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PROBATIONAL PRACTICES FOR FORMING THE DEVIANT CHILDREN'S POSITIVE ATTITUDE TO THE GLOBAL WORLD

The project provides a study of probation from pedagogical point of view, and its teaching to students of Pedagogical faculties. The purpose is to prepare university-educated probation specialists who will work successfully in probation centre with their personal motivation and competence. We elaborate on the problems of resocialization in terms of probation for the first time. In our opinion there are three scientific spheres in which the probation could be viewed as a pedagogical innovation - Pedagogy (Preventive Pedagogy), Ethics (Pedagogical Ethics) and Pedagogy of deviant behaviour. To summarize particular pedagogical approaches to work with children in need and their protection by formulating psychological and pedagogical regularities in the formation of their positive attitude to the global world.

Keywords: probation, deviation, juvenile and minor offenders, probation officers, resocialization, probation center, before court reports, probation innovation.

Our deep conviction is that the adult's responsibility towards the children is reality, but an artificially created myth, as well. Because the very adult often inspires, catalyses and sometimes constantly forms negative, antisocial motivation and actions. The complicated configuration of connections and regulations among the subjects in the social communities changed the naïve, obligatory launching of the adult as a tutor and guarantee for accomplishing the social engagement. The dynamics and polyvalence of these connections cleared the way for some deformations in which the tutor often gets erosive and accepts (or plans and shapes) "social defective" that reflects over the social contacts of the children. By an irony of fate, the consciously deformed children's behavior is sanctioned again by the adult. The magic circle does not help the growing ups. Just on the contrary! The effect is increasing the level and the burden of children's crime, criminalizing some children's communities, using children in adult's crime.

Pedagogy has the incredible chance to reach new and different scientific spheres and promote original references and ideas in its search for new approaches and methods for the resocialization of deviant children. The legal sciences are a new challenge which derive from the difference in the approaches to the deviants. If legal sciences outline the limits of the sanctions, the pedagogy directs the course of personal change. Probation is studied by legal sciences and is registered in the Criminal code. We consider that pedagogy can successfully intervene in the overall training of the society and the probational officers for the successful realization of the sanction probation with young people.

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To rely on probation in Bulgaria today is an exciting innovative enterprise. The lack of a legal frame and of a confirmed theoretical support turns the enterprise into a challenge with a certain risk level, especially for teachers and psychologists, who have to prove being able to realize probation and collaboration successfully with magistrates, police and social service.

There are no probation verdicts in our country despite the fact that the law has them in its provisions. There are no trained probation officers; there are no established authorized probation centers. Now we are acquiring the world experience, looking for solutions in the social practice, hoping to shape methods and approaches complying with Bulgarian legacy. The main thing, which we consider significant in philosophy of probation, is forming citizen's attitude and responsibility fighting infant crime. It consisted in following: Civil activity; Civil responsibility; Civil competency; Civil pedagogical erudition.

University scientists are facing the

exclusive chance to prove the significance of Pedagogy in prevention and resocialization of young people. Some ways in favor of probation could be outlined in at least three directions: 1. Research direction: To study infant crime phenomenon as pedagogical problem in an innovative, unprejudiced way with new messages and engagements. 2. Theoretical direction: To summarize particular pedagogical approaches to work with children in need and their protection by formulating psychological and pedagogical regularities in the formation of their positive attitude to the global world. 3. Applicable direction: To offer and approve new models for prevention, resocialization and social rehabilitation of deviant children in combination with our national traditions.

Pedagogy is not studied by children, but by adults. Pedagogy, however, has a significant social mission - to trace the way to personal / children's in particular/ formation, suggesting ways for personal, free, successful choice of a social behavior. The way might not be sterile, the shaping might not have one meaning only, but the right to have a choice and the right choice are functions of the citizen in the democratic society. A new reading of Pedagogy is necessary, aiming to teach the adult (a tutor, a teacher or a parent) not how to isolate the children from the wrong choice but how they on their own to estimate the possible choice and to surmount the temptations of the real life and to experience personal joy out of their acts.

