, of development of the civic sense in the youngster; supported in the formative self-management, the adolescent aims at being self-sufficient, personal freedom, which should be identified with the same aim of education.

In this aspect the model of educator should be perceived as the ability to understand primary need of the boy, to share his personal worth, and to develop own professional competencies regarding the dynamics in educational methods in continuous development – to support, guide, to remind, when needed, act with energy forming positive behaviors (Vocational training handbook: a practical guide to planning and implementation of vocational training programmers with refugees in a developing country context, 1994, http://www.nrc.no/engindex.htm).

A special method of vocational counseling

To reveal the attitudes and the needs of self-government of adolescent, the educator besides of disposing of an adequate base of professional "know how", should have more instruments to point out his value of cultural patrimony, to make his personality almost charismatic.

Towards authoritative position (not authoritarian!) to the youngster, the educator must be able to obtain understanding and agreement on ordinary and extraordinary actions, discipline in community and colleagues' management, behave with operators who are near to him. The sensibility and the attention in the critical moments of the youngster's life – being interested in his problems – give to the educator the key to his (youngster's) heart, to his mind, enquiring how things are going on. The availability to be near to him, when things are not going well,

in helping him to discover his capabilities, encouraging him to believe in his possibilities, challenging him to using them, exactly in the moment when the youngster is convinced he is not good at anything (Baranauskienė, Juodraitis, 2008; Baranauskienė, Radzevičienė, Valaikienė, 2010), trusting him to take independent decisions, without fearing to make a mistake; and if he does it, trying to encourage him, without making a drama.

The list of situations of intervention of vocational counseling would be without end, because without end are the aspects of a life lived in operative symbiosis between educators and educated.

Everything can be summarized in a few paragraphs of commitment for an educator, professionally prepared, but mostly aware of his delicate mission and committed to carrying it out to the service of people who need him, personally! The "hello" that you did not give him this morning, will could never be heard from anybody! (Carroll-Abbing, 1965).

In synthesis: *educational presence* (to give the youngster the certainty that he is not alone); *dialogue, active listening and communication* (listening to him, speaking to him); *educational love* (being near to him, to serve him). These ideas are relevant today as well for those, who choose to dedicate themselves to helping youngsters with the particular need of recuperating, through education, the great values of guide of his own life.

At this point the definition of *vocational counseling* requests a more accurate name to express more clearly the specific differences of the general concept of the idiom. The general names of *educator, tutor, preceptor, pedagogue* must be substituted because each one of them only partially qualifies the concrete and efficient function, $\pi\alpha\iota\sigma$ (the child) needs to grow.

The word *assistant* certainly is more appropriate. Even the Latin etymology is much more convincing: *ad-sto=I stand near to = I remain vigil and available to the needs of*.

Problem of the research: How is it possible to individuate the necessary attitudes for educator's profession in Christian understanding of modern education?

Object of the research: Christian understanding of ideal profile of educator for adolescents without a valid family support in the aspect of social integration.

On the ground of the analyses from methodological point of view, **the research aims** have been drawn:

1) to conceptualize essential categories ensuring the success of vocational counselling for children and youth having SEN, based on the Christian understanding of modern education and social integration.

2) to reveal the content and forms of education as well as to present *the ideal* model of vocational counselling based on the experience of Città dei Ragazzi Community.

Methods and methodology of the research: Observation of scientific literature, analysis of heritage of Msgr. J. P. Carroll-Abbing were used to reveal main issues of Christian standpoints of social integration. Empiric data have been collected by using ethnographic research. This type of research was chosen because it reflects societal behaviour of people that enables to study the phenomenon and diversity of vocational counselling more deeply in different EU countries. Research data have been gained during the natural observation and complemented by the interview method, analysis of documents and assessment by expert groups. The data have been processed by logic analysis aiming to reveal completeness of the system of vocational counselling in Italy, on the base of the theoretical conception of the support mechanisms of the system of vocational counselling for pupils having SEN, while revealing the links of interaction of assessment criteria. Certain criteria of support mechanisms of the vocational counselling system for pupils with SEN (see Table 1; authors Baranauskienė, Juodraitis, 2008) were defined. It consists of 4 notional blocks that allows describing and understanding peculiarities of analyzed phenomenon.

Empiric data for the research have been collected using the method of structured discussion (free conversations with staff, students, and ex-students), method of observation (observing the communication between staff and students) and narrative method describing and revealing the essential features that let better understand the phenomenon of vocational counselling of SEN pupils.

Participants of the research: In the research 35 youngsters of Boys' Town from the 11 to 17 years of age have participated and 20 teachers and specialists working in the Boys' Town, as well.

Table 1. Support mechanisms of the vocational counselling system for pupils having SEN (Baranauskienė, Juodraitis, 2008)

Support mechanisms for socio-educational participation (individual and group)
1. Active participation of pupils having SEN
2. Competent and motivated support of specialists – mediation

Support mechanisms of the vocational counselling system for pupils having SEN were conditionally divided into two blocks: 1. Support mechanisms for socio-educational participation (individual and group) and 2. Socio-educational institutional support mechanisms.

The block of support mechanisms for socio-educational participation (individual and group) could be assessed learning more about:

a) *active participation of pupils having SEN* in the process of vocational counselling (acknowledgement of development of general abilities; understanding of the conception of consolidation of own value and constant perfection; (self-)development of motivation for working activities and societal life; acknowledgement of responsibility for own professional career and active participation in its development.

b) *competent and motivated support of specialists – mediation,* that could be understood by revealing changes of psycho-social environment; support in consolidation of pupil's personal value; support in choosing a profession; a*ccompanying support* during pre-vocational training; support in solution of personal difficulties related to vocational counselling.

Assurance of reliability of data: Bearing in mind that the results of the ethnographic research often leave some doubts concerning reliability of data and validity of conclusions, in order to validate the research results the group of experts (counsellors) was formed; the group of three people got acquainted with the results not only of a particular research, but of the overall research as well. Remarks of experts and additional information provided by them will help in drawing final generalizations and conclusions.

Discussion on the results of the research
Support mechanisms for socio-educational participation.
1.a. Active participation of pupils having SEN
Acknowledgement of development of general abilities
The research results revealed that acknowledgement of development of general abilities of the boys who are out of their family has deep and well-organized traditions. From the first days of the attendance into the Boys' Town community boys are involved into the activities concerning everyday life problems and finding ways of effective solutions (see Table 2). During the first two weeks boys go under the observation of different specialists (educator, health specialists, psychologist, social worker, trainer of vocational skills) and they have possibility to get psychological (or any other) help if they are in need of it. Contemplation based on the Christian traditions plays a significant role in the acknowledgement of development of general

abilities. This activity is organized under the supervision of priests, other active members of Christian community that is actively involved into the education process of boys. It can be named as a model of "master-apprentice". This model of assistance leads boys in all other activities of their life in Boys' Town. It helps to estimate child's disposition for particular activities in a very natural way. Generalizing information of observation, discussions, other obtained data, specialists make some suggestions for the child's future vocational choice.

Table 2. Acknowledgement of development of general abilities

Area	Acknowledgement	Indicators	Responsible persons
Every day life activities	1. Activeness and volunteering in every day performance	1. Involvement in particular area of house keeping 2. Involvement in hobby activities	Educator-assistant; social pedagogue, social worker
Out-of-school school activities	1. Excursions to countryside, other places of interest 2. Attending in sport, art, technical activities	1. Interest in particular visits 2. Discussions with other boys/ adults on the topic of particular interest 3. Presentation of different kinds of creativity 4. Development of social skills and social activeness	Educator-assistant; social pedagogue, tutors, social worker; representatives of Christian community
Lessons of general education	1. General subjects, technological education, physical education, lessons of music, fine art, an elective subject	1. Advanced marks in particular subjects of general education 2. Critical attitude towards own wishes and possibilities, general skills of living	Teachers; psychologist, special teacher of vocational counselling
Testing of students' psychophysical characteristics	1. Setting some specific peculiarities associated with job activities	1. Appropriated decisions according to future vocational training	Educator-assistant; psychologist, special educator, vocation counsellor

Presented research data reveal the activities that are organized in Boys' Town concerning development and recognition of general child's abilities. Usually children test many of their practical abilities at home, while observing activities of parents. In the case of Boys' Town pedagogues are assistants, parents and supervisors at the same time. Children can develop the main general abilities observing everyday life of the community that is close to the ordinary life style outside the community. Therefore, main sources for revelation of children's abilities are observations of pedagogues that live together with boys in Boys' Town.

Results of the research revealed activities of acknowledgement of general child's abilities and certain indicators that can be defined. In the most cases acknowledgement of student's abilities goes in all situations of child's living in Boys' Town period. It covers every day life and out-of-school activities. As usual, students are tested and assessed by institution psychologist, and results are discussed with specialists and the child as well. Testing is used as additional tool in recognizing child's abilities and sustentation. Role of educator-assistant is significant in this situation and it continues the traditions of the Boys' Town founder Msgr. J.P. Carroll-Abbing that stresses the special role of educator-assistant.

Understanding of the conception of consolidation of own value and constant perfection

It is important to understand the way in which person goes to personal perfection and the realization of the future. As boys placed in this institution have no adequate family support, their social experience sometimes is more negative than positive, extremely different social system of hosted country creates stressful situation not for boys only, but for caregivers as well. To realize own place in the new conditions and at the same time to draw the picture of the future requires the guidance of high-skilled professionals.

Research results reveal (see Table 3) that there are three main areas pointed as a measure to understand student's conception of consolidation of own value and constant perfection.

Table 3. Conception of consolidation of own value and constant perfection

Area	Acknowledgement	Indicators	Responsible persons
Reflection on self activities	1. Discussions with educator-assistant 2. Diary writing 3. Visits to the Boys' Town Chapel	1. Asking for free time for non-formal discussion 2. Collection of ideas of known people, discussions on personal problems in close environment 3. Visits to the Boys' Town priest and other members of Christian Community	Educator-assistant; peers, priest, nuns
Evaluation of one's achievements by others	1. Awards in Common events of Boys' Town 2. Discussions on successful topics with peers	1. Sense of pride being awarded 2. Active and prolonged debates with peers	Educator-assistant; social pedagogue, social worker; peers
Promotion of new ideas	1. Suggestions to Boys' Town community discussing significant questions 2. Election to the Executive Board of Boys' Town	1. Active participation in Community meetings 2. One of the elected positions in the Executive Board of Boys' Town	Director, teachers, social pedagogue, special pedagogue; representatives of Christian community; boys living in the Boys' Town community

It is a serious task to understand the processes of consolidation of own value and constant perfection. Mainly it takes a long time and activities in different levels and different directions. Taking in mind fast teenager's development in value system and self-identification it is obvious that the process needs a serious management. This area is mostly associated with person's psychological structure and hardly goes under the pedagogic input. This is proved in certain areas: reflection on self activities, evaluation of one's achievements by others and promotion of new ideas in the context of self-perfection. As it was set up, a significant role in the process of consolidation of own value and its constant perfection is played by people who are surrounding a teenager. The success or fail of this process depends on their personal values system, professional competencies and experience in the work with students who have no support from their families.

In this process the recognition and support from aside plays a role of person's affirmation. This is a way in which student gets self-confidence and understands his place in the acceptable and important for him environment. In other words it assures long lasting own person's consolidation value and its constant perfection.

(Self-) development of motivation for working activities and societal life

Motivation is a significant psychic phenomenon that determines person's successful or unsuccessful participation in the societal life because of its close connection with the characteristics of life quality and at the same time with the successful participations in the labour market. Taking into the mind the age of students who live in Boys' Town, there is a problem of self-development and the motivation concerning working activities and societal life in most cases is problematic. This has been proved by the analysis of research participants: 28 of all students have the experience of delinquent behaviour, all of them (70) have no sufficient support of families, in their childhood they have experienced neglect associated with poverty, war or ethnic conflicts. That is why self-identification in new situation, new communication and social experience has a significant role in the processes of self-identification and motivation that lead to success in societal life.

Community is the main area where (self-) development of motivation for working activities and societal life takes place. Together with the interest in societal life associated with gaining information on job (see Table 4), students perform a lot of practices that let them identify themselves in a particular sphere either in the relationship with adults, peers, or in the area of professional interest. Usually, all the staff of the community is involved in this process. Important place in it is taken by conversations with Christian representatives that work in the community, as well as other students living in the community area. This work helps students going from Boys' Town to reality that sometimes is not friendly and creative for young people. Strengthening beliefs, knowledge, realistic life attitudes and self-confidence, they are prepared for successful societal life and work.

Table 4. (Self-) development of motivation for working activities and societal life

Area	Acknowledgement	Indicators	Responsible persons
Additional training activities in lessons of general education	1. Staying in laboratory rooms after finishing of lessons 2. Asking for new knowledge and practice during the lessons	1. Close and informal relations with vocational training teacher 2. Interest in new equipments and materials for job activities	Educator-assistant; social pedagogue, teachers of subjects in general education
Selection of particular information	1. Purposeful selection of materials concerning the area of interest 2. Looking for peers and adults who are at the same area of interest	1. Collection of materials concerning the area of interest 2. Friendly relationships and joint activities with peers, adults who are at the same area of interest	Educators-assistants, tutors, social workers, teachers of vocational counselling and training, peers
Volunteering in Community life	1. Help for the community staff in keeping order	1. Volunteer help for gardener, house keepers, kitchen workers, etc. 2. Involvement in the assistance for the younger children	Educator-assistant; social pedagogue, social worker

Participation in public events of Community	1. Evident attempts to lead celebrations and other events 2. Activeness in preparation works	1. Organization of social events 2. Learning of poems, songs, etc. for participation in the community events	Director, teachers, social pedagogue, educator-assistance; representatives of Christian community; boys living in the Boys' Town community
Interest in public life	1. Interest in art, sport, other kinds of activities outside Boys' Town 2 Participation in public events	1. Visits to particular public events outside Boys' Town 2. Participation in the activities of public institutions outside Boys' Town	Teachers; educator-assistant; representatives of Christian community

Analyzing the results it was revealed that every identified area could be recognized by two indicators. Assessing these results it is possible to say that (self-) development of motivation for working activities and societal life covers all activities and could be recognized in all activities of Boys' Town and conventionally could be divided in trends: first one is associated with relationship with persons that are in the nearest student's environment (close and informal relations with vocational training teacher, friendly relationships and joint activities with peers, adults who are at the same area of interest, volunteer help for gardener, house keepers, kitchen workers, etc., involvement in the assistance for the younger children) and another one is associated with work activities that are directly pointed to the gaining of the improvement of vocational experience (interest in new equipments and materials for job activities (collection of materials concerning the area of interest; organization of social events; learning of poems, songs, etc. for participation in the community events; visits to particular public events outside Boys' Town; participation in the activities of public institutions outside Boys' Town). A significant role of social partners that help to organize events, developing student's (self-) development of motivation for working activities and societal life has been mentioned.

