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LIEČEBNÁ PEDAGOGIKA VERZUS SOCIÁLNA PRÁCA, ICH PRIENIK A CHARAKTERISTIKA

Abstrakt. Autorka v predkladanom príspevku identifikuje a poukazuje na základné charakteristiky teoretických, praktických, ale aj vedných odborov liečebnej pedagogiky a sociálnej práce. Identifikuje základné charakteristiky a pozície jednotlivých praktických odborov k iným disciplínam a analyzuje oba teoretické a praktické odbory z hľadiska pomoci klientovi. Autorka analyzuje aj základné sociálne poradenstvo, ktoré sociálna práca využíva nielen na riešenie problémových situácií klienta, ale i na vlastné poznanie a skúsenosti v prospech klienta.

Kľúčové slová: charakteristika, liečebná pedagogika, oblasť, pojem, pozícia, prienik, sociálna práca

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THERAPEUTIC PEDAGOGY VERSUS SOCIAL WORK, THEIR INTERSECTION AND CHARACTERISTICS

Abstract. In the presented paper, the author identifies and points out the basic characteristics of theoretical, practical, but also scientific fields of medical pedagogy and social work. It identifies the basic characteristics and positions of individual practical branches in relation to other disciplines and analyzes both theoretical and practical branches from the point of view of helping the client. The author also analyzes basic social counseling, which social work uses not only to solve the client's problem situations, but also to use their own knowledge and experience for the benefit of the client.

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Key words: characteristic, treatment pedagogy, area, concept, position, penetration, social work

Therapeutic pedagogy. The term therapeutic pedagogy was used for the first time by pedagogues Georgens and Deinhardt in 1861, combining pedagogical, social and medical activities. The medical and educational institution LEVANA, founded in 1857, was mainly aimed at socially neglected children and children with mental disabilities. The experts who worked in this facility complemented each other in the care of clients and approached the health problem comprehensively [Klein, Meinertz, Kausen, 2009].

«The concept of therapeutic pedagogy has often been criticized by the professional public since its inception [M. Isserlin-1923, H. Asperger-1952, 1968]. As a result of disputes, the founder of modern therapeutic pedagogy and its first professor, Heinrich Hanselmann, proposed a new name special education in 1941. Later, his student and follower P. Moor changed it to special pedagogy» [Horňáková, 1999].

These two authors were interested in man with his problems, in man in his complexity, in real help [Klein, Meinertz, Kausen, 2009].

The term therapeutic pedagogy was used very often in European countries in the first decades of the 20th century. «Treatment pedagogy remained in the minds of experts and sought its application again in the post-war period. She remained faithful to the traditional content, but also accepted current knowledge that was related to the development of depth psychology, psychagogy, psychotherapy, alternative education and other human sciences» [Horňáková, 1999].

The term therapeutic pedagogy was first introduced into Slovak literature in 1940, when Viliam Gaňo (1893-1966) published a publication entitled Introduction to therapeutic pedagogy [Horňáková, 2007].

In the past, the following participated in the creation of the concept of therapeutic pedagogy:

- **remedial education** – which in the past dealt with eliminating childhood bad habits and educational mistakes;

- **medicopedagogy** – which developed in connection with the experience of doctors, was characterized by an effort to regulate its orders of organic life. «Help me to do it myself!» – that was her basic credo [Horňáková, 2003];

- **education for self-realization («Heilserziehung»)** – «was based on theology (biblical anthropology) and value philosophy, which tried to prove the objective validity of the highest values. This concept is considered to be the first professionally elaborated treatment pedagogy» [Horňáková, 2003].

In the 1970s, therapeutic pedagogy was violently politically suppressed and liquidated, therefore it is not strange that the term therapeutic pedagogy is not even mentioned in the special education dictionary from 1984. It was replaced by the term etopedia in university studies, and only after 1990, when political changes occurred, resumed its activity at the Department of Curative Pedagogy at the

Faculty of Education of the Comenius University in Bratislava. Current therapeutic pedagogy does not want to focus only on behavioral disorders and children, there for several names are used for this area: pedagogy of psychosocially disturbed, pedagogy of children with behavioral disorders, pedagogy of emotionally and socially disturbed [Škoviera, 2022].