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The contemporary Penalty law pays special attention to rehabilitation and resocialization of the deviants as well as the individual measures for education. It turns out that the classical penal system is clumsy and not reliable enough, however, which imposes widening of pedagogical perimeter. This is connected with preparation of a new special type of teachers - trained probation officers, applying alternative methods to minor and infant criminals.

Pedagogy / Theory of upbringing, Pedagogical Sociology, Preventive Pedagogy, Deviant Pedagogy/ not only studies these problems but is turning into an useful reading for grown ups, in which they could find answers to upbringing questions. The project provides a study of probation from pedagogical point of view, and its teaching to students of *Pedagogical faculties*. The purpose is to prepare university-educated probation specialists who will work successfully in probation centre with their personal motivation and competence.

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In *Preventive Pedagogics* we analyze the object of study (persons under probation), the basic terms (probation, penalty, resocialization, prevention, educational measures and activities, technology of the personal change and etc.). With the students we outline models of educational behavior and variants of reflection. We plan risk situations, obeying the juridical rules. Preventive Pedagogy is now developing as scientific knowledge in Bulgaria, Poland, Russia, Macedonia, Moldova and etc., but our idea is to connect prevention, upbringing and reeducation in an irreversible combination, complying with the new strategy for work with juvenile and minor offenders. Our project provides:

1. Clarifying the notion preventive pedagogy-subject, object and concepts. The place of the preventive pedagogy in the system of pedagogical science, its significance for the preventive activity of the pedagogical system and the corrective methods of probation.

2. Considering the preventive pedagogic as a new philosophy, a new model of education, which takes into account all stages and compound process socialization of the person, considers the child as the subject of educational process, provides his physical, mental, spiritual, social development, development of responsible behavior, immunity to the negative phenomena of an environment, preventive maintenance and correction of negative displays in behavior, social-legal protection and etc. Studying this new philosophy is an announcement for the successful applying of probation to juveniles. This study substantiates the necessity to involve the subject “Preventive pedagogy” in professional preparation of teachers. The aim is directed to improve the level of professionalism and search for new opportunities for creating a pedagogical social environment. *3. Victimology* - the study of the victims of crime - with Preventive pedagogy. The direction of the pedagogy to the personality with deviant behavior is correct but the accelerated victimization requires elaboration of problems referring to the education of the person with purpose to be prevented from becoming a crime victim. The thesis that “Criminal behavior is learned” can be turned into the following contemporary statement: “The victim

behavior is learned”. The problem has a special meaning for the development of anti-victimogenic policy. We consider probation as a reliable means for solving the problem only if trained probation officers with pedagogical qualification apply it.

4. The notion “*Pedagogical culture*”, in our opinion, has already included the notion “probation”. The versions for managing pedagogical culture assume testing of the innovation probation as specialized practice. We hope to create a positive change in pedagogical culture of citizen’s society by successful models for caring of children in need and active participation of the society in probation. The program is dedicated to the problem of applying germevetic in the theory and practice of the preventive pedagogic.

5. In preparation of the probation specialists together with the pedagogical knowledge we include skills in: *adolescents, problematic behavior, interviewing skills, introduction to cognitive behaviorist approaches, probation practice, estimation of repetitive verdict and violation, planning the supervision while conducting the punishment, collaboration between institutions, a short self-defense training*. The notion “pedagogical culture” is analyzed. Its general characteristics are revealed. Versions of mastering the pedagogical culture are specified through highlighting its preventive function.

6. The prevention and probation have been represented as *a combination in an experimental model, in a kind of a system for preventable and correction-upbringing activity in an elementary education. It has been done as models of social behavior at this age*. The program evaluates the risk with deviant behavior children, as well as the possibility of overcoming the criminalization.

7. We use and enrich the opportunity for studying of the training centers for work with children and adolescents as potential of control, education activity, social rehabilitation and resocialization. Conducting probation for minors in there turns into *psycho-pedagogical service, done by teachers, psychologists, probation officers and volunteers in the natural environment of the offender*.