Table 5. Acknowledgement of responsibility for own professional career and active participation in its development

Area	Acknowledgement	Indicators	Responsible persons
Steady attendance in learning process	1. Stable participation in general education lessons 2. Additional training activities in vocational education	1. Fuss about missing lessons 2. Asking for additional tasks and jobs that are not compulsory in education process	Educator-assistant; vocational counselling and training teacher, social worker
Transfer of new skills	1. New and adjuvant things (objects) made by person 2. Improving of obtained new skills in every day activities	1. Creative behaviour in every day life skills 2. Spending more time then usual in certain area	Educator-assistant; social worker; vocational counselling and training teacher

Discussions	1. Participation in sittings with the representatives of Christian community 2.Participation in sittings with the members of Boy's Town community	1. Active participation in discussions 2. Sharing their previous life experience with others 3. Applying with personal questions to the person they trust	Director, teachers, social pedagogue, special pedagogue; representatives of Christian community; boys living in the Boys' Town community

Acknowledgement of responsibility for own professional career and active participation in its development depends on many factors that surrounds a youngster. This area is closely connected with motivation, self-awareness and support coming from the nearest environment. Student's responsibility for one's own professional career forms on the basis of some, even low, social experience and motivation. It could be assessed as complex work or the whole, long term education action that never stops. In the concept of acknowledgement of responsibility for own professional career and active participation in its development 3 areas (see Table 5) were set up: steady attendance in learning process; transfer of new skills; discussions. Great attention is paid to the process of education: according to the Christian tradition education is the basic youngster's activity that leads to full-value life. Analyzing the research data it was set up that the main areas of activities associated with responsibility for own professional career and active participation in its development were:

a) in the general learning environment (stable participation in general education lessons, additional training activities in vocational education)
b) in interaction with peers and staff who live in the community (participation in sittings with Boys' Town members and representatives of Christian community).
c) in active and motivated participation in every day activities (new and adjuvant things (objects) made by person, improving of obtained new skills in every day activities).

In the process of acknowledgement of responsibility for own professional career and active participation in its development the role of specialists is important. As usually, educator-assistant plays the main role trying to create situations and tasks in which the sense of responsibility could be revealed. To cope with uncertainty, fears, to help youngsters to understand their real situation and to highlight future milestones nuns, priest (sometimes psychologist) are always ready to be near teenager.

Assessing the process of acknowledgement of responsibility for own professional career and active participation in its development it is possible to say, that in all performed actions the activity and motivation of the student plays the most important role. That is why the community staff tries to organize motivating style of life at the same time developing responsibility, self-awareness and assistance.

1.b. Competent and motivated support of specialists

The mission of Boys' Town is to bring up young generation according to the Christian tradition and Msgr. J. P. Carroll-Abbing pointed out the exceptional role of adult in it: the assistant as an integral educator, guarantees the giving of "educational love" and effective dedication in guidance of a youngster, in the constant and discrete respect of his personality, of his feelings, of his privacy, and staying at his side, opens the way to self-esteem and confidence in himself, giving him the hope of a new and possible life. "The great lesson of love, the secret of happiness is in love and the essence of love is in serving!" (J. P. Carroll-Abbing, 1965, p.

47). In this research sector theory and practice of this type of educational action, carried out in Città dei Ragazzi, reveals main characteristics of educator.

Second sector of research, revealing support mechanisms for socio-educational participation (individual and group) is competent and motivated support of specialists – mediation. In the research sector "Active participation of pupils having SEN" the role of competent and motivated support of specialists – mediation was mentioned in the aspect of student's motivation and activeness. This part is dedicated to understand the role of specialists who work in Community with boys who have insufficient support of their families. The content of professional competences and support will be discussed (see Table 6) presenting data concerning revealing changes of psycho-social environment; support in consolidation of pupil's personal value; support in choosing a profession; a*ccompanying support* during pre-vocational training and support in solution of personal difficulties related to vocational counselling.

Table 6. Change of psycho-social environment

Area	Acknowledgement	Indicators	Responsible persons
Supplement of needed information	1. Subscription of special informational materials 2. Visits to the exhibitions, job places, and practical placements of students	1. Number of subscribed journals, usage of web-sites 2. Individual or group visits to exhibitions according to pupils' area of interest 3. Freewill visits to the places of practice with other Boys' Town students	Educator-assistant; social pedagogue, social worker; vocational counselling and training teacher
Organization of creative environment.	1. Supplement of additional materials for practice works 2. Tooled places for out-of-school activities 3. Organization of exhibitions of pupils handcrafts and ware	1. Additional materials used in the process of general education practice lessons 2. Opportunity to use free time in tooled classes for soft skills development 3. Participation in exhibitions organized for special occasions	Educator-assistant; social pedagogue, social worker; vocational counselling and training teachers; representatives of Christian community
Publicizing of achievements	1. Information lists of Boys' Town 2. Presentation of students' work in the institutions of social partners 3. Usage of pupils' work in the designing of Boys' Town environment	1. Publications about student's achievements 2. Participation in social events out-of-school 3. Works used for Boys Town' decorations	Director, teachers, social pedagogue, special pedagogue; vocational counselling and training teachers; representatives of Christian community; boys living in the Boys' Town community

To organize effective and at the same friendly educational environment is a great challenge to any institution of education. Again talking about youngsters from different cultures, social experience and peculiarities of their development to consolidate all factors into the one harmonious theory and operating practice requires a lot of attempts, competences, professionalism and experience from the staff members. The competent support must be appreciable in all areas of child life and always. The results of the research show three areas of

changes in psycho-social environment that is directed to develop youngster's personality. They are: supplement of needed information, organization of creative environment, publicizing of achievements. These general areas were defined according to performed activities that reflect 2-3 ways of recognition. The youngsters mainly get competent support in the Boys Town' area. Presenting different professions the Boys' Town professionals try to assist, but not to be leaders. The assistance is mentioned in supplement of additional materials for practice works, organization of exhibitions of pupil' handcrafts and ware, presentation of students work in the institutions of social partners, usage of pupils work in the designing of the Boys' Town environment. Other activities that reflect educators' competence in the support of vocational guidelines are publicity, directed to strengthen students' self-confidence and motivation for his own choice (subscription of special informational materials, visits to the exhibitions, job places, and practical placements of students, information lists of Boys' Town, tooled places for out-of-school activities. In all these activities educator-assistant is near the student and at any time he is ready to help a child. It must be mentioned that staff working in the Boys' Town belongs to the actively operating Christian community and everyday Boys' Town routine and traditions are based on these issues.

Professional competences were revealed assessing support in consolidation of pupil's personal value as well. In the practice of Boys' Town it is an essential issue to take into mind specific contingent of students. According to the results of discussions with staff and with youngsters it is obvious that most of them before coming to the Boys' Town had extremely low self-value, often they experienced problems that are common to refugees. The changes in personal value might be affected by the child's coming to other culture, traditions, due to their experienced abuse and neglect in their birth countries.

Table 7. Support in consolidation of pupil's personal value

Area	Acknowledgement	Indicators	Responsible persons
Encouragement of practice activities with pupils	1. Planning of new handcrafts, ware that could be used in Boys' Town everyday life 2. Analyzing work process as possibility of self-realization	1. Meetings in the Boys Town Council Board planning Town's activities 2. Discussions with caregivers on the topics of person's values and growth in the context of Christian issues	Director, teachers, social pedagogue, special pedagogue; vocational counselling and training teachers; representatives of Christian community; boys living in the Boys' Town community
Planning of future activities	1. Discussions on planning exact future periods associated with job and learning activities 2 Consultations with consulters out of Boys' Town	1. Listing of exact activities dealing with realistic understanding of boy's future 2. Meetings with vocational consulters and visits to particular job and learning places	Educators-assistants, tutors, social workers, teachers of vocational counselling
Reflective practices	1. Meetings with ex-students of Boys' Town 2. Self evaluation in the context of own expectations	1. Participation in discussions with older students 2. Open and repeated conversations with educator-assistant	Educators-assistants, representatives of Christian community; boys living in the Boys' Town community

While analyzing the research data three main areas were recognized and identified as a process of competent support for consolidation of pupil's personal value (see Table 7). They are: encouragement of practice activities with a pupil, planning future activities, and reflective practices. Each area contains some indicators that reflect content and activities of support. Collected data (discussions, conversations with staff, students, and ex-students, observing staff's and student's communication) let draw some ideas about consolidation of student's self-value. All plans, strategies of institution, everyday problems and suspicions are discussed together with students when personal or group questions are needed to be solved. At the same time the operating activities are really socially actual for student and important for the Boys' Town community, as well. Educators and other specialists who are working in Boys' Town try to reveal the best features of student's personality and to present it to others.

The self-value of the student is consolidated in the planning of new handcrafts, ware that could be used in Boys' Town everyday life, meetings with ex-students of Boys' Town, consultations with consulters out of Boys' Town. Special attention is paid to the individualized work with students.

Supporting the consolidation of pupil's personal value closely associated with psychological characteristics, educator-assistant must have deep knowledge and experience to deal with teenager in a highly competent way, in order to develop full value personality. Individual work is performed in analyzing processes as possibility of self-realization, in discussions on planning exact future milestones associated with job and learning activities and self-evaluation in the context of own expectations. Generalizing issues of support in consolidation of pupil's personal value the exceptional role of educator who must be high-skilled in his activities must be outlined.

One more significant area of educator support is directly associated with vocational counselling. It is included in the whole understanding of institution's mission and basic Christian statements on person's value and the interaction with environment.

Discussing the research data on the support in choosing a profession five areas were revealed (see Table 8): presentation of professions that could be acquired in the basis of Boys' Town education; visits to the Boys' Town museum; meetings with representatives of different specialties in/and out-of-school; discussions among Boys' Town wards; giving any possible information concerning the profession of interest. The basis of vocational training in the Boys' Town is equipped with modern technology and specialists in vocational training could offer a lot of popular and marketable positions.

Table 8. Support in choosing a profession

Area	Acknowledgement	Indicators	Responsible persons
Presentation of professions that could be acquired in the basis of Boys Town education	1. Lessons during general education process 2. Information on the student's request	1. Some particular questions or activities after lessons 2. Asking for additional or new information concerning presented professions	Educator-assistant; social worker; teachers of vocational counselling
Visits to the Boys' Town museum	1. Introduction of students' achievements in different professions	1. Active interest in the works and students whose handcrafts are in exhibition	Educator-assistant; social pedagogue, social worker

Meetings with representatives of different specialties in and out-of-school	1. Active participation in meetings with persons of different specialties 2. Interest in organizing meetings out-of-school in order to get information concerning certain professions	1. Participation in different kinds of meetings with Boys' Town guests 2. Asking educators to give opportunity to meet with adults in their work place out of school	Director, teachers, social pedagogue, special pedagogue; representatives of Christian community
Discussions among Boys' Town wards	1. Organized and free discussions at free time 2. Cognitive activities offered by boys to learn more about certain professions.	1. A group of boys who often meet to discuss about future work	Boys living in the Boys' Town community; teachers of vocational counselling
Giving any possible information concerning profession of interest	1. Free discussions with Boys' Town specialists 2. Information sharing with peers	1. Answers to the particular questions of boys 2. Pointed out sources of information, concerning professions (websites, checklists, and statements, etc.)	Educator-assistant; teachers; psychologist, special teacher of vocational counselling

It is valuable that students can develop their vocational skills in the Boys' Town, working with well known teachers and counsellors. Sector of vocational training has agreements with large enterprises, which are open to employ Boys' Town students. The mentioned situation is important talking about support in counselling process of young students who are Boys' Town newcomers. Even created environment could be assessed as supporting in the profession choice. The role of educator-assistant in this field is significant as well. Educator-assistant has a role of coordinator in every particular case. He together with a student decides content, links, and organizational measures in the support for the profession choice. Activities take place in the area of general education (lessons during general education process; active participation in meetings with persons of different specialties) and in the out-of-school time and place (information on the student's request; introduction of student's achievements in different professions; interest in organizing meetings out-of-school in order to get information concerning certain professions; organized and free discussions at free time, cognitive activities offered by boys to learn more about certain professions, free discussions with Boys' Town specialists, information sharing with peers). It is obvious that main activities take place out of lesson time and has non-formal character of education. It reflects the main mission and theoretical statements of Boys' Town, as a representative of Christian Community.

Other step in the competent and motivated support is accompanying process by specialists. It means that the support in student's activity gaining some information and work with information in the vocational counselling is concerned. In this sector individual and professional characteristics could be revealed. Process of accompanying support of educator assistant during vocational counselling is a dynamic activity that could hardly be planned exactly and must be flexible to respond to student's abilities and needs. It is a two-sided process created by educator-assistant and student.

Table 9. Accompanying support of educator assistant during vocational counselling

Area	Acknowledgement	Indicators	Responsible persons
Given information before planned activity	1. Preparation of learning materials for the students for lessons of technical and agricultural education	1. Active studies of given materials 2. Discussions on given materials after the general education lessons	Educator-assistant; social pedagogue, social worker; teacher of vocational counselling
Direct participation in joint discussions	1. Discussions in groups in the job places 2. Modelling possible activities associated with profession	1. Participation in discussions having appropriate level of knowledge 2. New ideas and suggestions that could be applied in training process	Educator-assistant; social pedagogue, teacher of vocational counselling
Individual work with a student	1. Students' counselling according to individual needs 2. Provision of new materials that are in interest area of the student	1. Appealing to teacher of vocational counselling according to scheduled time 2. Beforehand prepared questions or topics for discussions	Educator-assistant; teacher of vocational counselling

Analyzing accompanying support of educator-assistant during vocational counselling three areas were pointed out: information before planned activity, direct participation in joint discussions and individual work with a student. The content of accompanying support depends on many factors such as student's developmental peculiarities, his experience and cultural traditions, his social and soft skills. Educator must know youngster's world well in order to assist with great sense.

During collecting observation data it was realized that even preparation material for support in vocational counselling is prepared taking into account students' cultural heritage, his level of knowledge. Usual they organize a lot of visits to the work places of their social partners and at the same time being, working and playing together turn to the accompanying support and assistance of vocational counselling (preparation of learning materials for the students for lessons of technical and agricultural education; discussions in groups in the job places).

The main role in the accompanying process is to show the attractive and interesting aspects of profession and to motivate students for choosing it. Mostly individual practices are organized by educators in accompanying support during vocational counselling. This could be acknowledged in modelling possible activities associated with profession; students counselling according to individual needs; provision of new materials that are in interest area of the student.

Generalizing results it could be pointed out that accompanying support of educator-assistant during vocational counselling is a dynamic and flexible process that corresponds to student's abilities and needs.

The last area of understanding of competent and motivated support of specialists – mediation is support in solution of personal difficulties related to vocational counselling. It is final, very important and responsible step for the student's nearest future. It is a long term process and sometimes without answer. According to the vocation planning processes it seems to be in the ending of the counselling activities. Anyway, its continuity could vary depending on the various aspects and reasons. That is why exact edges in this process cannot be defined.

Table 10. Support in solution of personal difficulties related to vocational counselling

Area	Acknowledgement	Indicators	Responsible persons
Testing of students abilities	1. Special tests used by institution's specialists 2. Conversation with psychologist and special educator	1. Data on the level of student's development 2. Specific suggestions on possible profession	Educator-assistant; social pedagogue, social worker
Discussions on appropriate professions and work value issues	1. Observation of professions that could be suitable for a student 2. Meetings and conversations with ex-students of Boys' Town	1. Meetings with Boys' Town professionals 2. Attendance in free discussion with ex-students of Boys' Town 3. Conversations with representatives of Christian community.	Educator -assistant; social pedagogue, social worker; representatives of Christian community; ex-students of Boys' Town
Special help in soft skills training	1. Planning and organizing of additional workshops and workshops for students in vocational training classes	1. Participation in soft skills training session 2. Improvement of performing soft skills activities	Teacher of vocational counselling; teacher of vocational training; educator-assistant

Analyzing support in solution of personal difficulties related to vocational counselling first of all responsibility of educator must be mentioned. It looks like a youngster takes decision independently, by himself, but in fact the counselling must be done in such a way that student could choose the most appropriative professions for him. It requires high professional skills and competencies. Three main areas (see Table 10) were indicated assessing support (and the need of support) in solution of personal difficulties related to vocational counselling: testing of students abilities; discussions on appropriate professions and work value issues; special help in soft skills training.