Therefore, it is necessary for the therapeutic educator to create a healthy relationship with the client. The therapeutic pedagogue approaches clients with a human approach, is considerate and willing to help.

Therapeutic pedagogy has always dealt with education and professional assistance to people in difficult life situations. However, developmental disorders, behavioral disorders and other difficulties did not become its subject, because these can not occur separately from a specific person. And not even the possibilities of help, because even those are provided to a specific person with a specific type of problem. The center of her attention was always a person. Gradually, however, the image of man changed, and thus the perception of his problems, and thus also the very formulation of the goals of therapeutic pedagogy [Horňáková, 2003]. Better knowledge of the causes and consequences of disorders led to the specialization of care and the development of various forms of assistance. The importance of timely help, preventive activities and life long care connected with the importance of adult education has increased [Horňáková, 2003].

«The subject of treatment pedagogy is not the problems themselves, but the person with his problems and possibilities in the process of growth and maturation» [Horňáková, 2003]. The situation of each individual is always individual.

The position of therapeutic pedagogy in relation to other disciplines.

Contemporary therapeutic pedagogy is characterized as individual, interactive and meaning-oriented pedagogy. The position of therapeutic pedagogy in relation to general pedagogy is similar to that of social pedagogy. It is not aimed at a particular age or problem group of people, but focuses on issues of socialization to social environments and its impact on the individual. Curative pedagogy focuses on education that supports the development of a disadvantaged or endangered individual, supports health. Her competences are based on the knowledge of various scientific disciplines, from medical fields, from psychology, sociology. It is not only about removing the difficulties of a person, but about finding a way to manage and fight with these difficulties. The client receives many opportunities to discover strategies for dealing with problematic situations [Horňáková, 2003].

«The therapeutic pedagogue does not replace regular education, but complements the educational efforts of others. It offers stimuli, experiences, options from which the client can choose those that are relevant to him so that he can act more maturely. At the center of the effort are not the services of professionals, but the person himself, who actively cooperates in the change. In this sense, we speak of therapeutic pedagogy as integral pedagogy» [Horňáková, 2003].

Therapeutic pedagogy and medical fields. This relationship is determined by the necessity of close cooperation, which is based on the knowledge that all

somatic disorders and difficulties are reflected in the psyche and have an impact on practical life and social relationships. Basic knowledge from medical fields is a prerequisite for communication and cooperation with a doctor. The medical pedagogue must have basic knowledge of pediatrics, developmental biology and somatology [Horňáková, 1999]. Pediatrics, neurology and psychotherapy are the most important medical fields for a medical educator. From the point of view of medical competence, it is necessary to mention that the knowledge of neurosciences shows that the disease is not only a disorder of the body. Body and soul are connected in such a way that they cannot be separated. It is not appropriate to call the healing process only the process of healing the body without the process of healing mental difficulties [Klein, Meinertz, Kausen, 2009].

Therapeutic pedagogy and psychology. The subject of her interest is and overlaps with the subject of interest in therapeutic pedagogy. Developmental psychology is particularly important, because the knowledge of the laws of development is the basis for compiling therapeutic pedagogy programs. Equally important disciplines are personality psychology, clinical psychology, psychodiagnostics, pathopsychology and psychotherapy, comparative psychology and the like [Horňáková, 1999].

Therapeutic pedagogy and social work. The subject of social work is social reality, specific social phenomena – problematic situations, social events and problems of individuals, groups, communities in the process of their development, solution and prevention [Tokárová, 2009]. A social pedagogue, a social worker or a social curator must not be missing in therapeutic-pedagogical work teams. Many times it is about helping to help yourself [Klein, Meinertz, Kausen, 2009].