8. This program examines the out school centers for work with children and youngsters like centre for prudential and educational activity.

In *Pedagogical Sociopathy* we present the role of the social group in human life and search for all possible connections that could influence the person positively. I rely on “*the significant other ones*” who share the same ideas in this new *game with rules* for the violators. We rediscover the power of the social role as a regulator and trainer, as a Rubicon for personal purifying and self-overcoming, as a social practice which is not “*your favorite hobby*” but could turn into Kamino way, in the *trekking of spiritual refinement*, where the person will learn to live with the rules helped by competent, interested, caring specialists who respect clients’ personal dignity and support them. In position of a supervisor, organizer, evaluator and teacher as well as a bridge for the juridical system, the probation officer is a guarantee for reeducation, an institution for applying the law with all its heaviness and caring confidant friend.

In *Pedagogics of deviant* behavior I leave the children’s age limits and present a psychopathological pedagogical profile of persons under probation. I introduce the students with the methods of examining, planning (modeling) of the educational process, the methods of character reformation, resocialization and rehabilitation. I pay special attention to the educator’s behavior and vision, their motivation and will to overcome the negativism, despair and disappointment. To demonstrate powerful spirit, irreconcilability and uncompromisness. With the students and other colleagues from the Pedagogics faculty we consider specific direct and indirect methods for working with violators (meetings, visits, correspondence, family and children support, and etc.) Now we are working with volunteers and people who share the same ideas but we hold seminars with opponents of probation.

By studying the different pedagogical disciplines students acquire the rules for planning the educational process in all its levels and particulars. We pay special attention to creating individual plans, before-court reports and educational cases. The technology for risk estimation

and taking the pedagogical profile of the deviant person is new for us.

Probation specialists are getting ready for the following service; Estimation of the personal characteristics of the deviant person, aggression inclination, alcohol and drugs’ addiction, sexual deviation etc.; Estimation of the necessity on enrolling in general education or professional technical training; Motivation of law concerned behavior; Solving problems and building skills for overcoming difficulties, reflection and adult responsibilities.

In narrow scientific and pedagogical sense we define probation as follows:

“Probation is a kind of a social practice sanctioning and remodelling in character which is served by the violators (in our case – children) and is organized and realized by educators with specific professional abilities.” /Kasandrova, Shtip/

We are most proud of the *Method Information data base*, created in the faculty, which contains: 1. All confirmed and active laws, decrees, enactments related to probation and the examined contingent; 2. We use and compare similar documents in Great Britain, USA, Turkey, Greece and Macedonia; 3. A great variety of methodics for examining and processed experimental material. Sociometrical methods for examining persons under probation or social isolation. Files of already examined cases and scientific notes, made of students for deviants in a different social environment and age; 4. Index-case for already made surveys and scientific announcements for deviant children in different social environment and at different age made by students.

We experiment in applying probation in pedagogical study rooms where students and teachers volunteers take part. Pedagogical service is useful for children, parents and social workers. We conduct qualification training, ordered and programmed by Ministry of Science and Education.

Suggestions for solving cases where the act degree, the caused damage, the sufferers, the penalty and the expected result from the educational procedure is taken under consideration. Together with the students we develop *Casus Col-lection Book*. The Method Information database is useful for the social workers, teachers, psychologists, police, peda-

gogical advisers and etc. We have been developing it for 18 months by now and we are proud of its quantity. We have the ambition to become assistants, initiators and performers in probation system.

We would like to have personal contribution to creating probation science as pedagogical innovation.

Children’s violence problems are wide spread all over the world. Mankind globalization widens the diameter and intensity of the social contacts. Their filtering is becoming impossible. That is why Pedagogy and Psychopaths could only impartially study, summarize and suggest schemes for limiting children’s violence all over the world. Children with problems look alike everywhere in the world. They are our children. Probation technology requires pedagogical approach at each level of the system. Because probation is sanction, philosophy, educational procedure, social practice, system and way of social learning. Our idea will be successfully realized if we work together for our children’s behalf.

Who else if not us? When if not now?

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