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EDUCATIONAL SYSTEM OF SOCIALIZATION CENTRE AS A COMPLEX FACTOR ENABLING FORMAL FURTHER EDUCATION OF ITS LEARNERS

The aim of this presentation is analysis and validation of educational system of socialization centers as a complex factor, enabling formal further education of its learners.

A role of socialization centre as educational system, enabling meaningful future activity of its learners, is especially important in the context of a modern society, experiencing permanent changes in various spheres of life and raising new challenges to an individual.

In pursuit of effective education of children, living without parents, it is relevant to create an educational system of socialization center, which stipulates a motivated formal further education, as prevention of personal life crisis.

Children and teenagers, educated at socialization center, and especially youngsters, graduating from institutions, are ascribed to the risk group. The analysis of scientific literature suggests that the beginning of learners' independent life after they leave foster institutions is complicated by various social, pedagogic and psychological factors, which make a negative influence to their social adaptation (Altshuler, Poertner, 2002; Creuziger, Clementine, 1997; Kluyeva, Kozlov, 2004).

Both Lithuanian and foreign researchers mostly focus on analysis of socio-psychological problems of children and teenagers (i. e. juvenile learners), who grow up in foster institutions, however there is a lack of attention for formal further education problems.

There have been sporadic researches regarding independent life of former learners after leaving foster institutions. Hodges, Tizard (1989), Kluyeva, Kozlov (2004), Kovalenkoviėnė, Leliūgienė (2005) show that due to the influence of specific educational environment at socialization center formal further education is a painful problem both in theory and in practice – very often external motives determine a choice of educational institution for formal further education.

However, scientific literature provides a very abstract depiction of formal further education of this social group, as one of the factors, stipulating positive social adaptation, which enables prevention of social separation.

During analysis of scientific literature, it has been noted that:

- It lacks systematic reasonable scientific approach towards socialization center as an educational system, perceived as a complex factor in the context of formal further education of its learners;
- The model of educational system of socialization center is not formed;
- It is not clear, in what paradigm teenagers' re-socialization institutions work in Lithuanian recently;
- It lacks focus on the problems of learners' formal further education and further social adaptation.

Problem of the research. Sudden changes in socioeconomic situation in Lithuania form unfavorable and de-adapted conditions for the learners of socialization centers. Contemporary scientific research (Kovalenkoviėnė, 2005) showed, that "nobody waits" for the

learners of socialization centers: neither a modern labor market with a trend of constantly decreasing workplaces, nor the educational system, ruled by reforms and ambitious projects.

Educational activity, which is implemented by various reforms, is inevitable in the process of re-socialization of the learner of socialization center, but due to frequency and intensity of contacts with juvenile persons, a very significant role is played by educational institutions, most commonly socialization centers. These theoretical guidelines enabled supposition of the question: what characteristics should distinguish an educational system of socialization center in the context of formal further education of its learners?

The questions, defining the problem of the research:

1. *What factors and their expression determine the nature of educational system (enabling/restricting; open/closed) of socialization center?*
2. *What factors (external and internal) determine formal further education of the learners of socialization centers?*

Results. Analysis of the performed empirical research, which goal has been analysis and validation of educational system of socialization centers as a complex factor, enabling formal further education of its learners, allows to make a presumption, that during creation of *enabling educational system*, which is favorable for formation of the learners' personalities, able to create their own vision of the future, it is necessary to disclose and evolve general values of the learners and develop their general and social abilities. Not only the totality of initial and enabling factors of educational system determines social competence of the learners, enabling motivated choice of formal further education, it also determines learners' perception of education as a value.

- After analysis of the results of performed questionnaire survey of socialization center's educators and learners, it can be stated that social adaptation of the learners in the institution is complicated. The lack of acquired learners' social skills, as a component of social competence, was determined by certain negative inherent and obtained personal qualities. However, despite the lack of social competence and motivation for learning, and emphasis on receding relations with their families, majority of learners understand, that they can form their way of behavior, change their attitude, value judgments, strive for formal further education and become equivalent members of social life.
- Educators of socialization center admitted that in order to direct the learners towards formal further education, it is necessary to raise their professional competence and create constructive effective adaptation strategies with accompanying specialized socio-educational technologies, but they emphasized that they are unable to play the role of a consultant for formal further education due to the lack of competence and time.

Conclusions. Therefore, after analysis of results of local research, it can be stated that due to the educators' lack of competence and motivation with regards to the learners, the main problems, which determine the quality of enabling educational system of socialization center, arise specifically in the process of communication between educators and learners.

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