Therapeutic pedagogy and legal sciences. Legal sciences determine normative boundaries for human behavior and actions in society. As part of the prevention of delinquency and criminal acts, the therapeutic pedagogue participates in the investigation of the emergence of sociopathological phenomena, in the implementation of preventive social integration and resocialization programs [Horňáková, 1999].

Therapeutic pedagogy and art. Therapeutic pedagogy uses creative activities to achieve therapeutic and educational goals, and there are various forms of artistic expression are of great importance in it. In practice, this means the necessity of excellent knowledge in one of the fields of art. For example, knowledge of musical works, playing a musical instrument and the possibilities of their therapeutic use. Singing is also important [Horňáková, 1999]. Creative and dramatic expression, skills and knowledge in processing various materials, the use of psychomotor exercises, relaxation and movement also belong to this artistic field [Horňáková, 1999].

Social work as a theoretical and practical field. Paulík [2005] states that social work is a complex phenomenon, representing a set of ideas, concepts, approaches and activities that can be viewed from different points of view. This fact of the diversity of views on social work makes any attempt to reflect and define it almost unrealistic. Therefore, according to the author, there is not hingelse left

but to try to divide the subject of interest (albeitartificially, simplified and non-categorically). He further claims that any definition of social work defines it from a different point of view with different degrees of generalization and different terminology. This causes at least a complication in the formulation of a clear and generally accepted definition of social work, which is still not available today.

According to Healy [2005], the great variability of social work is caused by three factors:

- the common knowledge base of social work is absent, the absence of a common scientific language and many terms used are specific to a certain institutional area;
- social work, in contrast to traditional disciplines, lacks a primary institutional base;
- the range and variety of existing primary tasks of social work is great.

According to Levická [2007], contemporary social work is characterized by having:

- public character – it is available to everyone, the citizen knows about its existence, perceives its presence despite the fact that it does not currently need the help of a social worker;
- institutional form – guarantees the required level of services provided, so that clients are not harmed;
- preventive nature – the center of gravity has moved from the level of subsequent assistance to the level of prevention. Lesswell-known prevention in social work is activity focused on the field of norm-making;
- plurality of resources – use of all available resources (individuals, non-profit resources, state resources, transnational resources, etc.);
- closer relationship between theory and practice;
- subjective nature – focuses on solving subjective needs. Currently, the need for an individual approach to the client is emphasized;
- changeable character – changes in social problems also change its focus.

Definition of social work by some theoreticians based on the history of the establishment of the field:

Jane Addams [1860-1935] understood social work as a practical contribution to solving social problems of suffering people, their crease of which was caused by poor living conditions in society. She promoted the demand that social work should not be understood unilaterally, that is, that social work should not only deal with the issues of «suffering of half of humanity», but that it should strive to equalize socio-economic differences in society. Social work should strive for scientific investigation:

- social problems;
- living conditions;
- social action, the result of which is social exclusion or extreme poverty, etc [Brnula, 2019].

Alice Salomon [1872 – 1948], according to Határ [2006], built her concept of social work on the criticism of socialine qualities at the beginning of the 20th

century. She held the opinion that the elementary task of social work is social care aimed at protecting the poor. According to her, consciousness and behavior, thinking and action in social work must be based on knowledge of a world in which all people are equal and are treated equally. She included social care in the set of practical sciences and considered the following problems to be her main areas of scientific interest:

- rescues and classes;
- issues of welfare and social care;
- questions related to the goals, tasks and methods of social care [Brnula, 2019].

Innocent Arnošt Bláha [1879 – 1960], according to Levická [2007], characterized social work as a corrective activity, the goal of which is to prevent the emergence of social evil or eliminate it by strengthening and developing social positives. Innocent Arnošt Bláha [1965] literally wrote that the goal of social workers is to «find out the conditions of social readjustment and rehabilitation in a certain concrete situation» in a social case, while the material obtained by them would benefit «corrective purposes».

In 2002, Jana Levická defined social work in 2 levels:

- as a practical profession through which various forms of social care are provided;
- as a theoretical level focused on the scientific knowledge of the causes and possible solutions, the provision of social care, including the training of experts [Brnula, 2019].