Mostly all specialists take place in this process and everyone of them has direct responsibility area. They are performing such activities: special tests used by institution's specialists; conversation with psychologist and special educator; observation of professions that could be suitable for a student, meetings and conversations with ex-students of Boys' Town; planning and organizing of additional workshops and workshops for students in vocational training classes. The exceptional role in this area is shared with representatives of Christian Community. Their accompaniment during student's life in the Boys' Town has a great additional influence in the context of traditional educational methods. This aspect was mentioned by the staff during discussions with them.

Conclusions

Generalizing research results according to the areas of active participation of pupils having SEN and competent and motivated support of specialists – mediation, such conclusions could be drawn out:

1. Support mechanisms according to the active socio-educational participation of pupils having SEN (individual and group) could be an acknowledgement in evaluation of child's ability, discussions and participation in Boys' Town activities. Role of educator-assistant is significant in this situation it continues the traditions of the Boys Town founder Msgr. J. P. Carroll-Abbing that stress special role of educator-assistant.

2. Recognition and support from aside plays a role of person's affirmation. This is a way in which student gets self-confidence and understands his place in the acceptable and important for him environment. In other words, it assures long lasting person's own consolidation value and its constant perfection.

3. Participation in the activities of public institutions outside Boys' Town. A significant role of social partners that help to organize events, developing student's (self-) motivation for working activities and societal life has been mentioned.

4. Assessing process of acknowledgement of responsibility for own professional career and active participation in its development it can be said, that in all performed actions the activity and motivation of the student plays the most important role. That is why the community staff tries to organize motivating style of life at the same time developing responsibility, self awareness and assistance.

5. Professional competences were revealed assessing support in consolidation of pupil's personal value as well. According to the results of discussions with staff and with youngsters it is obvious that most of them before coming to the Boys' Town had extremely low self-value, often they experienced problems that are common to refugees. The changes in personal value might be affected by the child's coming to other culture, traditions, due to their experienced abuse and neglect in their birth countries.

6. The self-value of the student is consolidated in the planning of new handcrafts, ware that could be used in Boys' Town everyday life, meetings with ex-students of Boys' Town, consultations with consulers out of Boys' Town. Special attention is paid to the individualized work with students.

7. It is obvious that main activities take place out of lesson time and has non-formal character of education. It reflects the main mission and theoretical statements of Boys' Town, as a representative of Christian Community.

8. Their accompaniment during students' life in the Boy's Town has a great additional influence in the context of traditional educational methods. This aspect was mentioned by the staff during discussions with them.

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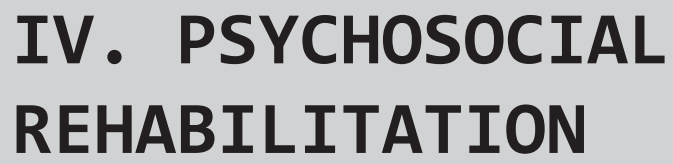
IV. PSYCHOSOCIAL REHABILITATION

POSSIBILITIES FOR MANAGEMENT OF CONFLICTS AMONG PRE-SCHOOL AGE CHILDREN BY APPLYING METHODS OF WORK WITH FAIRY-TALES

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Abstract

The article introduces the qualitative research results of the pedagogical experiment which is aimed at the assessment of the impact of work with fairy-tales in development of pre-school age children's ability to constructively solve arising conflicts among children. It was found out that fairy-tales could be the means for control of conflicts among pre-school age children when the content of fairy-tales and the process of their discussion were purposively oriented towards educated children's ability to constructively manage conflict situations and strengthen social skills. When applying methods of the work with fairy-tales, it is possible to correct the attitude of children with problematic behaviour towards themselves and their relations with friends, to make impact on the internal condition of a child, i.e. to implement better self-assessment for those who are insufficiently aware of their role in group as well as to help those whose self-assessment is too high to see themselves from the point of view of others; positive changes of interpersonal social and communicative abilities (solution of problems, conflicts, initiative, tolerance, respect to each other etc.) were noticed in joint activities.

Key words: *conflict, pre-school age child, fairy-tale.*

Introduction

Recently, taunting has been one of the most burning issues in comprehensive schools. In Lithuania, seemingly much attention is paid to the purpose of elimination of this phenomenon; however, the volume of decrease of taunting is not so quite obvious (*Smurto mokyklose paplitimo, formų, priežasčių, prevencijos ir pagalbos priemonių tyrimas*, 2008). It is observed that taunting occurs due to postponed reactions towards conflicts arising among children. As Robichaud (2007) states, already in a pre-school group conflicts can turn into sneering starting at a subtle scale, usually by isolation, usually accompanied with taunting, abuse. If adults do not interfere, such actions in primary forms can become more diverse and painful.

Of course, according to Thériault (2009), it is impossible (and not needed) to eliminate conflicts – throughout the life a child will face such situations due to different wishes, needs, opinions. It is not always a must to strive to avoid conflicts, however, it should be learned to properly react to them: in many cases, *conflicts* can be *managed* – solved constructively when

choosing a suitable strategy for solution. In this case conflicts will be not as much the source of quarrels, anger, and stress but rather as striving to change something.

Šidlauskaitė states, around the third year of age, "a child enters the *temper tantum* (uncontrolled anger) period, features of inadequate emotions and behaviour become visible and get more intensive in the pre-school age" (quoted from Bražienė, 2009, p. 290). Thus, close attention is necessary in this period for development of the ability to constructively solve conflict situations: "to teach children independently manage conflicts is a great heritage for them because this ability will secure throughout lifetime and, no doubt, will prevent even some problems related to violence, crime etc." (Thériault, 2009, p. 20)

No doubt, children's lack of social skills influences arising conflict situations among pre-school age pupils: they are usually provoked by children who are not able to/cannot wait for their turn, share a toy, follow certain regulations, make a negative decision, collaborate, ask to be involved in a game etc. Even though successful formation of social skills depends on inborn capacities (Daniels, Stanfford, 2000), perhaps the most important attention of educators should be paid to development of independence of children when teaching them to manage conflicts. Pedagogues of pre-school educational institutions can employ the national programme for development of abilities for coping with difficulties entitled "Zipio draugai" ("Zippy's Friends"). However, on the one hand, this curriculum is not compulsory in pre-school education institutions; on the other hand, financial capacities of not all institutions allow pedagogues to take part in these activities. No doubt, "The Curriculum for Development of Life Skills" ("Gyvenimo įgūdžių ugdymo" programa (2004)) is useful too; it offers worked out exercises developing various abilities that meet the peculiarities of living of children of this particular age phase. There are no other innovative educational technologies. Thus, one of the aspects of relevance of the analysed issue is to search for opportunities and ways how to achieve some effective results by employing minimal educational input when helping pre-school age children to self-develop social skills and also to master the specificity of management of conflicts.

One of such opportunities is purposeful application of methods of work with fairy-tales in the process of child's education because, as a child's psychologist Bettelheim states, fairy-tales teach children to think and solve many problems that raise concern even though they are not being consciously perceived (quoted from Makulavičienė, 2004). Herm (2004) also suggests searching for underlying "healing powers" within fairy-tales that could be used not only in therapy but in pedagogy as well.

In Lithuania, a single research still has been carried out; it aimed at finding out the impact of fairy-tales on tempering manifestations of aggressive behaviour of pre-school age pupils (Bražienė, Mockienė, 2008). Exactly this research emphasized that analysis of fairy-tales and additional works decreased the features of aggressive behaviour of children within a minimal period of the educational experiment (ibid).

The research problem. Under-evaluated possibilities for management of conflicts among pre-school age children by applying methods of work with fairy-tales.

The research object is management of conflicts among pre-school age pupils.

The research aim is to assess the impact of work with fairy-tales in development of pre-school age children's ability to constructively solve arising conflicts.

Organization of the research and methods
Empirical research on the development of pre-school age children's skills of management of conflicts by applying methods of work with fairy-tales lasted within the period February–May 2010. In total, 19 children at the age of six took part in the research.

The following methods have been applied in the empirical research:

The pedagogical experiment "An Hour with a Fairy-Tale" was applied for the purpose to estimate the efficiency of the curriculum for the development of pre-school age children's abilities to manage conflicts when applying methods of work with fairy-tales. Classes lasted for a period of four months, once per week. The pedagogical experiment was carried out in the *linear way*, i.e. when the control group is not formed throughout the research. According to the statements by Bitinas (1998), it aimed at implementation and scientific reasoning of the introduced project as the alternative for development of pre-school age children's skills of management of conflicts when applying methods of work with fairy-tales.

Case analysis was applied in order to qualitatively assess the impact of the experimental curriculum on personality changes of the surveyed. The results of observation were recorded in minutes.

Theoretical background

Communication for children of pre-school age is very important. When starting maintaining friendship, they try to adjust actions, play common games, reveal themselves to others, successfully solve conflicts, etc. As Monkevičienė (2004) states, researches that have been carried out show that children while playing get involved into conflicts from 10 to 20 times. The most peculiar conflict situations among children: want to press one's opinion on others; want the same toy that is being played with by another child; want to be a leader of the game, but others object; do not follow the rules of a game; molest, annoy; accidentally hit or push. Usually, conflict situations "are caused without conscious children's striving for that. Everything starts accidentally, because of careless hitting, pushing (Bražienė, Mockienė, 2008). Even though such situations can last for a short time, still part of conflicts are being solved by applying force: hitting, kicking, shouting, pushing, taking a toy away, ruining a construction etc. It should be noted that unpopular children among contemporaries can be singled out in the period of pre-school age – these are outcasts whose socialization or communication abilities are lower than those of others: they are not able to make impact on others by applying peaceful means, cannot collaborate, their abilities of playing are insufficient, they are less empathic, cannot control own actions (Monkevičienė, 2004). The need for communication of such children remains unsatisfied if a pedagogue does not help a child to gain needed abilities, to maintain relations with others, does not teach to recognize conflict situations and solve them properly. In order to teach a child to manage conflicts, first of all, with regard to child's individuality, one's independence should be developed: "To be independent means to be capable of recognizing own needs and meeting them properly" (Thériault, 2009, p. 18). Thériault (ibid) singles out five forms of independence that are related to various areas of child's development: *social independence, emotional independence, motor independence, cognitive independence and moral independence.*

When bearing in mind the singled out forms of child's independence which are important in finding out children's abilities to recognize conflict situations and properly manage them to be developed, it should be stated that methods of work with fairy-tales can be quite a contributing means in this work (Table 1).

Table 1. The reasoning of development of children's independence by fairy-tales

Peculiarities of a fairy-tale	Formed value attitudes	Developed abilities
A fairy-tale encourages experiencing various emotions together with its characters, it stimulates sensitiveness towards a human being, nature, animals.	To be open, show empathy; to acknowledge and respect rights of other people, to tolerate behaviour, opinion.	To feel and understand oneself, other people, groups of people.
A fairy-tale can render an example of proper behaviour in a certain situation	To act fairly and assuming responsibly.	To foresee the models of own intentions, actions, behaviour as well as the consequences of actions.
Identification with a fairy-tale hero	To be persistent, pushing, showing initiative.	To understand what helps to communicate, collaborate, successfully act, feel good.
Interrelations of characters	To be a community member. To take care of others, to wish to be needed.	To share abilities, ideas, to solve problems together. To take part in joint activities when making decisions.
Happy ending	To believe and trust in oneself and others, to constructively solve problems, strive for a dialogue, reciprocal understanding.	To consider own moods, behaviour, intentions. To assess and control own thoughts, actions.

As Molicka (2010) states, a fairy-tale is the closest to the world view acceptable to a child and it helps understand important "things", follow various models of behaviour, perceive moral values; fairy-tales are the pieces that form child's personality because a child usually identifies oneself with characters of a fairy-tale, follows their moral attitudes, ways of thinking and acting. It is important for children that their heroes when facing difficulties do not despair but "continue going along the road of maturity and overcome occurring tasks by applying their spiritual and physical powers" (Herm, 2004, p. 100).

From the educational aspect, everyday life ideas being promoted by such fairy-tales are highly valuable:

1. *The surrounding world is animate, anyone may talk to us at any moment.* This idea is important in forming the sense of care, fostering, duty and responsibility.
2. *Everyone surrounding us is able to independently act and has the right to personal life.* This idea is important in forming the preparation to accept other one as one is.
3. *Polarization of evil and good, the victory of good.* The idea is important for maintenance of inner courage and striving for good.
4. *What easy comes, easy goes.* The idea is important in forming the striving for the goal and development of will.
5. *We are surrounded with many helpers; however, they help only then when we are not capable to cope with occurring difficulties ourselves.* This idea makes impact on formation of the sense of independence and trust in others (Зинкевич-Евстигнеева, 1998).

Research results and their interpretation

The programme of the pedagogical experiment "An Hour with a Fairy-Tale" and its implementation. The main difference between folk and literary fairy-tales is that folk tales render the "concentrated" wisdom tested throughout life experience in the metaphor form, whereas literary fairy-tales in a more concrete language reveal and develop single humanistic

values, perception of which is also important in child's understanding of the world. When working with children of the pre-school age, it is advised to choose literary fairy-tales (Ермолаева, 2001).

Themes of fairy-tales selected for the experiment, the main idea of the pieces were adjusted to relevant issues of the process of socialization of children, directed towards perception of emotions, recognition of conflict situations, development of skills for conflict management, e.g. attention paid to us by others should be acknowledged and those who help us, exhilarate, please us should not be forgotten ("Summer Colours"); to ask for help is not a shame ("A Garden Is in Bloom"); it is important to see and recognize a sad, unhappy person, do not reject others ("Cheese"); a polite person is pleasant for others, one's company is desired ("The Tea Club"); everyone is exceptional for something but not better or worse than others ("Fruit"); one should trust in oneself ("A Hedgehog and the Sea"); a friend should not be left in misfortune ("The Snow Queen"); one should not be self-estimated, everyone is beloved, respected as one is ("The Frog Went Travelling").

Much attention was paid to practising regulation of behaviour, strengthening communication skills which were related to the content of the fairy-tale listened to. Children who are ignored by their contemporaries, who experience sneering, who are not brave, do not know how to overcome a conflict situation do not dare to ask for help – they had an opportunity to identify themselves with characters of the fairy-tales. Such identification as if allowed children to concretize their experienced fears, to better understand their own wishes. It also helped to strengthen self-esteem, encouraged positive thinking: several characters of fairy-tales experienced fear or difficult emotional situations which likely could end in a sad tone – however, the end of every fairy-tale showed that hero's courage, resolution, asking for assistance could help to find the right solution in difficult situations.

For enshrining politeness, goodness, empathy of children, the fairy-tales "The Tea Club" and "Summer Colours" were suitable very much. In the first fairy-tale it is shown what discomfort was caused by an ill-mannered metal cup to other club's members. Children "learnt" from this fairy-tale that one should behave politely, in good manners everywhere and always, that only polite communication with others, sincerity form friendly interrelations. In the fairy-tale "Summer Colours", it is told that it is important to accept attention paid by others, that those who exhilarate, please should not be forgotten; that one should not be irrelevant to other people, should not be afraid to show goodness, attention, understanding.

Possible forms of sneering among children (slander, isolation, rejection) are partly reflected in the fairy-tale "Cheese". The metaphor of a "tied cheese" as if informs that the cheese does not see possibilities to change its position (and a child who is rejected would not be the outcast if one knew how to behave in order not to stay aside) – the cheese needs help which, fortunately, appears. Heroes of the fairy-tales "Fruit" and "The Frog Went Travelling" face problems of communication with others due to overestimated self-value.

During "Hours with a Fairy-Tale", attention of children is driven to heroes' ability to find the solution in a complicated situation, to solve the conflict or avoid it. Some heroes of fairy-tales find solutions themselves, others receive help from outside. In a complicated situation for children, also, "someone from outside" can help.

