

The Expertise in Working with Pedagogically Neglected Adolescents on the Example of German Universities

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ABSTRACT

The article deals with the attitudes of German scientists towards the levels and identification methods of pedagogical neglect. The experience of German scientists in self-development and skills' development of academic staff to conduct relationship with pedagogically neglected adolescents was studied for the first time. The aim of the study is to present the expertise in working with pedagogically neglected adolescents at some German universities. There were provided examples of various methodologies in working with pedagogically neglected adolescents at various German universities. Recommendations for teachers and practitioners on working with pedagogically neglected adolescents were described. The article analyzes the experience and basic conditions of work with pedagogically neglected adolescents. The study used mainly theoretical and empirical methods: analysis, gathering facts and studying. This study allows asserting critical thinking formation in future teachers, as well as enriching experience on the work with pedagogically neglected students, as important aspects.

KEYWORDS

Pedagogical neglect;
social protection of teenagers;
neglection; critical thinking

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Introduction

At the current stage of education, the challenge of solving the problem of pedagogical neglect between children and adolescents is one of the most important not only in Ukraine and the European Union, but also in the whole world. Its solution is a factor for social stability in Ukraine, its economical development and civil society formation. In this aspect, the need of training teachers for the work with pedagogically neglected children and adolescents is of fundamental importance. According to the UNCRC requirements, modern teacher has to educate adolescents with cultural values, develop their ability to analyze the behavior and actions of other people, regulations and vital reference points inherent to certain informal groups and choose the ones that really have high moral contribute to spiritual identity development, to help enrich their inner world, affect the general well-being. Teacher's work of itself can overcome pedagogical neglect and provide social security in society, the culture of dialogue, respect for the opinion, position in life and values of other citizens.

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The study of scientific sources indicates the extensive experience of the European Union in preparing students for work with pedagogically neglected adolescents. A special role in this process belongs to teachers of foreign languages, because they are able to influence the minds of children and encourage them to take an active understanding of spiritual values, norms and social adequate behavior, actions and activities, to analyze and express their critical assessment during the lessons of language and literature.

German experience is especially important for Ukraine as Germany is marked through a long democratic tradition, aimed to form a citizens' personal independence in condition of maximum responsibility, discipline and organization. In addition, German general education system is extensive and diversive, and, therefore, there is used a variety of tools in the work with pedagogically neglected adolescents.

Literature Review

The study of German scientists' workings (Bastian, Diepholz & Lindner, 2008; Bathke, 2008; 2009; Böttcher, Bastian & Lenzenmann, 2008; Cartledge, Tam & Loe, 2002; Deegener et al., 2009), Deegener & Körner, 2009; Dewe et al., 2001; Ellis, 1989; Fegert, Ziegenhain & Fangerau, 2010; Jordan, 2008; Kraft, 1978; Leeb et al., 2009; Lillig et al., 2007; Nüsken, 2009; Münder, 2007) – reveals that the preparation of future teachers of foreign languages is implemented at following universities: Bielefeld University (land Nordrayn – Westfalen), Eichstätt – Ingolstadt (Bavaria), Giessen (Hesse), Heidelberg, Freiburg (Baden-Württemberg), Jena (Thuringia), Kassel, Marburg (Hesse), Leipzig (Saxony), Munich (Bavaria), Saarbrücken (land Saarland) and Trier universities (Rhineland-Palatinate).

According to the attitude of German scientists such as A. Ellis (1989) & A. Kraft (1978), readiness to work with the pedagogically neglected adolescents is seen as a phenomenon which involves student interest development in this work, their knowledge formation about the peculiarities of pedagogical neglect in general and the specifics of its manifestation in adolescents, as well as the ability to apply effective techniques to overcome this neglect in accordance with the situation that prevailed in class or extracurricular activities. According to scientists, there are three suitable structural components of readiness: axiological, cognitive and reflective.

J. Münder (2007) notes there is a problematic parental behavior that does not comply with conditions of well-being of an adolescent and leads to neglect; it is advisable to develop a scale measuring parental behavior and their impact on children.

The study of numerous works of German scientists, such as Bathke S. A. (2008), Böttcher W., Bastian P. & Lenzenmann V. (2008) & Leeb et al. (2009) indicates pedagogical neglect regarded as an adolescent's stable state characterized by unproductive difficulties in social adaptation, negative imitation, poor intelligence, disturbances in self-esteem (he is either underestimated, or overstated), bad manners, somewhere immoral stereotype in communication, alienation from society and family, in some cases even criminal behavior. German scientists emphasized appearance of pedagogical neglect as a result of adults' responsibility. As numerous German studies shown, there is a condition caused by incorrect actions of parents, teachers and psychologists.

Aim of the Study

To identify pedagogical conditions and their appropriate methodological tools to prepare future teachers of foreign languages in German higher education system for the work with pedagogically neglected adolescents.

Research questions

The overarching research questions of this study was as follows:

Situation analysis in the matter of neglected adolescents;

German scientists' experience in pedagogical work with neglected adolescents;

Future teachers' preparation methodology in Germany;

Categories of teachers' work organization with neglected adolescents at German universities;

Scientific activities and research work of teachers with neglected students.

