


PEDAGOGY AMONG MISHKIN, FRANKENSTEIN, AND ALICE IN WONDERLAND
/OR: MEDIATION, PROBATION, AND RESILIENCE IN ADDRESSING PEDAGOGIC
CONFLICTS /

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With regard to the approbation of new approaches and methods of re-socialization of deviant children, Pedagogy has the exclusive opportunity to get in touch with new, different scientific fields and to promote original recommendations and ideas. Legal sciences are the new challenge resulting from the difference in approaches toward deviants. If legal sciences outline the limits of sanctions, Pedagogy shapes the path to the personality change. Both probation and mediation are the subject of study for legal sciences, and are legally regulated. We do believe that Pedagogy may successfully incorporate into the overall preparation of the public, probation employees, and mediators for the successful implementation of agreements and sanctions with respect to young people.

Keywords: deviant children, mediation, probation, resilience, pedagogic conflicts, social defective, pedagogical culture.

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PART 1

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.

/В законодательстве не предусмотрены конкретные и результативные методы социального восстановления/ реабилитации/ и терапии подростков девиантов. С одной стороны это ограничивает права институций нести ответственность за этот процесс, а с другой стороны раскрываются возможности чтобы в систему вошли много новых лиц, организации, фондации, специализированные частные кабинеты. Они предоставляют ряд методов и программ для превенции, пробации и забот о девиантах, которые до сих пор не были использованы./

The notion "*Pedagogical culture*", in our opinion, has already included the notion "probation and mediation". 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./Kasandrova, 2012/

In preparation of the probation and mediation 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 it's preventive function. 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./Kasandrova,2012/

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.

Цель этих программ помочь молодым людям перенести легче груз житейской тяжести перемен и заботы, которая развивает у них качественно новые умения справляться с житейскими вызовами по пути к новому способу жизни. Эта забота направлена к подросткам с отклонением в поведении, к подросткам в неравном положении, к детям с различными дефицитами и затруднениями в своем социальном созревании и адаптации. *В самой трудной позиции маргинализации и обреченности провалу и социальной изоляции находятся подростки с девиантным поведением и правонарушениями.* Общество еще не созрело и не развило свою готовность, свою возможность стать добрее, чтобы их поддержать. Это и является причиной, что после окончания санкции и прекращается забота о подростках с проблемами. И хотя такие программы определены как „приоритетными“, они не стартовали из-за отсутствия специально созданной организации, из-за отсутствия интереса со стороны юристов и полиции и из-за неясного статуса социальных служб. Поэтому программы реализуются неправительственными организациями, у которых методическая готовность довольно скромна./

This program examines the out school centers for work with children and youngsters like centre for prudential and educational activity. The project provides a study of probation and mediation, 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 centres 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: Pedagogics (Preventive Pedagogics), Sociopathy (Pedagogical Sociopathy) and Pedagogics of deviant behaviour. / Kasandrova, 2012/

/Программы социальной терапии предъявляют специальные требования к рабочим группам, к специалистам, которые принимают идею ответственно и безоговорочно. У них должны быть:

Создано отношение и понимание девиантного поведения и отклонения в поведении подростков как *симптом остро или хронического дефицита забот*, проблем индивидуального созревания и социальной адаптации;

Выработаны *базовые умения работать с безнадзорными и беспризорными* подростками, совершать кризисную интервенцию в ситуациях провала или пережитой травмы;

У социальных работников, педагогов, психологов должна быть квалификация, дающая им возможность *определять специфический риск агрессивного поведения, суицида, повторного правонарушения, психического заболевания, функционирования в позиции жертвы.*;

Предусмотрена работа с каждым девиантом прежде всего *индивидуально*, учитывая специфические расстройства, комплексные потребности и прогноз риска;

Специалисты анализируют и отслеживают эффективность программ, пользуются *мониторингом внешних и внутренних консультантов*. Они должны поддерживать связь с институтами, которые имеют отношение ко контингенту, отчитываться перед ними и делать предложения;

С помощью средств массовой информации повышать чувствительность социальной среды к проблемам и изменить отношение общества к попытке ресоциализовать

девиантов в естественных условиях, в общности.

Презентация осуществляется перед учащимися, родителями, учителями и возможно больше людей, у которых интерес к этому вопросу./

Mediation

From the positions of the 21st century, we can afford to examine the pedagogic fields and to analyse, as much as we correctly can, the depths of the collected experience. At least three contradictions can be observed, akin to a vicious circle:

1. We want so badly to find something truly new, epochal, magical, which would change the pedagogic practice, to turn it into the dreamed-of *perfect pedagogic venue, with irreversible achievements, with happy subjects – teachers and students*. At the same time, we encounter conservatism, small people, and fantastic expectations which don't relate to the realistic goals and possibilities in pedagogic phenomena.