By employing the pedagogical observation under natural conditions, positive changes in children's social and communicative abilities (solution of problems, conflicts; initiative, tolerance, respect to each other, etc.) through joint activities were estimated. It is likely that experienced images of the fairy-tales encouraged positive children's activeness, the wish to be like those positive characters (smart, self-reliable, helpful, striving for good, beauty and truth), and vice versa – to not identify with those whose behaviour causes unpleasant feelings to others. During discussion on the fairy-tales, when singling out moral meanings of a fairy-tale, children perceived the humanistic values, pro-social norms of behaviour that were rendered (Table 2).

Table 2. The project of the pedagogical experiment "An Hour with a Fairy-Tale"

No	The topic of activities	Main activities	General characteristics of involvement of children into activities
1.	Introductory class	1. Introduction of upcoming joint activities 2. I acknowledge and recognize a conflict situation: *can I recognize a conflict situation?*	Children get involved into joint activities with difficulty, do not decide to express their opinion, do not motivate their answers to a question "Did the conflict arise?" on the ground of the told story. A prompt suggesting possible answer variants by an experimenter is needed.
2.	Feelings – Our Helpers	1. A dynamic fairy-tale: A. Gribachev "A Hare and a Spring" 2. I acknowledge and recognize a conflict situation: *proper and improper ways to control emotions* 3. "A Collage of Feelings"	They enjoyed a non-traditionally told fairy-tale, a creative task to find various emotions experienced by people in magazines' images (angry, jolly, sad, feared), to cut them and paste; however, quarrels are not avoided, the rules are not followed, etc. Children do not get involved into a discussion.
3.	To Ask for Help – Not a Shame	1. Listening to and discussion of a fairy-tale "A Garden Is in Bloom" by P. Mašiotas 2. I acknowledge and recognize a conflict situation: *respectful and non-respectful behaviour* 3. Group creative activities: a group drawing "A Happy Apple Tree" (some draw an apple tree in gouache on a big sheet of paper, others – cut blossoms from a colour paper and stick them with glue)	Part of children try to get involved into discussions Few boys are not able to concentrate their thoughts, feelings. Those children who do not dare to talk are encouraged to express their thoughts, feelings. Some problems of communication in the group become obvious. Children's interest in hours with fairy-tales is observed.
4.	We All Are Important and Needed	1. Listening to and discussion of a fairy-tale "Fruit" by K. Kasparavičius 2. I acknowledge and recognize a conflict situation: *anger* 3. Individual activities: a drawing "How Do I Look Like When I Am Angry"	It is observed that children are waiting for an hour with a fairy-tale. Thoughts are expressed braver, feelings are shared. All children get involved into the discussion, except A. who is waiting to be encouraged. G. pleasantly surprised – a highly reserved boy (previous attempts to get closer to the child were unsuccessful) started talking about himself. It becomes obvious that child's self-value is low, he keeps many hard feelings inside. Conversations with boy's mother are maintained, it is being commonly searched for the ways to help G.
5.	Let's Not Reject Others	1. Listening to and discussion of a fairy-tale "Cheese" by K. Kasparavičius 2. I acknowledge and recognize a conflict situation: *sadness.* 3. Group work "A Gift for Cheese"	The fairy-tale seemed to children very funny; however, when talking about feelings, especially the sadness of the cheese, behaviour of the children altered – they became more serious and analyzed the case of the cheese as a real event. T. who has never talked about father's death, today shared his experienced feelings for the first time. Other important "event" of this class – children initiated the topic for creative work themselves (*the experimenter had prepared a different task but gave up her idea and supported the children's initiative*): to give socks as a present (to draw and cut out of paper) to the cheese. No conflicts arose regarding sharing of activities: G. (sad, reserved, feeling underestimated) chose to draw the brave girl, T. (grieving about father's death) made the application of the cheese, other children – the application of socks.

POSSIBILITIES FOR MANAGEMENT OF CONFLICTS AMONG PRE-SCHOOL AGE CHILDREN BY APPLYING METHODS OF WORK WITH FAIRY-TALES
Nijolė Bražienė, Rita Nemaniūnienė

Continued Table 2

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6.	**What Is Said by Our Small Hearts**	1. A dynamic fairy-tale: H. C. Andersen "The Snow Queen" (I). 2. A discussion about a heart: explanation of sayings *a heart of gold, a wide heart, a heart of stone, a heart of ice* 3. Individual creative work: "I Draw My Own Heart"	All children wish to tell their opinions, bravely express own thoughts, share experienced feelings in the verbal form. During the dynamic fairy tale all of them tried to avoid the touch of "a fairy stick" – nobody wanted to become angry. However, those who were touched by "a stick" sincerely attempted to perform the assigned task – to become angry, irritable and to supplement this condition by a facial expression, gestures, moves, angry words. After the class, children asked to repeat separate exercises of the fairy-tale. Hearts of all children are merry, except the one of T. As the child wished, there was an individual conversation with him on how the father insults by calling ill-names. Some children repeated drawing hearts in order to "bring" impressions of that day home.
7.	**Let's Cherish Each Other – Let's Cherish Friendship**	1. A dynamic fairy-tale: H. C. Andersen "The Snow Queen" (II) 2. A conversation on what strengthen interrelations among friends, help in not leaving a friend despite difficulties, disaccords, disappointments 3. Individual work: creation of fairy-tales about flowers	The fairy-tale raised a great interest, children were anxiously waiting for the continuation for the whole week: were considering what happened to fairy-tale's characters, prognosticated culmination of events, talked much on hearts (golden, stone), drew them and gave as presents to mothers, friends, the experimenter. When choosing the most favourite flower (artificial) for individual creative work, each child competed to be the first, but still tried to follow the set rules: to wait for the turn, later – to attentively listen to a friend, do not interrupt one, do not comment.
8.	**Our Beautiful Dreams**	1. A dynamic fairy-tale "A Hedgehog and the Sea" 2. I acknowledge and recognize a conflict situation: *joy* 3. Individual work: a drawing "My Dream"	Children become calmer, able to concentrate and retain attention. R. is especially interested in the fairy-tale. Behaviour of E. changes towards better (is able to listen to, manifestations of inadequate behaviour decreased). G. gets more open – this child who previously was reserved and trying to dissociate himself from others willingly expresses his thoughts.
9.	**I Am What I Am**	1. A dynamic fairy-tale "The Frog Went Travelling" by V. M. Garshin 2. I acknowledge and recognize a conflict situation: *pride* 3. Individual creative work: "A Little Frog"	Ž. was worried whether children know how to fold frogs and suggested her assistance. Children are anxiously waiting for "the fairy-tale day", guess about the fairy-tale to be listened to. They seriously and sincerely perform creative tasks. They willingly discuss, everyone bravely expresses own thoughts, opinion, are attentive, tolerant, disciplined.
10.	**What Would Be if?…**	1. Listening to the fairy-tale "The Frog Went Travelling" (repeated without game elements) 2. Analysis of fairy-tale situations: *What would be if…* • *a little frog met Red Riding Hood on its journey?* • *a travelling frog met the Frog Queen?*	All children got involved into the creative process very actively: modelled possible consequences to the situations, while supplementing, continuing each other's ideas. They are able to listen to a friend, wait for the turn. They concentrate attention well. A. who is bound to be reserved communicates more openly; behaviour of the most conflict children – R., Ž., E. and N. – gets obviously better: in everyday activities of the group their attempts to control the unwanted behaviour were surprising, moreover, these boys notice also those who behave not according to the rules set by the group. Remarks are expressed calmly.

Continued Table 2

11.	Think with Your Own Head	1. Listening to and discussion of a fairy-tale "A Dreadful Story" by K. Kasparavičius 2. I acknowledge and recognize a conflict situation: *fear* 3. Individual work: a drawing "New Adventures of Balls"	Children's mood is excellent, the atmosphere of intercommunication is cosy. They actively talk about their experiences; follow set rules, remind them to a friend who "forgot" with tact. Children's relaxation is felt after they share unpleasant experiences.
12.	Is Fear so Dreadful Indeed?..	1. Listening to and discussion of a fairy-tale "A Mouse and a Monster" by K. Kasparavičius 2. I acknowledge and recognize a conflict situation: *fear* 3. Collective creation of continuation of the fairy-tale	Children created the continuation of the fairy-tale with great enthusiasm – they supplemented each other, suggested own ideas (also, they were highly attentive to experimenters writing of their every idea). The motives of strong friendship, attention, responsibility, gratitude appeared at once in the continuation of the fairy-tale: *A mouse was no longer afraid of a vacuum cleaner. He started friendship with a she mouse and they became good friends. They went travelling around the wide world. When travelling, the vacuum cleaner protected the she mouse from threats. They found a house, a magic box. They opened the magic box and saw a magic golden stone. They thought they were rich; however, electricity disappeared and the vacuum cleaner could no longer function. The vacuum cleaner became sad, the she mouse became sad. She tried to fix maintenance of electricity but was not able to and called for help – an electrician who was an acquaintance of the she mouse's friend. And the vacuum cleaner started functioning again. The she mouse was happy that electricity maintenance was fixed. She gave some flowers and that golden stone to the electrician. They lived well and happily and loved each other and did not let others hurt anyone of them.* When analyzing the fairy-tale, children were offered to name the best own traits. For the first time, G. acknowledged: "I love myself", and R. – "I am gifted".
13.	It Is Not Pleasant beside the Uncultured	1. Listening to and discussion of a fairy-tale "The Tea Club" by K. Kasparavičius 2. I acknowledge and recognize a conflict situation: *respectful and non-respectful behaviour* 3. Collective creation of continuation of the fairy-tale	When both listening to the fairy-tale and creating its continuation, children were highly involved, experienced the moods, feelings, behaviour of the characters. Children did not start condemning the metal cup – they drew the assumption that perhaps nobody taught that cup how to behave well and mannerly, maybe it did not know how to behave; however, when learning it can correct its behaviour: *They all went away angry and left it alone. They did not maintain friendship with the uncultured cup anymore, and that cup was sad. And then it tried to change: to eat beautifully, mannerly, do not spill tea anymore, do not crumble and champ at the table. It found alike friends. It found the friend of the tea club too and asked them pardon for ill-behaviour. It even said that it learnt from mistakes. Since then, they accepted it and they became friends and even found more friends. They were: the red, blue, motley; with birds; light blue, dark blue, with butterflies; with hearts; with tiny cars, with diverse stripes, violet. And that cup dyed itself in order to be beautiful and it looked beautiful. Now, at the tea club, they all drank tea, went swimming, in for sports, beautifully ate biscuits, outside they saw many flowers smelling fine, also, they saw birds, they stayed outside in rain under umbrellas and they all danced at the tea club.*

Continued Table 2

14.	Let's Be Grateful	1. Listening to and discussion of a fairy-tale 'Summer Colours" by D. Žilaitytė 2. I acknowledge and recognize a conflict situation: *disappointment* 3. Individual work: *a drawing for summer*	The fairy-tale moved everyone so much that they asked to repeat it a couple of times. Children wished to make the summer happy – they put much effort when drawing (four children drew for the second time because the first one was not successful). They talk about their experienced feelings without restrictions, talk not only during the special hours, are able to name them, anticipate conflict situations; properly manage emotions.
15.	I Can Recognize a Conflict Situation	1. I acknowledge and recognize a conflict situation: *analysis of conflict situations in stories being told* 2. Individual creation of stories including conflict situations when choosing an appropriate way of solution	All children easily and quickly get involved into joint activities, express their opinion without restriction, give motivated answers to the question "Did the conflict arise?" on the base of the story. Prompt variants of answers from the experimenter are no longer needed.
16.	The Final Class "Magic Lessons of Feelings"	1. "A Sand Fairy-Tale" on feelings when using figures: T. D. Zinkevič-Jevstignejeva's "A Magic Land of Feelings" 2. Reflection on classes	Children listened to the fairy-tale with great interest, friendly distributed roles among themselves for staging (nobody was "disadvantaged"). Examples of children's reflections: *I enjoyed playing the fairy-tale game very much; I enjoyed too; Everything was so interesting; I found out much about anger and what should be done when being angry; I enjoyed playing the game of the fairy-tale "The Snow Queen"; I enjoyed all fairy-tales very much; Also, I liked all handworks; I enjoyed conversations; We were taught to speak, not be afraid to talk; That you may tell that you are angry; it is not necessary to beat, show anger to others.*

The content of the pedagogical experiment's "An Hour with a Fairy-Tale" project has been worked out on the base of methodical recommendations: Hoffman, Roggenwallner, 2005; Schiller, Byrant, 2004; Thériault, 2009; Грабенко, Зинкевич-Евстигнеева, Фролов, 2002; Капская, Мирончик, 2006; Сибли, 2005; Стишенок 2006.

Expression of child's personality changes: case analysis. Efficiency of the pedagogical experiment was assessed with regard to behaviour changes of the most conflict children noticed in everyday activities in the group. Possible reasons for conflict behaviour were anticipated with regard to child's family life situation, character of education and parents' communication with a child in family.

Simas[1] grows in a full family. Parents have obtained higher education. He has a sister who is two years younger. Simas is very agile, unwillingly obeys rules set in the group, likes to be a leader over peers, sometimes cheats when playing, seldom smiles, unwillingly takes part in educational activities. The boy is alive, keen on sports, likes puzzle, dice games. Meanwhile other activities needing concentration of attention, such as hours for discussions-conversations, logical exercises and other purposive educational activities do not interest him. It was noticed that Simas does not trust his abilities quite much when performing works in fine art: even though he evaluates his own pieces positively, the child often needs "another sheet of paper" because he starts everything from the beginning. Simas almost never plays alone and, until he makes a conflict situation, is liked by friends. Usually, Simas is the initiator of conflict situations, can push or hit a peer without care. It was noticed that some children please Simas just in order to avoid conflicts.

Simas has a linguistic and speech disorder which obviously makes impact on child's communication with contemporaries, diminishes his self-esteem. His mother, when the child is present, always emphasizes his improper pronunciation of sounds, absence of interest in reading (because there some children in the group who already can read words). His father also underestimates child's endeavours: depreciates pieces of fine art, achievements and enjoys repeating the following phrase: *"You will not need much, graduation of 10 forms will be enough – you will just pass them"*. It is obvious that parents simply do not accept the child as he is. Perhaps child's average abilities (not especially outstanding child among peers) do not meet the expectations of parents. Before the pedagogical experiment, Simas had little interest in various handworks, it was hard for him to sit quietly and listen to the text / fairy-tale being read. When joint group activities started, he used to wander in his thoughts or talk to peers, squirm. When observing the child during the experiment, the impression was formed that it was needed for Simas to talk. Usually, after listening to a fairy-tale, exactly he used to be the first to say his opinion, start discussions. Creation/recreation of fairy-tales (different endings, further events or *"What could be if…"*) as well as creative works related to the topic of a fairy-tale received the most attention from Simas.

During "*Hours with a Fairy-Tale*", children were given complete creative freedom, their creative pieces were unconditionally accepted as perfect (parents were forbidden *to comment pieces of their children, compare with pieces of other children while emphasizing "imperfection of own child"*), a thought, an idea expressed by every child were considered as highly valuable. Perhaps such "strategy" woke the sense of Simas' self-esteem up. The boy started valuing the experimenter as a person who understands him best: during all "*Hours with a Fairy-Tale*", Simas used chances to sit next to her. During the experiment, the child became friendlier, "arranged" less conflict situations, more cases appeared when he said "*I am sorry*".

Several thoughts expressed by Simas (highlighted in the italic font): Tell how do you behave when being afraid? *I shrink.* How does a disappointed person behave? *One wishes that someone would help him.* What helps to become exhilarated? *When someone says to you*: "*You are good, smart*" (it can be anticipated that the child lacks sincere attention, acknowledgement, recognition of his achievements, staying together).

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[1] Children's names were changed.

