

## INTEGRATIVE PARADIGM OF SOCIALIZATION TO CHILDREN AT RISK

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**ABSTRACT:** THE PROCESS OF SOCIALIZATION AND INTEGRATION OF CHILDREN AT RISK IS A UNITY AND AT THE SAME TIME CONSTANTLY REPRODUCING CONTRADICTION BETWEEN THE TWO: SOCIALIZATION AND PERSONALITY. THE TIME IS RIPE FOR A SYSTEMATIC APPROACH TO LEISURE IN SOCIAL WORK AND IMPLEMENTATION OF EFFICIENT TECHNOLOGIES THAT ARE CONSISTENT WITH BOTH THE GENERAL AGE AND PSYCHOLOGICAL CHARACTERISTICS OF CHILDREN IN THE CONTEXT OF EXTERNAL MICRO AND MACRO ENVIRONMENT OF THEIR SOCIAL INTERACTIONS AND THEIR INDIVIDUALITY.

**KEY WORDS:** SOCIALIZATION, PERSONALITY, RISK, CHILD AT RISK, SOCIALIZING PARADIGM, GAMING TECHNOLOGY, PROBLEMATIC SITUATION

**THE** socialization is the process in which the individual acquire the competences for life in society. It is unorganized and spontaneous process in which can not be achieved any results - both desirable and results contrary to the generally accepted in society. Under the influence of the social environment the individual can absorb practices to achieve the objectives, which are unacceptable to society - lie, violence, passivity and so on.

**THE** process of socialization and integration of children at risk is a unity and at the same time constantly reproducing contradiction between the two countries: socialization and personality. In this capacity, he is a single ascending flow of the growing intervention in the world of adults in the social world.

**THE** socialization is a real growth of the child, implemented in two interrelated processes - socialization and individualization, which formed its own social maturation and active creative activity. Here socialization appears as utilization of human norms of communication of the child and individualization as a constant discovery, validation and formation of the child as a subject. Children at risk need integration to form as subjects mastered human norms of communication in society.

**To** this contingent children at risk traditionally refer following groups of children:

- alcohol abusers;
- drug users and drug addicts;
- exhibiting aggressive behavior;
- dropouts;
- uncontrolled by their parents (street children);
- with special educational needs;
- children - victims of violence, exploitation and human trafficking;
- street children;
- covered in the worst forms of child labor;
- children - victims of crime;

- children - perpetrators of crimes;
- children and traffic;
- children - refugees and others.

**THIS** list of children at risk, however, is characteristic of the approach that social work is done after the facts of the actual entry of children in difficult life situations. In a different approach of society towards social problems and specifically the problems with rising generation should "risk" to return their actual lexical meaning and expand its borders adequately to this concept. All those conventionally divided groups in real life no narrow "specialization". Clearly, the same child may be gifted, using drugs and have deviant behavior. Moreover, the very concept of "child at risk" is too fuzzy boundaries.

*The risk is "possible danger". A theory of social work is accepted the following definition of risk:* "Risk is such a human activity that is associated with overcoming the uncertainty in a situation of inevitable choice where there is likelihood for success, and loss. Group risk is such a social community that no stability and has the best chance to be in a difficult life situation that leads to physical, moral and social degradation" [2, p. 236]. It is evident in the above mentioned groups, that children already are in a difficult, but also dangerous situation for their physical and mental health and sometimes life. In most cases, listed among the groups of children available real damage to the health and lives of teenagers and / or their surroundings. So the use of alcohol and drugs represent no potential but a real threat to their health (and in many cases, the health of others). The same applies to children with aggressive behavior, child victims of aggression, children without supervision and care. In this aspect should list "children at risk" to include those children who implement border patterns of behavior between norm and deviation - children with so-called accentuation of character. In addition to these children, in the group of risk includes children with elevated konformnost that can easily provoke perception destructive pattern of behavior. Thus the term "risk" would be returned to their original lexical meaning. Early social work precisely with this group of children and their families would not allow massive increase of traditional risk groups listed at the beginning of the paragraph.