2. On the one hand, pedagogic vocabulary is enriched, develops, grows closer with terms and techniques from other sciences, a heretofore unknown ensemble of approaches, methods, and events is formed. *On the other hand, pedagogic practice keeps splashing in the same small puddles where the pedagogue still feels safer to prove his pedagogic force.*

3. *There are no professions more important than that of the doctor and the teacher.* That should give pedagogy greater advantages and self-confidence so it could place before the community more questions, more demands, more criticism. That actually only happens very shyly and warily, and it allows other sciences to be haughty and the community to take the role of a judge that has no relation to the processes in the school but expects grandiose results in raising and education. Nobody could solve all problems and contradictions. We choose the problems of children with behavioural issues and offer the possibility for solutions. We have the ambition of becoming associates, executors and initiators in the system of mediation and probation. Thus we will be able to contribute to the writing out of a science of mediation and probation as a pedagogical innovation.

/Каждая такая программа это по-

пытка приватизировать часть из социальной деятельности, а общество весьма чувствительно, когда кто-то предъявляет претензии к воспитанию подростков вне семьи и школы. Столкновение в последнее время с различными сектами и преступлениями относительно детей, обязывают государственные институты быть внимательными и дальновидными. Поэтому старт таких программ проходит одобрение многих инстанций, обсуждается в средствах массовой информации, подвергнут широкому общественному контролю.

With regard to the approbation of new approaches and methods of resocialization of deviant children, pedagogy has the exclusive opportunity to get in touch with new, different scientific fields and to promote original recommendations and ideas. Legal sciences are a new challenge resulting from the difference in approaches toward deviants. If legal sciences outline the limits of sanctions, pedagogy shapes the path to personality change. Both probation and mediation are the subject of study for legal sciences, and are legally regulated. We do believe that pedagogy may successfully incorporate into the overall preparation of the public, of probation employees, and of mediators for the successful realization of agreements and sanctions with respect to young people./Kasandrova, 2005/

Mediation is a new, but less known social instrument used for treatment of conflicts in all age groups, including school students. The Mediation Law regulates the philosophy, procedure and significance of this phenomenon, but it's being yet gingerly applied on background of the threatening, oppressive level of public conflicts. The more shocking aggression at school, the more useless the classical educational system. Mediation offers us a different approach for making sense of the conflict, as all parties themselves /supported by a mediator/ comment on events, evaluate an action, smooth away differences, and take joint decisions. With respect to the above, mediation is that part of the educational process, where opponents undertake equal personal responsibility, limitations and compromises by protecting their rights and respecting the

other party. The key words of mediation are: support, reconciliation, problem solving, compromise, etc. /Во время сессий рабочих встреч, молодые люди знакомятся: с последствиями их деяния для них самих, для семьи, для жертв и общества; вместе с группой, те кто нарушили закон, ищут способ компенсировать пострадавших из-за их поступка; если есть возможность, объект преступления принимает участие в процессе реабилитации. / Kasandrova,2009/

All Mediation Centers operating at schools must observe the following rules:

- The meeting must be held by the common consent of both parties in a conflict.
 - The problem must not be taken away from the person (by being solved by other, external people), but the opponents themselves must “deal with the conflict”.
 - All parties in a dispute must give their unambiguous valuation of the dispute influence.
 - The mediator must be chosen by both parties, which will authorize him/her to allude to achievable, equal and useful agreements.
 - The establishment of Mediation Centers at schools is a good world practice. Based on the EU experience, especially in Norway, France, etc., we do give a new meaning to the importance of pedagogues and psychologists when it comes to conflict solving, however together with intensified social control.
- Mediation for minors and underage

people, in our view, does not mean pacification, universal getting-along, hurting the natural urge to receive justice. It doesn't mean, either, only the possibilities stipulated explicitly by law. We expect mediation techniques to change the very attitude to justice, which should be replaced by the satisfaction that you did not shatter your own dignity, that you saw in the eyes of the other sensitivity and remorse. Once you have realised the importance of human virtues, you can appreciate yourself that the situation created is absurd, it's not permissible. Mediation is work for good people, part of the pedagogic and psychological mystery who sympathise, evaluate, understand, show intolerance to violence and breaking the laws. The pedagogue creates the equality setting where one doesn't hunt for those guilty or innocent, but instead one seeks the reasons, motives, circumstances. There are no sanctions or judgements. *The pedagogue-mediator raises all participants in the conflict who rethink suffering and violence, rediscover compassion and guilt, live through hate and love. It is a lesson in loving people, where you have the right to openly talk about mistakes.* You learn to be responsible for the consequences of those mistakes. At the end of this lesson, each participant has drawn a conclusion, the disagreements have been smoothed, and you've more won a friend than an enemy. *The jurist is always a side in the argument, while the pedagogue guarantees the soul of equality, because*

he's dealing with children – confused and frightened. The pedagogue doesn't acquire a new profession. He only enriches the pedagogic approaches in the name of fairness and love for the children. /Kasandrova, 2005/


Ожидайте комментарии о **асесмънт** центре и **коучинг** программе.

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