Naturally, all problems of Simas cannot be solved with fairy-tales – parents' wish to sincerely accept the child as he is – is a must. However, exactly during the experiment, fairy-tales "allowed" seeing the child's problems and, what is the most important, they "showed" to adults what the child was lacking. Hence, it can also be assumed that Simas mastered most of the fairy-tale-related lessons and was able to change in his behaviour at least the part which was the obstacle for constructive communication with other children and to feel good in the group too.

Vilma is the only child in the family. Her mother obtained higher education, her father – high education. The daughter was born to mature parents, i.e. they both were over 35, perhaps, that is why adults more often obeyed Vilma in the family. The girl is brave, active, striving to dominate everywhere, leading over contemporaries, "selective" to friends, expresses often changing moods, likes diminishing abilities and achievements of other children. She is best at communication with adults.

Vilma is a gifted girl: reads well, succeeds in logical exercises, easily performs arithmetical tasks, has exceptional memory, excellently acts. The girl takes part in various activities of non-formal education (dances, sings, participates in exhibitions, contests) etc. Vilma can be characterized as follows: she will fit where placed; but still communication with peers causes problems for the girl. This could be illustrated with some children's thoughts about Vilma: *I have experienced (sadness) when Vilma does not want to make friends with me; I am also sad when I do not succeed in handworks or drawing and when Vilma and Indrė say that I do not draw fine*. The girl is very proud for she can and is able to do more than others; however, she also diminishes others too. It is obvious that due to such personal traits Vilma had no friends in the group, except one: if someday the best Vilma's friend was absent the girl used to play alone.

Even though Vilma cannot fluently communicate with children, she enjoys group and collective activities, is always active, shows her initiative and if not being invited gets upset, obviously expresses dissatisfaction and, as if worrying that others can do it better, emphasises that *she* can do it *too*.

The described experimental common problematic situation of Vilma essentially meets the definition of a gifted child: when not providing needed conditions, gifted children usually play alone because there are not many people with whom they could share their thoughts. They feel being different and worry for failing to get adjusted. As their mind is more mature than others', they search for those who are older (Vilkelienė, 2003).

Other reason why Vilma has problems of communication with children, perhaps, – overestimated highlighting of girls achievements by parents (especially her father), her obvious worshiping when the girl is present. It can be anticipated that the child is simply afraid to disappoint her parents and allow them notice that, besides advantages, she has some "disadvantages" as well; the child tries to establish her "strength" with demonstrative behaviour, excessive boasting etc.: according to Monkevičienė (2003), a child strives to be praised, to be acknowledged by an adult that one is good, excellent, worth loving <...> a child who acts demonstratively needs support very much. The probability that a child who always demands attention feels the lack of something is also maintained by Dreikurs and Soltz (2007). According to their opinion, such child thinks that if not receiving attention one will be worthless and will not find own place in life.

When observing the girl during the experiment, the impression that Vilma was constantly striving for acknowledgement of her importance was formed. Perhaps, this informs about her fear to stay "behind" other children for a little while. During the pedagogical experiment, Vilma sincerely expressed her thoughts, even though sometimes some time had to pass until she would start talking. It was noticed that during initial classes, she usually used to speak as

one of the last children, but she had difficulties in expressing thoughts – it seemed that the girl could hardly step over a barrier. However, as the experiment proceeded further, the girl gradually managed to express her thoughts, name feelings more fluently, she began assessing other children's works positively, e.g. *You have beautifully drawn a butterfly; Is it a Cinderella? Pretty; I will help you to write this word correctly*. This suggests that during hours on fairy-tales Vilma was learning (and learnt quite much) to perceive, understand herself and other children – perhaps not as "clever" as she was; that is why almost no sneering directed towards other children was heard at the end of the experiment.

On the ground of thoughts expressed by Vilma during discussion of fairy-tales, one can presume that the girl sensitively reacts to how other children assess her, even though she is not very much willing to make friends with all of them; that she needs to be acknowledged by other children, needs warm communication. In order for Vilma to achieve this, without hurting others, she was being carefully encouraged to help friends while presenting various tasks requiring constructive collaboration. At the end of the experiment, the conclusion was drawn stating that Vilma was capable to cope with her problems, just insightful assistance of a pedagogue was needed to support of girl's interests as well as encouragement to develop own talent and social abilities of collaboration with parents were needed.

Joris is the middle child in the family. His sister is three years older and his brother is one year younger. His mother obtained secondary education, his father – higher. Joris is not brave, speaks little, does not trust others, usually is reserved, not showing high interest in educational activities and group games (a pedagogue who wishes to raise boy's interest must try hard), usually starts playing in a small group of children (2–3 children), but quickly retreats. He is interested in cars, other technology. He tries to finish tasks, creative works as quick as possible, despite the final result. The child has a linguistic and speech disorder.

Joris avoids conflict situations: anticipating their threat he just quickly retreats and starts colouring in a colouring-book. Perhaps, due to inability (avoidance) to communicate, the boy is not very much liked by peers. Still, Joris should not be characterized as an *outcast* because other children invite him to their games.

Lack of independence skills might be one of possible reasons causing communication problems for Joris; he does not trust his own abilities: the child as if makes attempts, creates, but it seems to him to be too difficult – he would like someone to help him. As Dreikurs and Soltz (2007, p. 167) state, "when growing, a child wishes to try to do something for oneself and others. However, such one's wish can be destroyed by fear, self-defence and service of parents. In such a case, courage is taken away from a child and one quickly masters the value of own weakness. A child decides that one cannot do anything, treats oneself as a loser, does not understand own possibilities." Joris' mother does the wrong thing by excessive care of children, tries to do everything instead of them. It is complicated that the mother does not react to suggestions of a class tutor to allow the child be more independent, does not perceives that, in Dreikurs' and Soltz's words (2007, p. 166), "we too often and insistently thrust own assistance for a child and do not consider that this is no longer needed", that independence is not an indiscrete, hardly measurable ability encompassing many simplest actions" (Thériault, 2009, p.18).

"An Hour with a Fairy-Tale" was very interesting for Joris: he very quickly and seriously got involved into these activities; previously avoiding openness, he started talking much about himself. Exactly during the experimental activities, it was found out about his low self-assessment, many accumulated hard feelings, e.g. Now, put your right hand on the heart's side and listen to, what does it say? *That I am sad*. Were there any situations when you felt like outcasts? *When they say that you are bad*.

Joris' thoughts of a similar character encouraged the experimenter to search for help for the child. One more time she spoke with boy's mother, explained her that such hyper-care obstructs development of child's personality, what difficulties may occur for a child later etc.; it was decided to search for ways how to help the boy by joining efforts. It can be stated that this time communication between the class tutor and the mother was successful: the boy started expressing his higher confidence in the class tutor, "started hearing" her encouragements and praising for efforts. It seemed that finally the child started hearing "you can", "you have done well", "you succeeded", "you try and you'll succeed", "a fine drawing" etc. (before hours with fairy-tales, Joris minimally communicated with the class tutor, any attempts to find a common conversation with the boy failed.) The following game situation proved the appeared Joris' initiative, that he does not want to experience tension when playing aside anymore:

There were 12 children in the group. Vilma organized "a party". All children wished to take part in this game, except Joris. As usual, he was drawing at the desk. Children invited him to play together, but he rejected their invitation. The game started developing. Vilma: "We will fly by plane to another country, to Ireland. Children, please arrange chairs in pairs – we will have a plane. Buy you tickets from Žymantas. They are not expensive, take the money. Who will be the pilot of the plane?" Joris became attentive: "I would like to be the pilot of the plane." Children did not object and Joris was playing with them all for about 45 minutes.

During the experiment, it was noticed that Joris simply wished to talk about his feelings as much and sincere as possible, he was waiting for suggestions how to communicate with others. It can be presumed that the child's self-value increased on the ground of his brave talk during one class with a fairy-tale – "*I love myself.*"

Observed personality changes in separate children allow drawing the conclusion that, when applying methods of work with fairy-tales, it is possible to correct the attitude of problem behaviour children towards themselves and their relations with friends, to make impact on the inner condition of a child, i.e. to implement higher self-assessment for those who are insufficiently aware of their role in the group and to help those who over-estimate themselves to more adequately perceive themselves with regard to others.

Conclusions
1. Fairy-tales can be the means of conflict control for a pre-school age child when their content and the process of discussion are being purposively oriented towards educated children's ability to constructively manage conflict situations and strengthen social abilities.
2. By employing the pedagogical observation under natural conditions, positive changes in children's social and communicative abilities (solution of problems, conflicts; initiative, tolerance, respect to each other etc.) through joint activities were estimated.
3. When applying methods of work with fairy-tales, the attitudes of problematic behaviour children towards themselves and their relations with friends can be corrected, the impact on the inner condition of a child can be made, i.e. to implement higher self-assessment for those who are insufficiently aware of their role in the group and to help children who over-estimate themselves to more adequately perceive themselves with regard to others.

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PROJECTIVE DRAWING AS A METHOD OF STUDYING A FAMILY RELATIONSHIP

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Abstract

The present article deals with the author's original technique of studying social-communicative welfare and disability in family relationships by means of projective drawing. "The drawing of the family in flower images" belongs to the type of expressive methods based on psychological mechanism of projection, it has a metaphoric sense, actualizes imagination and the author's image of emotional and sensual interfamily relations.

The author's technique reveals new possibilities in the study of individuality of personality. The results of empirical research prove the effectiveness of "associative family image" in flower images in diagnostics and art-therapy of family situation.

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Key words: *projective drawing, "family in flower images", flower symbolism, emotional perception, family situation, family relationship, art-therapy.*

Introduction

It is known that L. Frank introduced the concept of projection to designate a research method. Nowadays there are different classifications of projective methods. The aspect of "drawing" tests and techniques referring to the type of expressive methods that presuppose some visual activity on a given or free subject has been considered in this article and that puts them close to the analysis method of subject activity products and art-therapy from the therapeutic point of view.

Different variations of "The drawing of the family" ("My family", "Family in animal images", "Family in fairy-tale images") have been used in psychological diagnostics for a long time. Project tests like that were created by such famous specialists as K. Appel, 1937; W. Wolff, 1946; W. Hulse, 1951; R. Burns, 1972; S. Kaufman, 1972; J. DiLeo, 1973; L.Corman, 1964; G. Chomentauskas, 1983 and many others (Chomentauskas, 1985, Wolff, 1946).

Known project tests and techniques differ in diagnostic purposefulness and the detailed elaboration extent of the task. For example, in L. Corman's instruction it is suggested to draw one's conception of a family: "Draw a family as you imagine it"; other authors concretize: "Draw your family" (W. Hulse), "Do a drawing where each member of your family and you are doing something" (R. Burn's; S. Kaufman) (cit. Chomentauskas, 1985).

The emphasis of the projective accent is reached due to the group of techniques aimed at the creation of a family's "associative image". For example, a test person is suggested to draw his/her family in animal images, fairy-tale or mythological characters. Such kind of instruction stirs a person's imagination and associative thinking. The subjective content of the image reproduces deep, unconscious emotional experience which refers to each drawn (and not drawn) member of the family and also to the author's concept of the situation in his/her family. It is important how he/she interprets and appreciates the relationship in his/her family, what personal characteristics and motives he/she attributes to them, how he/she describes the behaviour of his/her close people (Chomentauskas, 1985).

However, the task to represent people or animals often brings about resistance. During the discussion the authors of the drawings mention such things as, for example: "I can't draw animals"; "I would like to draw a lion...but it turned out to be a cat" or "I have drawn only those animals that I learned to draw at school, but it doesn't correspond to the images of my relatives".

Obviously, the diagnostic potential of such drawings is reduced to a great extent, especially if the test person uses his/her own skills of drawing, stereotype images and habitual ways of representation (copying, etc.)

Formal elements of artistic material (size of a figure, its position on a piece of paper, extent of the drawing completion, colours, special features of the drawing – erasing, re-drawing, etc.) are traditionally accentuated in psychodiagnostics.

It is proved that project drawings have many-sided opportunities in personality's research and contribute to the expression of the person's pent-up feelings and emotional experience.

Relevance of the problem. The specialists in the field of family relationship have been interested in projective drawing in psychology and psychotherapy for a long time.

According to the mechanism of projection, a person is inclined to attribute his/her subjective ideas to visual objects. He/she endows them with his/her own features in accordance with his/her needs, ideas, motives and the structure of his/her own experience.

N. Rogers mentions that many things in creative work are introduced from the unconscious, from emotional experience and intuition (Rogers, 1995).

Project testing based on the creation of an experimental situation that admits multiplicity of possible interpretations is widely used in psychodiagnostics just because the results of spontaneous visual activity are less subject to the control of the consciousness.

Object – emotional perception of family situation in the process of projective drawing.

Aim – to investigate diagnostic possibilities of the author's projective technique "The drawing of the family in flower images" in the context of studying emotional perception of family situation in the groups of the respondents of various age.

Objectives – to distinguish in a drawing graphical indicators (projective features) allowing to evaluate the peculiarities of emotional perception of family situation; to identify relations between art object and the respondent's narrative story; to work out the criteria for qualitative evaluation of the drawing of the family in flower images.

Hypothesis – in the process of investigation the presumption was verified that in the drawing of the family in flower images the peculiarities of the respondent's emotional attitude towards his/her family situation and a family as such are reflected.

Research sample

In the years of 2006-2011 587 adults of the age of 18-65 (11% were men, 89% were women), living in the cities of Russia, Latvia, Lithuania, Byelorussia, Moldova took part in the experiment.

Experimental sample of the respondents of school age consisted of: 25 children of the age of 7-10; 37 junior adolescents of the age of 11-14; 55 senior adolescents of the age of 15-17.

Method

Main quantitative methods of the present empirical research of phenomenological type were a projective drawing and narrative interview.

Wide approbation of the author's projective technique that belongs to the group of validated expressive methods on the basis of projective drawing on given or free topic in the context of different variations of "The drawing of the family" ("My family", "Family in animal images", "Family in fairytale characters' images", etc.) was conducted.

Projective drawing was followed by the elements of narrative interview and conversation about the respondent's attitude towards his/her own family situation and his/her role in the family.

In the participants' art-therapeutic drawings there are often flowers, the images of which are very symbolic. In connection with it there appeared an idea to carry out the following research – "The drawing of the family in flower images" – in projective and art-therapeutic aspects.

During the inquiry the respondents were asked to draw their families. Then they were asked to choose the images, in which they would like to do that work, from the given list.

The majority of the respondents (more than 75%) chose the word "flower", which proved the hypothesis that "flower" should really be regarded as a stimulus word for the depiction of a family in images.

The experience of drama-therapy and symbol-drama is known where the method of a person's identification with a flower image is used as a metaphor of the "Self-image". A verbal metaphor can also become a corroboration of the universality of the flower language.

Thus, a flower is a universal symbol which has a lot of various and deep semantic potentialities on different levels of psychosemantic space. Multiplicity of meanings of the flower symbol is explained in science with the help of hierarchy – regulation of material, social and spiritual aspects of reality.

It is known that drawing instructions in projective techniques are a kind of an appeal to the client's unconscious and they make certain strata of his/her inner life actual. For example, the instruction "Draw your family" often makes actual the "outer", social image of a particular family.

Comparing to this, the content of the "message to the unconscious" in the author's technique "The drawing of the family in flower images" has a metaphorical meaning and makes actual the author's conception of emotional and sensual interfamily relations.

The instruction to depict the family in flower images actualizes certain aspects of one's internal life. In the meantime the graphic product becomes the base for introspection, self-perception in a family situation. One reflects his/her own vision of life collisions in accordance with one's own individuality, associative links, previous experience and beliefs. The authors inadvertently express real feelings related to the family situation.

Content and results of the research

The present research was carried out in different age groups.

In the process of approbation it was found out that the task to draw the family in flower images was easily accepted and done by the examinees of any age, beginning from 7. Younger children were not involved in the research.