**TACKLING** the problem "children at risk" is only possible in stopping the flow of children who constantly filled contingent already in danger and began to pose a danger to society. These are children with increased konformnost and nesformirana primary socialization (including emotional), which are not yet in the group of deviant children, but are willing to do everything just to get social recognition and attention from their peers to fill a huge emotional void. In the absence of positive cues and motivations for different reasons, mainly of a social nature, such children are a potential source of replacement groups with increased risk. These students are usually outside the attention of educators and teachers, as they represent an almost invisible mass without special talents and cognitive abilities and become the subject of attention only when it is already a serious problem.

**THE** current state of our society, though not completed its transition, is now able to pay attention to that contingent. On the other hand, the following groups of children as contingent on completion of the group of "classic" risk also differ in the degree of endangerment. For example, children from incomplete families Optional ranks of deviant and delinquent children. The same applies for children who dropped out of school. The boundaries between children who try drugs and alcohol and dependent children also have a very fuzzy. *Obviously, it is a pressing need for a systematic approach in social work and implementation of efficient technologies that are consistent with both the general age and psychological characteristics*

*of children in the context of external micro and macro environment of their social interactions and their individuality.*

**PRECISELY** social work as an interdisciplinary science is called to bring together specialists in the field of psychology, pedagogy, medicine and realization of systems for early diagnosis, prevention, monitoring and assessment of children at risk (and potential risks) and in this sense can perform both independently and coordinating role in the field of social training, education and development of creative abilities of children, and to eliminate or reduce the impact of factors causing risk situations.

**INTENSIVE** processes that occur in modern information society in the transition to the knowledge society pose new problems for social and educational institutions. On the agenda is the formation of socially active person, capable of quick and successful adaptation to dynamic processes in society. Therefore modern pedagogical technologies - such as the training for learning, the Activity and person-centered approach to education and education are geared towards the formation and activation of creative potential of children, the ability to quickly and effectively provide the necessary information and to cultivate creative and most importantly - to be able to apply their knowledge in real life. This approach should be used in the field of social work as well as when working with children with deviations, and those who need assistance and protection. The synergistic approach in the educational activity coincides with the ideas of modern theories and technologies of social work, according to which social assistance is the fact that *the subject of social work should be trained to deal not only with the crisis situation, but also to use the accumulated pattern to generate new knowledge in order to prevent or successfully overcome other crises in their lives.* As with synergetic approach to education the key role of the teacher is to "awakening" of a soul and support through collaboration with already awakened soul for knowledge and in the synergetic approach in social work as a social worker must consist above all in the awakening of the souls of his clients (in this case children) to mobilize their inner potential, if necessary and purposeful work to adjust or develop the necessary basic skills for self-realization in accordance with constructive attitudes of human society.

**"The Awakening"** - this principle is emphasized by Plato in "The Parable of the Cave" when he says that the true overcoming ignorance happens when a person who has seen the light back into the cave – he needs an adjustment period to may still differ shadows in the darkness and to generate correct behavior if it wishes to involve other people to true knowledge. The training of others - those who have not seen and do not want to see the source of the ideas have to go through training and reflection of himself - a subject and source of training activities. Only then is it possible effectively "The Awakening of souls", which is a necessary preparatory step in "putting the cave.". In the synergetic approach in educational activities (art of "turning to light) the key role of the teacher is to" awakening ", support and cooperation of the already awakened soul for knowledge. In the synergetic approach in social work role of the social worker must consist above all in the awakening of the souls of its customers to mobilize their inner potential for knowledge and self-realization. Another important aspect of social work as education (the turning Plato) process training of **constructive building's life of one person or another.** Training is required for the "art of knowledge, keeping the discussion and constructive dialogue, which are born new meanings and new horizons of knowledge" [4, p.131]. Plato this approach successfully illustrated in the very technique of generating knowledge of readers - it is in the form of dialogue with Glavkon. Dialogue gives time for awareness of things and penetration depth generated by Plato idea. Speaking with Glavkon it actually generates INTERACTIVE KNOWLEDGE,

while training his interlocutor. Led with Glavkon dialogue has characteristics of non-linear dialogue - one of the methodological approaches of synergy. **Namely mutual opening of knowledge through dialogue, not dictate ready knowledge.**

**THE** synergistic approach in social work, seen as an educational process will form the key social skills that can daposluzhat detection of optimal paths in the implementation of the life-project in conditions of uncertainty.