The goal of social work should be to work on improving the conditions of life and its quality. Mária Husáková says in 2008 that social work focuses on existing obstacles, injustices and injustice in society, reacts to crisis situations and urgent cases as well as to everyday personal and social problems. Its scope ranges from primary psychosocial processes to involvement in social policy, planning and development [Brnula, 2019].

Social counseling. Consulting, as a professional activity, began its function at the beginning of the last century in Boston, America. In the beginning, it was aimed at immigrants looking for employment, later it was extended to other spheres, especially to the personal growth of youth. In the 1940s, counseling penetrated into American education as well, which meant a significant development. Over all, there was a need to get more involved in various areas of human life and thus motivate the individual to obtain the necessary information in order to face the demands of social life. Responding to changes in the social system is also required by the legislation that was created at the beginning of the 90s of the last century. In these years, a complex regulation of social systems begins to be formulated, namely the law on state social support, pension insurance. An important landmark in Czechoslovakia was in 1990, when the Czech and Slovak Association for Consulting was founded. Subsequently, various counseling centers and organizations with a different focus on social problems were created [Pruša, 2008].

Counseling in social work is characterized as a specific professional interaction between the counselor and his client, when the counselor uses his own knowledge and experience for the benefit of the client. The basic form of this interaction is an advisory interview. The task of a social worker in the role of a consultant is not to provide the client with ready-made solutions, but to accompany him in clarifying them.

Matoušek [2013] states that counseling is now provided by all helping professions. Counseling has been provided since time immemorial, when people turned to their families, relatives and drew on the press or media. The result of such counseling is to get answers to the questions we need to solve. Social counseling is divided into basic and professional and is provided by state and non-state entities. Mátel [2019] describe counseling as a preventive process that allows clients to solve their problems, it is counseling helping individuals who are disadvantaged and this condition is long-term and could lead to social exclusion and life discomfort. Counseling supports the growth and development of the client and his better application and orientation.

Drydenova [2008, p. 68] the definition reads: «Counseling takes place when the counselor receives the client in a private and discreet environment to explore the difficulties the client is experiencing, the mental discomfort he is experiencing, or for example his dissatisfaction with life or loss of direction and meaning». It is always at the request of the client, because under normal circumstances no one can be sent to counseling».

Masten [2001] says that coping with a new difficulty can feel overwhelming, but with the right support system, the difficulty can be overcome.

If I think about the possible definitions of social counseling, I identify most with the statement of Bobek [2008], who points out that all social workers of social services must be able to provide basic counseling. Counseling helps people solve their complex social situations. The ways and methods of working with clients also differ according to the target group to which the consultancy is provided. It thus helps to alleviate, reveal, explain and solve social problems, so that the solution is permanent and leads to the normal social functioning of the individual. I agree with this statement, all social workers must be able to provide their clients with basic social counseling, or refer them to the right institution. I consider it absolutely fundamental that the information becomes beneficial enough for the client and leads to the solution of the problem so that the client can face the demands of the social environment and it leads to balance. He calls this state social functioning. Social functioning is a label for the interaction between the environment and people. The term has been defined as the fulfillment of an individual's role in society, and the desirable state is that there should be a balance between them. Social functioning is related to the satisfaction of human needs that are related to functioning in society. The goal is to improve the individual's social functioning and focus on the conditions to protect the individual from problems. Just as it was in the past, so today an individual encounters counseling in everyday life, for example

from his social environment. We also meet with counseling in health, school and specialized institutions, these institutions should intermingle and complement each other. due to the complexity in dealing with adverse situations. The fact is that if an individual finds himself in some unfavorable life situation, he looks for help. Most often, it is the persistence of a problem that the client is unable to solve by himself. The individual does not manage to solve the problem in the usu always and lacks the necessary in formation to handle the new situation. The reasons for seeking counseling are there fore different forevery one, depending on the specific situation, an assessment will be made as to whether there is a need for basic or professional social counseling [Paulík, 2009].

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