The participants of the scientific research were offered to do a drawing of their family using any graphic means on a paper sheet of format A 3 or A 4 (at will).

**Instruction:** "Please, draw the family in flower images".

After finishing the drawing the participants were asked to comment upon their drawings.

Since the instruction contains no specific clarifications, everyone finds images that are suitable for him/her. For someone it would be an image of the parents' family, where the author of the image grew up or lives now; of the perfect family that one would like to have. There are also the drawings where a field of flowers can be seen as a state of life in the society which replaces one's own family. Adults who do not have full families frequently depict the images of the past and future, and they also include symbolic images of the missing family members into the drawing of the real families. That is probably caused by the peculiarities of the stimulus word. The flower as a primary image and an archetype symbol is a perfect object on which inner psychological conflicts, unconscious suppressed or superseded psychological experience are projected.

Judging by the comments, the authors are wondering what made them depict such a family (real, parents' or images (fantasies) of an ideal family). Why was one or another flower spontaneously chosen to depict oneself and a completely different flower to depict some of the relatives? How are the flowers positioned? Why are they depicted as living in soil in some drawings, whereas in others they are cut and gathered into a bouquet of living plants or immortelles? If the flowers are put into a pot or grow on one stalk, it is important to clarify what this close positioning of the flowers means to the author. Can it be a pictorial attempt to unite the people who are separated in real life with the help of external circumstances?

Pictures with the distantly positioned flowers lacking in the image of one of the family members may mean a tense relationship.

Example 1
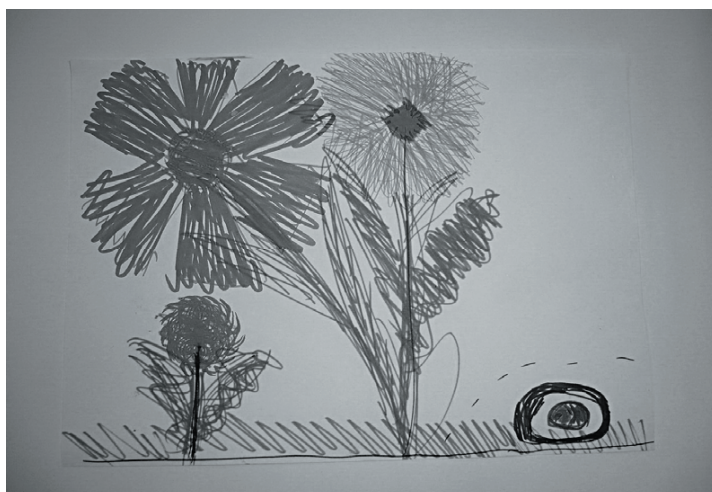
The drawing presented in the article is drawn by the psychologist, a young woman of 28. The drawing reflects affectively marked experiences related to interfamily relations and family situation.

The drawing has a distinctive peculiarity because the author depicted a family member who is missing (dead), the emotional relation with whom had determined the patterns of her behaviour and interrelations in her family in the past.

In the drawing the author depicted herself as a small red flower (bottom left), her father is above her flower (a big red flower top left), he overprotects his daughter and suppresses her

freedom and independence. Their external looks are similar. The flower that reflects mother's figure is placed in the drawing on the right side separately from the daughter's. They have conflict and tense relations. In the drawing there is an image of the brother who is depicted as a seed and who was killed in an accident. The author of the drawing had the strongest emotional relation with her brother.

Example 2
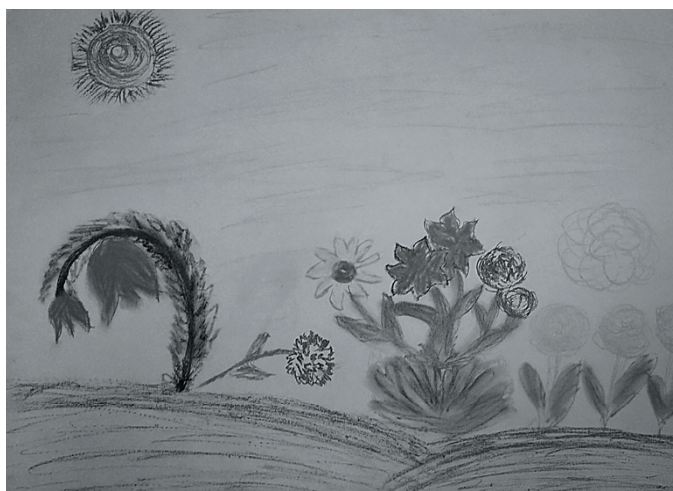
Picture 2 reflects emotional experiences related to disease. Complicated mechanisms of breast cancer pathogenesis accentuate a psychoemotional component of this disease that is clearly reflected in projective drawings. In the centre of the drawing performed by the woman of 42 the flower is depicted leaning to the ground and losing its support. That is the way this woman feels. In the image of a thorn flower above the image of her mother, who died of the same disease, is present.

In art-therapy introspective context is important. A person subconsciously reflects on the paper his/her own view on a life situation according to his/her individuality, past experience, attitudes and beliefs. Awareness and changing the attitude towards actual and past events, taking responsibility for one's own life induces the search for a resource image as a type of a marker of the progress in therapeutic work.

While representing the individual and collective unconscious, the symbols of flowers are remarkable for their polysemy and multitude of meanings. Interpretations of flowers' connection to human relations have become so widespread that such phrases as "the talk of flowers", "the language of flowers" have appeared. Maybe that is the reason why the metaphor of the family in flower images is perceived as authentic both by grown-ups and children.

In scientific world a flower as a concept is characterized by the following attributes: "belonging to a family, species", "is a reproduction organ", "has inflorescence", "has a cycle of development", which has to do with a family and the continuation of generation. Positive images of flower buds and open flowers in the drawings of people of different nationalities and cultures are interpreted as a symbol of "healthy sexuality". The beauty of a terrestrial flower generates the figurative parallel "flower – family" as a blessing, a value.

Therefore, flowers in drawings and other products of creativity bear a special symbolic and emotional load.

It is important to stress that the drawing of the family in flower images reflects an emotional feeling of the author, his/her idea of the place and role in the family, self-perception

of the family situation and a relationship between family members.

The drawing of the family in flower images is aimed at creating the situation that facilitates an opportunity of telling about the family with the help of the metaphor language by using the symbolism of "male" and "female" plants. An iris, narcissus, adonis and hyacinth are considered to be in the first group.

The brightest representatives of the "female" semantic group are an azalea, aster, mallow and chrysanthemum.

In archaic symbolic systems a lotus is classified as perfect. Its leaves, flowers and fruit form a circle. Furthermore, each plant has buds, flowers and seeds at the same time, which is associated with the unity of the past, present and future. A lotus is the flower that forms a bowl that symbolizes perceiving a female image. The root of lotus represents insolubility, the stalk represents the cord that ties one to one's source, a flower has a shape of sunbeams, the pod with the seeds symbolizes the fertile power of creation. It is interesting that the pods full of seeds are marked with the same hieroglyph as a "child" in Chinese.

Ambivalence of male and female principal is sometimes attributed to a rose and peony. In accordance with C. G. Jung's (Юнг, Фон Франц, Хендерсон, Якоби, Яффе, 1997) opinion, a rose symbolizes an individual's integrity, a balance between conscience and subconscience.

Due to ambivalence and polysemy flower images can be easily projected on male and female figures and used in depicting a family.

Being archetypical, the flower image corresponds to such main human existences as birth, life and death.

It must be stressed that during the approbation up to 20% of drawings have been metaphorically or symbolically related to death, unlike the drawings made in the frameworks of other project drawing tests (techniques). Supposedly, such a flower attribute as "withering" facilitates the depicting of physical trouble and age, while "fragility" spontaneously "provokes" incorporating the images of the family members who have already passed away or are seriously ill.

Conclusion

The research in question with the further approbation of the author's technique in educational and clients' groups of adults gives reason to come to the following conclusions:

- a flower image is authentic to symbolically depict a family;
- the instruction does not bring about resistance, the task is of interest to both males and females;
- the art product and the content of verbal feedback is of paramount importance to both diagnostics and hypothesis making in art-therapy;
- flower images in pictures, their position, environment reflect a true family relationship and help the author to realize it.

There is a weak correlation between the data received due to the application of other expressive tests. It is proved that a family depiction with the help of human figures is more controlled by our conscience than the one in flower images, which enhances the effect of protective mechanisms and, consequently, lowers the validity of results.

The drawing of the family in flower images is correlated with the resource type of drawings actualizing the search for positive problem solving inside the family in comparison with "The drawing of the family in animal images" which is regarded as disputed.

Furthermore, the humanistic potential of the technique given above is that all kinds of people including persons with disabilities find it easier to use the metaphorical depiction of their image using an esthetically attractive flower image.

According to the diagnostic potential, "The drawing of the family in flower images" can be seen as an expressive project technique based on drawing on a free or a given subject. While interpreting the drawing it is important to rely on the author's comments of this drawing. Moreover, the art product, its content and symbolism are the base for introspection and the search for a positive solution in a particular family situation.

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INFLUENCE OF ART EDUCATION ON IMPROVING COMMUNICATION SKILLS OF MULTIPLE SCLEROSIS (MS) PATIENTS

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Abstract

The presented results reveal the dimensions of influence of art education on the improving of communication skills in patients with MS. Applied art education activities based on the pilot research data proved that personal motivation for an active participant in social life could be promoted by optimizing communication skills. All too often, problems of communications skills in MS first of all are linked to somatic and neurological problems, but from the point of view of social paradigm – person's communication problems deal with effective social participation and social involvement into the society. The aim of the research is to prove and reveal changing characteristics of communication skills of MS persons under the influence of art education.

Key words: *Patients with MS, communication dimensions, art based education.*

Introduction

Approximately 23 of patients with MS have speech difficulties, and dysarthria is common. Due to a vast array of affected areas of the central nervous system, any type of dysarthria is possible. There have also been problems with prosody, phonation and articulation with some patients. Characteristics of speech difficulties include harsh or breathy voice, difficulties with controlling the pitch, rate, and volume. Approximately 23 of people with MS are thought to have difficulties with articulation and 13 have some form of hypernasality.

One of the ways to influence the changes in dimensions of social communication in patients with MS is the application of art education as a form and precondition of social integration. Communication is a complex phenomenon in which psychical, motor, cognitive activities are involved. Perception of speech, understanding of social interaction and situation, the content of message are the main requirements for social participation and public activities. Beversdorf, White, Cheever, Hughes, Bornstein (2002) point out, that communication problem can occur due to cognitive, motor and even behavioral or emotional disturbances. Usually these characteristics of communication are impaired facing with multiple sclerosis.

Disease is defined as non-contagious, lifelong chronic disease that causes symptoms of motor impairment, language, memory, deficits of cognitive activity and problems in communication that depend on the level of impaired areas of the cortex. These impairments sometimes facilitate non-adequate behavior models (Diekamp, Kalt, 2000; Blaney; Lowe-Strong, 2009). Changes in behavioral characteristics are closely connected with cognitive impairments such as difficulty performing multiple tasks at once, difficulty following detailed instructions, loss of short term memory, emotional instability, and fatigue. Mentioned symptoms burden early acquired communication skills and block the forming of new ones. Other problem related with the problems in communication is depression, as well as feelings of anger, anxiety, frustration and hopelessness. Usually people with MS have emotional problems in interacting with environment. Situations that exclude (or partly exclude) a person from usual social activities, that give him/her self-satisfaction, create state of despair and feeling of loneliness. Impairment of cognition and high-level language functions are symptoms that stand out against MS background. Communication is closely connected with memory processes: it requires the ability to remember and relate information, to draw conclusions and to express them in words and structured sentences. Personal activity, cognitive flexibility and behaviour appropriateness are necessary for pragmatic competence in this domain, which means *competence in social communication* (Beversdorf , White, Cheever, Hughes, Bornstein, 2002).

It means that MS process has negative impact on the maintenance of a positive quality of life and psychosocial well-being. Even the minimal communication impairment can influence the successful interaction achieving occupational, personal and interpersonal goals. As MS typically occurs in early adulthood and it is a long lasting process; some patients with MS have to cope with communicative difficulties for the greater part of their adulthood – the most productive and creative period of human life.

Patients with MS may have difficulty in understanding involute structures of language, integrating and recording spoken or written information, drawing conclusions or understanding context. Communication disorders occur due to the several typical factors that are conditioned by MS: insufficiency in perception, verbal conceptual reasoning, and sentence construction. Insufficiency of communication skills leads to lack of person's self-awareness, stressed social situations. Declining amount of people with whom MS patients could develop relations leads to social exclusion. The impact of these problems on daily life is high and can lead to isolation, getting into the groups of socially disadvantage persons and to decreasing the level of activity and participation in work and social life and education.

When there is a lack of interest coming from the nearest environment, there is less motivation and it means less communication. Other area in which people with MS face with outcomes of communication disorders are situations of social participation in which verbal initiative and support in keeping conversation become obvious. Hence, such psychological condition of persons with MS interferes with effectiveness of communication, as well. Lack of self-awareness, constructive behavior and mood state: depression, anxiety, difficulties in concentration, emotional liability, first of all are observed (Renom, Nota, Martinell, Gustafsson, Warinowski, Rosa Terré, 2007).

Other aspect that affects communication skills of patients with MS is fatigue that could be assessed as one of the essential features of MS. Normal tiredness and fatigue associated with MS differ. Fatigue that is typical to MS requires physical and mental efforts, but the feeling of tiredness is much stronger than would normally be expected. Due to extremely unstable balance of energy and of its dissipation, mental functions are also affected by fatigue.

Talking about social rehabilitation of persons with MS, in maintenance of communication skills, art education may be effective. The application of art therapy and analysis of modeling perception and life through the arts could be one of the goals of treatment. Art education

in connection with art therapy could serve as well as the treatment, assessment or research of mental health issues of persons with MS. This type of psychotherapy is based upon the presumption that a person is indirectly involved in life-enhancing creative processes and analyses of these processes and models in order to increase self-awareness and empathy, to set (or renew) closer relationships with external reality and within one's self, to improve skills to cope with problems, negative experiences or psychic trauma, at the same time changing his/her cognitive abilities participating in creative processes. As involvement in art education session is a voluntary process it acts as deliberate long lasting curative motive.

Art therapy integrates all the fields of human development, and could by applied solving problems of different societal groups. It is an effective way to help people to master with anxiety, depression, and other mental or emotional problems and disorders, trauma and loss; physical, cognitive, and neurological problems; and psychosocial difficulties related to medical illness. Art therapy as curative activity has generated many specific definitions, but mostly two general categories are used. The first involves a belief in the specific input of the creative process as therapeutic. Any art making is seen as an opportunity to express one's self imaginatively, authentically, and spontaneously, an experience that, over time, can lead to personal fulfillment, emotional reparation, and recovery (Malchiodi, 2006).

Another definition of art therapy is based on the idea of arts as symbolic communication. This approach emphasizes the products as helpful in communicating issues, emotions, and conflicts. According to this approach art becomes significant in developing and initiating verbal interpersonal activity, in achieving insight, resolving conflicts, solving problems, and formulating new perceptions that in turn lead to positive changes, growth, and healing (Malchiodi, 2006).

Neuroscience points that in learning process the brain physically changes in case of positive emotional background. Emotions arise and go into force due to modification of adrenalin, serotonin, and dopamine in synapses. Dopamine has its primary effects on frontal cortex. Dopamine is produced in the brainstem, which is the oldest part of the brain evolutionarily speaking, but it is released in the newest region of cortex, the part that is used to create ideas, make decisions, and plan actions (Zull, 2002). The misbalance of hormone in MS mentioned by many researchers (Richards, Roberts, Mathers, Dunstan, McGregor, Butt, 2000; Pall, 2001; Pall, Satterlee, 2001), presupposes the idea, that art education could actuate on people with MS positive changes in production of hormones that are significant for cognitive activities. Changing connections in the brain is inwardness of learning. Art engages individual's state emotionally. In order to seek any results a person must show some intensity of effort and focus for learning. It also changes the brain.