*According to the synergistic approach obuchaemost and training including social work, there must be a resonance character.* The process of interaction "teacher - student" and "social worker - client" in the application of synergetic approach represents their mutual design, interaction, create new knowledge, joint problem solving, learning becomes interactive. The generation of new behavior of objects of social work really is one of the global objectives of contemporary social work. According to S. Kelso, cited by Knyazeva and Kurdyumov [1], the training takes place as a specific modification of the existing models of behavior towards this task, which has to be solved. The social work in one of its various hypostases can be seen as an educational process, and the application of synergetic approach facilitates the process of social education and social inclusion of young people in public life on the basis of acquired competences.

**COMPETENCE** goes beyond knowledge and skills, it integrates knowledge, skills and mobilizing them. Furthermore, it harmonises behavior conditions of the external environment. Competence is formed on the basis of training or social experience and the ability of one person or another to generate behavior based on experience to solve problems related to social environment, evaluate them adequately, to cooperate and to work in a group to organize work, dealing with project work. Notion of social competence refers to a healthy culture of personality, her ability to care for their health, there is a clear political and social position to support others in the life-heavy situations.

**VERY** promising approach that can be embedded in the basis of socializing technologies in the field of leisure time of students is proposed in the scientific development "child as a problem of social work" by R. Trashliev, G. Kolev and I. Derizhan [3]. The authors offer more technical approaches in social work with children who are ultimately lead to correction and all basic qualities that are expected to be formed to a certain age: "The social event occurs due to impacts that have led to a critical situation. When it occurs transformation of basic personality, manifested as deviation or collapse. The social event can be facilitated towards correction, if included in the appropriate situation and he made those impacts that cause recovery of starting untransformed basic personality" [3, p. 231].

**THIS** adjustment of *the first stage*, according to the authors is through casual involvement by triggering instinctive and nadinstinktivni mechanisms, and through subsequent phases, marked as preparatory, primary and control. The main idea of this technologized process is that the person has (or is able to hold) any necessary personal qualities as full social interaction and deal with critical situations. These problematic situations that arose because their deformation or nesformiranost be resolved by the proposed algorithm of the authors of "output" or rather self-opening of the road from the problematic situation).

*The second stage, which is the stage of "unstrained involvement" is preparatory.* At this stage the client himself must open the way to deal with the problem or critical situation and the cause of its occurrence, as the opening of reason clarify the role of the subjective factor. Usually the second stage leads to the discovery of the real reasons, including clarifying the

role of the person itself (subjective factor) for the occurrence of the problem or critical situation. Is provided the child's ability to trigger creative potential to detect possible ways to address the situation. Otherwise, if he served ready solutions can lead to passivity and dependence or back - resistance.

*In the third (main) stage* diagnosis is performed as the final evaluation that displays basic personal quality that the available data are the most affected. Socializing effects of gaming technologies (eg role plays), the design method is due to samopreotkrivane and cooperation with yourself and others. Their effectiveness is determined by the topology, resonant effects - in exactly the place and time. So it is according to the authors of "The child as a problem of social work", "neoplasm derived primarily with" doing something " [3, p. 249]. Sustainability of the newly formed lie in the fact that the inclusion of sensorimotor apparatus ensures the construction of permanent traces in the cortex. Thus social work use and develop the creativity of children, which is in line with the new paradigm socializing "Creative childhood" as the very concept of "creativity" is supposed to inherent quality of children, albeit in varying degrees. The creativity in this aspect acquires wider dimensions and began to represent both field and driving force for the acquisition of social and cultural competence. Incitement to creative activity and cooperation should have resonance character and form inner conviction and desire of children. Playful thus has an additional impact due to its nenatraplivost and motivation for success.

**AT** the time of the so-called "Bulgarian transition" from totalitarianism to democracy children are provided hasty rights that create real opportunities for many of them to abuse, which creates an opportunity for socialization unorganized values, instead of a professionally organized educational and socializing activities.

**THE** period of transition from middle childhood to early adulthood is characterized by the utilization of social norms, values and value system of the society in which he lives. A significant share of these processes are carried out in children's free time. In the absence of purposeful socialization on the one hand and the presence of the negative impact of internal and external factors - the other, time disorientation occurs.

**THE** time is ripe for a systematic approach to leisure in social work and implementation of efficient technologies that are consistent with both the general age and psychological characteristics of children in the context of external micro and macro environment of their social interactions and their individuality.

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