Working with people suffering form MS supportive relationship between person and educator is necessary to guide the art-making experience and to help the individual find meaning through it along the way, as well as to give the art product personal meaning - to sense and name a problem (Malchiodi, 2006; Malchiodi, 2003; Buchalter, 2004). Art educator facilitates exploration, observing and trying to understand an inner change, that is why in many cases educators use art therapy as assessment and evaluation of emotional, cognitive, and developmental conditions. Slight difference could be defined between terms *art therapy* and *art education as therapy.* The second term is more orientated to art education that could have a meaning of facilitating communication abilities, changing person's point of view solving personal interaction problems.

Object of the research: Changes of communication skills in patients with MS using art education.

Aim of the research: To reveal the changes of communication skills applying art education.

Problem of the research: What communication problems are going to be diminished under the impact of art education?

Extent of the research: 46 patients with MS from Šiauliai County from 35 to 48 years of age.

Methodology and method of the research

Main methodological issues that help to understand and shape communication issues in persons with MS were *health believe* model that attempts to explain and predict health behaviors, this is done by focusing on the attitudes and beliefs of individuals (Glanz, Rimer, Lewis, 2002), and *theory of planed behavior*, as well. Theory of *Reasoned Action* suggests that a person's behavior is determined by his/her intention to perform the behavior and that this intention is, in turn, a function of his/her attitude toward the behavior and his/her subjective norm. The best predictor of behavior is intention. Intention is the cognitive representation of a person's readiness to perform a given behavior, and it is considered to be the immediate antecedent of behavior. This intention is determined by three things: the attitude toward the specific behavior, the subjective norms and the perceived behavioral control (Aronson, Wilson, Akert, 2003).

Questionnaire for setting up changes in communication skills under the influence of art education of persons with MS was designed. It consists of three blocks:

a) Demographic information;
b) Evaluation of education sessions;
c) Self-evaluation of changes in own communication skills.

The research data was computed using methods of descriptive statistics.

The content of art therapy sessions was based on the practice of Movement Therapy (Vikström, Josephsson, Stigsdotter-Neely & Nygård, 2005) that points out a significant improvement with regards to functions areas which measured motor speed and coordination of the arm-hand spatial capabilities, spoken word flow, and short term memory. Every session took part during two hours, punctuated by one twenty minute pause, once a week under the leadership of occupational therapist. The whole time of movement therapy was 4 months.

The session begins with a greeting, followed by deep breathing exercises and stretching movements which are accompanied by classical music. Then the therapist gives a detailed instruction of the new rhythm sequence to be learned. The goal of session is to learn an entire score, consisting of many learned sequences of music and corresponding body movements. The entire score can last between three to four minutes in duration.

Other art education form that was applied is decoupage. It is a kind of art therapy in art therapy sessions of which the focus is on person's inner experience – feelings, perceptions, and imagination (Malchiodi, 2006). While in art therapy social skills are involved, the emphasis generally is put first on developing and expressing images that come from inside the person, rather than those he or she sees in the outside world. Supportive relationship with trainer is necessary to guide the art-making experience and to help the individual find meaning through it along the way. The other important aspect is the attendance of the individual to her own personal process of making art and to giving the art product personal meaning, i.e., finding a story, description, or meaning for the art. Decoupage sessions were organized once a week, during two hours; the whole time of art education was 4 months.

Analysis of the research data

Changes of communication skills in patients with MS using art education were tested according to the aspects of age, participation in labour market and level of education. Research

was done with volunteers who were included in the list of permanent observation of neurologist. Women, who took part in this research, participate in the pilot study under the guidance of researchers of Faculty of Social Welfare and Disability Studies, Šiauliai University. Art education sessions took place in university laboratory of Corrective Physical Activity during 6 months twice a week and were moderated by students who were prepared as trainers in art education. Duration of session was 1 hour.
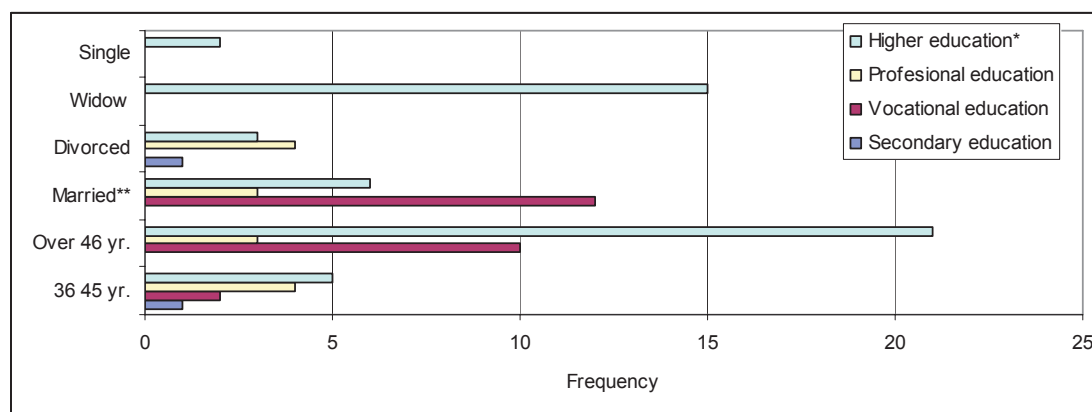

Fig. 1. Demographic characteristics of MS women

According to the research data it has been set up that most often a woman was widow over 46 years and having higher education. It is not typical, talking about the whole general set, but it is typical that educated women are more active and motivated in any kind of social participation. Thus, this pilot analysis mostly concerns women with higher education. Talking about marital status of women, the presumption can be made that it could be connected with developing of communication skills. In analyzing demographic data it has been realized that only 22 of all women live in family. Other part of women belongs to the groups of widow (12), divorced and single (6). It means that the nearest environment of women with MS did not support development of communication skills. Assessing women according to the level of education it has been set up that most of them have higher education and a few of them have secondary education. The presumption can be made that women, who are educated and have deeper experience in keeping and facilitating interrelations, might have more motivation for cognitive activities, interpersonal contacts and social participation (Fig. 1).

Level of MS communication skills

Before planning art education session in order to optimize communication skills of women with MS, their own perception of communication level in general has been revealed. As it was mentioned above, women assessed their own communication skills in work activity and personal interrelations.

Table 1. Self evaluation of communication skills

Indicators According Age	Agree		Disagree		It happens sometimes	
	36-45 yr.	>46 yr.	36-45 yr.	>46 yr.	36-45 yr.	>46 yr.
Self-feeling	2	21*	9	6	1	7
Work with energy	3	20*	1	7	8	7
Easily get acquainted with other people	12	16*	-	13	-	5
Sharing success with other people	10	17*	1	14	1	3

Note: * level of significance p <0,05

Age is one of objective attributes that could influence effectiveness of communication skills of persons with MS, because age is directly connected with social experience that forms communicative behavior. Significant results (p < 0,05) were set up assessing women's attitude towards their own abilities in communication (Table 1). Group of MS women over 46 years of age demonstrated more self-confidence in getting acquainted with strangers, sharing their success with others. On the one hand, the presumption can be made that duration of disease is not an essential factor for communication skills quality and women demonstrate their obtained social experience and acquired habits that let keep communication in rather high level even in later periods of disease. On the other hand, this fact could be explained as the sign of disease progress, when due to affected cortex, cognitive and critical thinking is impaired and women demonstrated lack of adequate self-evaluation.

Preference of Art education in improvement of communication skills

Working in art activities patients with MS developed self-confidence, social and emotional growth. They perceived themselves as persons capable for creation that is personally satisfying and publicly acknowledged.

Table 2. Preferable Self-realization in art as education field

Type of art education	Age*		Occupation		Education			
	36-45 yr.	>46 yr.	Working	Out-of-work	Secondary	Special	Higher	University*
Painting education	2	17	16	3		3		16
Music education	5	6	1	10	1	3	6	1
Moving education	5	8	2	11		6	1	6
Performance	-	2	-	2				2
Uncertain	-	1	1	-				1

Note: * level of significance p <0,05

Analyzing research data, it has been realized that significant preference for self-realization is painting therapy as an activity of self-realization (Table 2). Group of women over the age of 46 years prefer painting therapy most of all (p = 0,00) and in the age group from 36-45 years this kind of activity is less desirable. Being younger they more often indicate music or moving therapies as preferable. The same kinds of art education might be chosen assessing the results according to the occupation. Education aspect in choosing the type of art education show that women, whose level of education is higher have more information about art education or art therapy in whole, so they indicated larger variety of things they could

perform in art education sessions. It means that women with MS could perform some kind of self-realization in art education.

Table 3. Preferences of art education of women with MS

Preferable kind of art education	Age		Occupation		Education			
	36-45 yr.	> 46 yr.	Yes	No	Secon-dary	Special	Higher	University
Painting	2	6	5	3	-	3	-	5
Decoupage*	-	10	10	-	-	-	-	10
Music	3	3	1	5	-	2	3	1
Moving therapy*	7	14	5	16	1	7	4	9
Uncertain	-	1	-	1	-	-	-	1

Note: * level of significance p <0,05

Talking about kind of art education that could be realized in the social rehabilitation process it was set up that there are some differences, attention must be paid to which, because women indicated a few types of preferable art activities (Table 3). Differences are seen in research data analysis according to age, occupation and education. Group of women who are over 46 years of age shows controversial results. It is obvious that lack of self-confidence is typical for women of this age. In reflection on possible self-realization of a person mostly all of the participants of this group pointed painting therapy. But in reality they prefer to participate in moving therapy. It can be connected with knowing characteristics of disease or just looking for something inexperienced. Women can assess progress in loss of motor skills and moving therapy is one of the ways that could stabilize the progress of motor impairments. According to women's occupation the ideas about personal participation in art education field differ. Those who are in labor market relations prefer decoupage, and those who are out of work prefer moving therapy. These results point out that during the day women get tired and decoupage education is rather quiet but at the same time highly motivating, because women could do a lot of things for their everyday life needs at the same giving a great positive emotional input. For those who are out of job moving activity is a way to increase social contacts, to get more physical activity and to manage the progress of disease.

Education in case of preferences in choosing kind of art education has important place. In the most cases women with university education indicated decoupage as preferable activity in the first place and moving therapy in second place. It could be explained as point of some critical thinking, adequate viewpoint on self abilities. Women with special education indicated a lot of different preferences in art education, but no significant marks were set.

Talking about art education as a kind of development of communication skills in general it was realized that the most popular is decoupage art and moving therapy. Painting and music therapies were mentioned as well, but the rate of choosing them was low, maybe these kinds of art education are rather known and demanding some gifts in specific art area.

Evaluation of changes in the MS communication skills

Trying to set any art education tendencies in women with MS it was necessary to reveal their perception of communication level in general. As it was mentioned above, communication skills are obvious in work activity, personal interrelations.

Table 4. Evaluation of changes in communication skills under the influence of art education

Indicators	Became better		Did not become better		Uncertain	
Age	**36-45**	**>46**	**36-45**	**>46**	**36-45**	**>46**
Self-feeling	4	22*	7	6	2	6
Energy in activities	3	19*	1	7	7	7
Easy communication with others	10	16*	2	14	1	6
Benevolence	10	17*	1	11	1	3

Note: * level of significance p <0,05

Age is one of objective attributes that could influence the effectiveness of communication skills of people with MS, because age is directly connected with social experience that forms communicative behavior. Significant results (p < 0,05) were set up assessing women's attitude on their own abilities in communication (Table 4). Group of MS women over 46 years of age demonstrated more self-confidence in getting acquainted with strangers, sharing their success with others. On the one hand, the presumption can be made that duration of disease is not an essential factor for communication skills quality and women demonstrate their obtained social experience and acquired habits that let keep communication in rather high level even in later periods of disease. But on the other hand this fact could be explained as the sign of disease progress, when due to affected cortex, cognitive and critical thinking are impaired and women demonstrated lack of adequate self-evaluation.

Table 5. Input of Art Education Sessions on Communication Skills of MS Persons

Form of art education	Indicators of Communication							
	Self-feeling		Energy in activities		Easy communication with others		Benevolence	
	Before	**After**	**Before**	**After**	**Before**	**After**	**Before**	**After**
Decoupage	13	17	8	19	21	26	23	23
Moving therapy	10	22	11	25	18	22	26	34

Analyzing final results of the research and the influence of art education on the changes of communication skills it is obvious that positive effect in this sphere was set up. There was no significance found out in these changes, but the results could be analyzed and assessed as a premise for future more detailed analysis. Those women who prefer moving therapy assess their communication skills as more linked to changes: mostly in getting more energy in various activities. A few changes there were mentioned in the quality of communication with others. Decoupage was very popular among women with MS. The same indicator – energy in various activities – was outlined by this group, as well. Other important changes in the indicators of communication skills are in self-feeling of women with MS (Table 5).

Lack of energy is one of the most common features of MS disease. So art education could be used as a means of management of disease symptoms.

Generalizing the research it would be expedient to mention the ideas that were not directly foreseen in the present research but they are obvious in the results. It has been revealed that the relationship between the arts and learning has maintained a commitment to enrich

internal resources (arts specialists, teachers who have ongoing learning opportunities in the arts, others). The group of women with MS became as a community that is recognized in (and by) creating partnerships, increasing their activities in communication and self-confidence.

Partnerships have emphasized specific role of each individual that participated in the sessions of art education. Improving communication skills of MS women at the same time new knowledge was gained.

Conclusions

1. Situations that exclude (or partly exclude) MS persons from usual social activities, that give him/her self-satisfaction, create state of despair and feeling of loneliness, define communication disorders in interacting with environment.

2. Age is one of objective attributes that could influence effectiveness of communication skills of people with MS, because age is directly connected with social experience that forms communicative behavior. Group of MS women over 46 years of age demonstrated more self-confidence in getting acquainted with strangers, sharing their success with others. In this case the presumption has been made that duration of disease is not an essential factor for communication skills quality.

3. Women who are out of work show much more energy in communication sphere. It might happen due to specific environment in which they act. It helps not only to maintain communication skills, but to develop them, as well. So, communication skills could be maintained better in unemployed women, because they can shape their activity by their own self-feeling. Education level of people with MS has influence on their communication skills.

4. Differences are seen in research data analysis according to age, occupation and education. Group of women who are over 46 years of age shows controversial results. It is obvious that lack of self-confidence is typical for women of this age. In reflection on possible self-realization of a person mostly all of the participants of this group pointed painting therapy. Those who are in labor market relations prefer decoupage, and those who are out of work prefer moving therapy.

5. Talking about art education as a kind of development of communication skills in general it was realized that the most popular is decoupage art and moving therapy. Painting and music therapies were mentioned as well, but the rate of choosing them was low. Perhaps these kinds of art education are rather known and demanding some gifts in specific art area.

6. Analyzing the final results of the research and the influence of art education on the changes of communication skills it is obvious that positive effect in this sphere was set up. In spite of that, significance changes were not found out, the results could be analyzed and assessed as a premise for more detailed analysis in the future. Lack of energy is one of the most common features of MS disease. So art education could be used as a means of management of disease symptoms.

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EMOTIONAL-SYMBOLIC COMMUNICATION AS A PREDICTOR OF COMMUNICATIVE COMPETENCE IN PROFESSIONAL SUBCULTURE

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Abstract

The article gives a short outline of different approaches to studying the problem of emotional symbolic communication. Some theoretical results of the research into this phenomenon as a predictor of building up communicative competence of those doing socialnomics jobs have been discussed. The role of constant communicative patterns in self-identification of young people and development of professional subculture is presented.

Key words: *emotional symbolic communication, communicative abilities, professional sub-culture.*

Introduction

In modern socio-cultural context the attention to human resources becomes not only a significant problem for the community, but also for the state as a whole. This results in higher demands for training students especially those who will work in socialnomics. The character of "person-to-person" work enables the development of "assisting professions" in the professional subculture environment which is based on certain norms, values, patterns, and stereotypes of social interaction, interpersonal links, as well as special communication features: professional etiquette and language (symbols and signs).

Students as future experts represent a certain subculture which possesses original system of sign-symbolic perception of reality. Research into emotional symbolic communications as the predictor of building up communicative competence of the future expert will make it possible to get a new idea of the ways of social-symbolic coding of daily routine and will enable the formation of constant patterns of interaction in professional environment, self-identification and building an active social position of young people.

Relevance of the problem. It is obvious that the notion of the phenomenon studied is defined by the constituent concepts. It is logical to distinguish the following structural

components in the theoretical construct: substantial, instrumental, target and functional. Each of them will be discussed in more detail. The apparatus of scientific research will be defined.

Object – emotional symbolic communication in the process of building up communicative competence of students in professional subculture.

Aim – to investigate the peculiarities of emotional symbolic communication of students of socialnomics.

Objectives: to study the essence and structure of emotional symbolic communication in the context of development of students' communicative competence; to distinguish the stages of building up students' communicative competence; on the basis of qualitative analysis to identify the predictors of students' communicative competence depending on the level of emotional symbolic communication in professional subculture.

Hypothesis: it has been presumed that emotional symbolic communication as a form of nonverbal communication is a direct predictor of the level of development of students' communicative competence and in general of their professional subculture.

Sample. In the research in the years of 2007-2013 the following respondents took part: students of the Faculty of the European Languages and Cultures of Durham University (Great Britain) – 14 persons (experimental group 1); students of Ulyanovsk State Technical University: speciality of Management – 13 persons; participants of the programme "Master of business administration" of the Centre for Business Education – 11 persons (experimental group 3); students of Russian State Social University (Moscow) – 16 persons (control group).

Method. Differential-psychological and social-pedagogical context of the research provides the arguments for the choice of complex approach, harmoniously joining ideographic and nomothetic principles.

The following methods have been employed: theoretical analysis, descriptive and graphical modelling; questionnaire survey, testing, methods of self-assessment and expert assessment, ranking, content analysis and qualitative analysis of texts, various types of observations; scales of "sympathetic distance" of Feldes and test card of communicative activity of Leontyev (1969) adapted to the present research, pedagogical experiment; method of mono-factorial dispersive analysis for unrelated samples (criterion of Kruskal-Wallis H-Test); sign criterion G, interpretative methods.

Content and results of the research

Theoretical model of emotional symbolic communication became the conceptual result of the research and it comprises the following structural components: substantial, instrumental, target and functional.

The substantial component in the structure of emotional symbolic communications is defined primarily by the basic concept "communication" that is translated from Latin as "to share", "to connect", "to make known or understood by others". In national science literature the term appeared early in the 20th century and meant "means of connection between objects". Development of sociology and culturology has added some information context to the concept "communications" highlighting sharing some information between humans in the society in the definition given. Some authors put great emphasis on interaction and perception aspects while considering exchange of information between communicators. This, undoubtedly, adds some emotional colours to the communication process.

It means, therefore, that the process of interaction and exchange of any information (visual, tactile, verbal, cognitive) includes also non-verbal and, particularly, emotional communication.

At present it is a proved fact that a person's idea of himself/herself, his/her emotions, worries, inner conflicts and his/her emotional condition in general affect the communication

process in some way. Naturally, another constituent of communication is connected with the information code i.e. the system of signs or signals which transmit information. In emotional symbolic communication this sign is a symbol. It is notable that the Chinese philosopher Confucius (551-479 BC) emphasized: "It is signs and symbols that reign the world rather than words and laws".

The notion "symbol" is interpreted by modern science in various ways, for example as a sign of some idea or phenomenon (a dove is a symbol of piece, an anchor – a symbol of hope, an owl – a symbol of wisdom, a heart – a symbol of love).

Symbol also means a unit accepted in science and used to express a sound, an operation, a number, etc. (e.g. a letter, sign, or figure).

Some prominent scientists focus on instrumental psychological context of the meaning. According to S. Freud, symbols are deformed demands. According to C. Jung, symbols mean the natural way of psychic reaction on different stages of psychic development, including adult stage. C. Jung emphasized polysemous nature of symbols saying that it is impossible to interpret symbol in one way (Юнг, фон Франц, Хендерсон, Якоби, Яффе, 1997).

In fact owing to polysemy, symbol is often identified with a sign, image, a metaphor, an epitoma, an emblem, etc.

In the course of the theoretical analysis of various definitions, which was done in collaboration with N. A. Tarakanova, it has been found that the concept "symbol" has the following typical features:

- Tangibility – the possibility of visual, audible, and tactile perception.
- Irrationality – the indefinable nature of "symbol" that is impossible to explain reasonably and logically. Therefore, intuition, imagination, and real ability to perceive symbols on sensual emotional level are very essential.
- Association is connected with development and "associative reading" the symbols.
- Spontaneity is caused by the fact that symbols are formed unconsciously. According to S. Langer, "… our sensual data are first of all symbols" (Лангер, 2000, p. 24). Hence no one can totally monitor the process of symbol formation.
- Naturalism in symbol formation is considered in contrast to artificiality of a sign.
- Subjectivity shows through variety of symbol perception by different people.
- Polysemy is studied in two aspects. The first is caused by symbol definition as a term, concept or an image possessing some additional sense besides its meaning. The second aspect is connected with subjectivity. Specific features of perceiving the same symbol generate a variety of meanings.

According to G. Firth, to understand what can be hidden deep in a person's psyche it is necessary to find out what a certain symbol means to this person in the context of his/her own language of symbols (Ферс, 2000).

Hence individual and psychological nature of symbols can cause misunderstanding among people.

It should be noted that subjectivity is intrinsic to individual symbols reflecting private world of a certain person. Other – cultural – symbols originate in myths and rituals and, being a part of culture and its traditions, reflect "the collective unconscious" (Юнг, фон Франц, Хендерсон, Якоби, Яффе, 1997).

Altogether the mentioned features of a symbol illustrate its instrumental nature (instrumental component in the phenomenon structure). The target component involves discovering the aim of the phenomenon analyzed. Within the issue studied the mentioned component presents achieving emotional self-expression, i.e. giving personal emotions and feelings, discovering one's own potential and "self-image" awareness which reflects the inner world of a person and his/her relationships with those around him/her.

The functional component illustrates the multi-aspect nature of emotional symbolic communication functions. In the broad sense, this is the function of "protection" against obvious confrontation with emotionally overloaded information. Symbols enable to verbally signal for the certain emotional state the communicator is having. As Firth (2000) said, a symbol, unconscious as it is, always acts as a compensatory or complementary element concerning conscious psycho areas in a certain moment of life.

Symbolic communication can take various forms, such as words-symbols, objects-symbols and/or drawings-symbols.

In Oster and Gold's opinion, "self-expression by means of drawings is more symbolic and less specific comparing to words" (Остер, Гоулд, 2000, p. 15). Actually drawings are the direct message of the unconscious, therefore, they are less psychologically protected and more open and sincere in contrast to verbal messages.

So, emotional symbolic communication should be understood as the interaction by means of symbols aimed to express oneself, often spontaneously.

It should be especially focused on paralinguistic means of nonverbal communication which add to its emotional aspect. In psycholinguistics intonation, tone and volume of speaking are usually distinguished among supra-segment means as they are some sort of a marker determining the emotional state of the communicator.

Leontyev (1969) emphasized how much different speech can be depending on the special situation of perceiving it, for example, speech and language units in media. "… Both the parameters of communication (e. g., its orientation) and its social functions affect the formal characteristics of the communication process, mainly in speech and language. For example, there are special rules of how to use intonation patterns and other norms which make radio-speech different from every day interpersonal communication" (Леонтьев, 1969).

In general, the achievements of high level of the formation of communicative competence depend on (1) the assessment of the probability of success by the students and (2) interest in successful use of adequate repertoire of emotional symbolic communication.

According to the formula of J. Atkinson $\mathbf{M} = \mathbf{P} \times \mathbf{I}$,

where $\mathbf{M}$ = motivation, $\mathbf{P}$ = probability of success, $\mathbf{I}$ = interest.

Consciousness and motivation of students were forming in specially organized conditions of educational-cognitive games, educational discussions, situations of emotional stimulation.

The above-mentioned theoretical results became the basis for the modelling of the process of the formation of students' communicative competence. The worked out model is graphically presented as an open spiral. It is presumed that on its every circuit the level of the formation of communicative competence is higher than on the previous one. The direction of the vector of the spiral "up-down" associates with positive regression to a lower level of development of a respective professional feature if the correction of indicators of one or another component is necessary according to individual needs and abilities of every student (Figure 1).
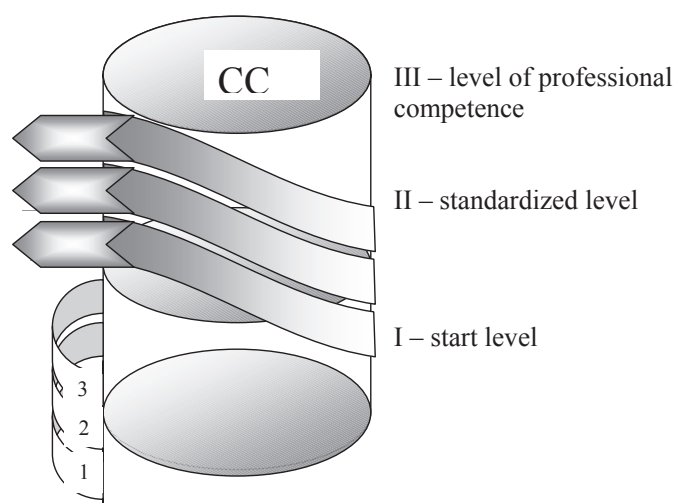
Figure 1. Model of the formation of students' communicative competence
Symbols: CC – communicative competence; 1 – cognitive strategies;
2 – metacognitive strategies; 3 – social-affective strategies

1. **Start level –** the source level of mastering the ways of verbal and emotional symbolic communication by the students.

2. **Standardized level** is reached in the process of specially organized activity directed towards development of students' communicative competence.

3. **Level of professional competences** characterizes high effectiveness of communicative activity of the personality. It is the level of the most comfortable existence of a person in any communicative environment, inducing for further communicative self-realization. Integration of personality, professional and social values takes place. Knowledge and abilities to effectively choose and apply adequate repertoire of verbal and nonverbal communicative strategies and communicative competence in the context of professional culture gain special significance.

In the research special experimental conditions were created presumably influencing on the dynamics of levels of the formation of students' communicative competence. The received quantitative data after mathematical processing were presented in Table 1 reflecting level shifts the students of experimental and control groups experience. **Sign criterion G** was applied (Сидоренко, 2002). It has been proved that the fewer are "untypical" shifts, the bigger is probability that a "typical" shift is prevailing. G_{emp} – the number of "untypical" shifts. In Table 1 it is seen that in experimental groups (E1 and E2) "untypical" shifts were absent, in the control group (C) 2 "untypical" shifts took place.

Table 1. Number of recorded shifts

Number of shifts in groups:	Groups		
	Number of students		
	E1 n_1=14	E2 n_2=13	C n_3=16
a) positive	13	11	7
b) negative	0	0	2
c) zero	1	2	7

The hypotheses could be formulated:

H_0: Shift to the side of increasing the level of communicative competence of the students of experimental groups (E1 and E2) as a result of mastering of the ways of emotional-symbolical communication is accidental.

H_1: Shift to the side of increasing the level of communicative development of the students of experimental groups (E1 and E2) as a result of mastering of the ways of emotional-symbolical communication is not accidental.

If $G_{emp} > G_{cr}$ then H_0 is accepted. If $G_{emp} \leq G_{cr}$ then H_1 is accepted.

It is accepted to consider the number of "untypical" shifts as the empirical meaning $G_{emp} = 2$. Critical meanings G_{cr} corresponding to the levels of statistical significance accepted

in psychology: $G_{cr} = \begin{cases} 4(\rho \leq 0,05) \\ 2(\rho \leq 0,01) \end{cases}$

In the present case $G_{cr} = G_{emp} = 2$, that is the shift is not accidental and may be considered as reliable. Hypothesis H_1 is accepted: Shift to the side of increasing the level of communicative development of the students of experimental groups (E1 and E2) is not accidental.

Graphically the data of the distribution of respondents of the experimental research according to distinguished levels of communicative development are presented in a final histogram (Figure 2).
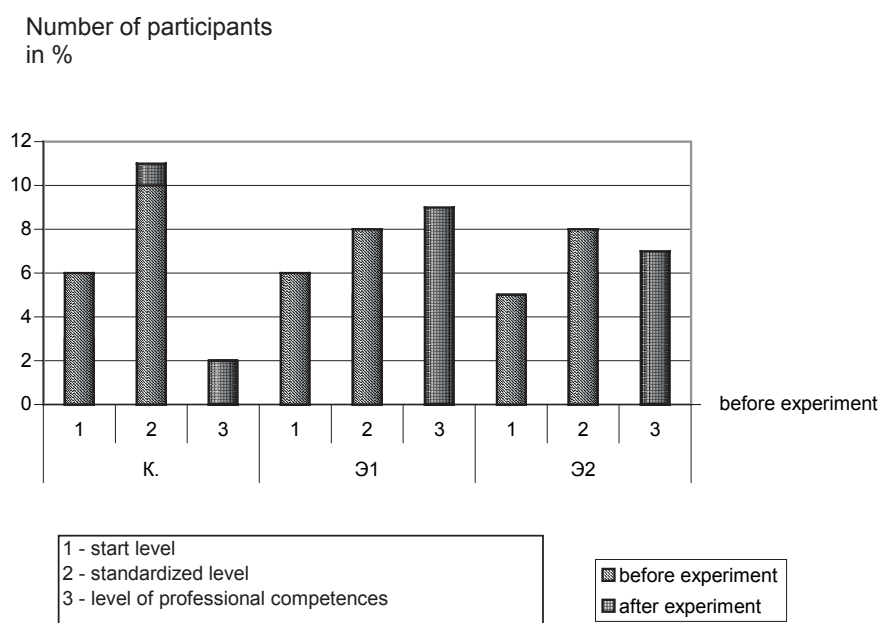

Figure 2. Levels of communicative competence of students from experimental and control groups

Conclusion

Hence, a professional needs communication skills to be a successful communicator in his/her professional community, both to contact his/her colleagues and to preserve his/her group and its status.

In the subculture of those representing socialnomic professions their special original system of signs is being developed – they build up their professional slang. These are words, slogans, expressions – "professionalisms" used by experts to highlight the effect of identity and being part of a certain social stable professionally united group ("we are professionals"). Professional subculture with its own slang is a kind of linguistic phenomenon which exists within some social, time and space limits. Special words and word combinations are markers that, being a kind of universal messages, are not just a short ("archived") form of presenting information, they also function as special codes to keep outsiders unaware of what is being discussed.

It should be noted that the problems discussed also belong to the field of emotional symbolic communication.

So, to sum up, in modern high social-psychological education the most urgent task is optimizing communicative training and developing communicative abilities of students as well as their abilities to recognize "symbolic messages" (semiotic interpretation), implicit intentions of communicators and emotional sensitive information. Intentional understanding and applying effective means and ways of nonverbal communication will dramatically increase professional potential of specialists employed in socialnomics.

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