Method

This study is based on pedagogical methods as it raises the question of pedagogical activity. Using this set of methods, we applied theoretical and empirical methods.

Theoretical methods have served in the analysis and generalizations of various German scholars' literature, archive materials of previous studies and documentation.

Empirical methods served in material gathering and organization in terms of facts in relation to German teaching practice and pedagogically neglected students.

We have involved such methods as the analysis of pedagogical documentation provided in papers and studies of foreign and, in particular, German scientists, and pedagogical testing as a method of measuring characteristics of the pedagogical process.

Modelling and forecasting methods have also been applied to future developments on pedagogical activity preparation.

Data, Analysis, and Results

Motivational criterion reflects Maturity motifs to optimize pedagogically neglected adolescents, informational criterion – possession of extensive knowledge of the psychological patterns of occurrence of pedagogically neglected adolescents and the ways to overcome it and to prevent, operational criterion – possession of operations for adolescents' behavior correction, correctional criterion – the ability to timely amend its own activity.

The aim of the motivational criterion was to identify the degree of motivation (persistent, situational, almost does not occur), of informational, operational and correctional criteria – the level of relevant skills' formation (high, medium, low).

One of the most important categories of future teachers' work organization at German universities is to attract students to research. The last can be carried out on the example of simpler type of work like (analysis of scientific results, their characteristic, description, preparation of reports, articles, posts) and more



complex types like interviewing teachers and parents, conversations, supervision of education and behavior of pupils.

For example, University of Jena has established itself in the context of a variety of school projects development; one of the most famous is the creation of so-called "combined classes" without special educational difficulties for pedagogically neglected adolescents. The number of lessons in Thuringia is 70% compared to other lands.

One of the important means of overcoming the pedagogical neglect in Germany is their attraction to certain types of professional activities. Therefore, the point of the project is to provide a review of the quality of teaching pedagogically neglected adolescents, research cooperation between the schools, various organizations and institutions concerning the participation of adolescents in socially useful work. To do this, it is necessary to connect the various stakeholders not only at the administrative levels, but also at the level of state education department and municipal council of the city of Jena and at individual school level. Students interview educators, school leaders, teachers (including special disciplines), social workers and parents' council.

The research work of students consists of several stages: at the first stage future teachers of foreign languages have to get results by means of semi-structured interviews, at the second – to carry out the expertize in working with pupils from teachers, parents, school leaders, at the third – to organize pedagogical supervision of educational cognitive activity of adolescents. The results will not only help to control dynamics of pupils' behavior changing, but also to offer innovations for integrated lessons implementation, as well as classes, equipment etc.

This approach is one of the models of students' research activity organization, which combines theoretical approach and empirical search for the implementation of combined lessons.

There has been developed and implemented the plan "Thuringia Curriculum -18" aimed to satisfy not only the social expectations of children and young people under the age of 18 years, but their educational aspirations in the context of social life.

A. Ellis (1989) & A. Kraft (1978) urge to classify criteria of readiness assessment in accordance with its structural components, and therefore, to offer the following ones: motivational, informational, operational and correctional.

The transition from school to work is one of the main problems in adolescence; the school institution must support it by implementing targeted training activities for professional orientation.

Adolescents' accompaniment and encouragement for professionally oriented cognitive process and such a transition plan ensuring for educationally neglected adolescents should be individually directed. To do this the competency model was developed by a research project for further adolescents' career selection. This model of competences involves taking self-informed decisions. In the context of designation model, students have the opportunity to study individual professional development of pedagogically neglected adolescents and to establish

appropriate measures to support them. Research activity of the future teachers of foreign languages includes the following areas:

- analysis of educational standards, learning objectives and methods for their study and evaluation;

- identifying competencies that teachers must have in order to realize high quality career guidance at school (this can be done on the results of theoretical and empirical research (interviews with experts concerning definition of main objectives of vocational guidance, discussions with school management)).

- study and characterization of the so-called "implementation model" and strategies how to implant and stabilize the innovative concepts and methods in school practice to overcome pedagogical neglect of adolescents (Bathke, 2008).

In designated activities, future teachers can form their research skills. Scientist explains necessity of forming knowledge of research methods and techniques with regard to the fact that it plays a central role in the process of acquiring knowledge in the field of pedagogy. Students have to possess skills that are specified by certain aspects of research, planning, implementation of empirical studies and evaluation of achieved results. It is a guarantee of reliability and uniqueness of research findings.

The faculty of the University of Jena pays a particular attention to future philologist's methods formation in pedagogically psychological diagnostics. Teachers introduce qualitative and quantitative research methods in education.

The future teachers of foreign languages take part in achieving objectives; the overall objective is to develop their research skills.

Relatively independent work on effective means of working with pedagogically neglected adolescents offer the following areas of the project: "Study of Higher Education", "Higher Education Research of the Teacher", "University Cooperation with the Public Fund", "Cooperation with the University of Maria Montessori Day School", "Analysis of schools' development with high academic achievement", "Teaching and learning in innovative educational institutions of Thuringia."

There was implemented a project to improve learning conditions and quality of teaching, development of coordinated information and consulting services for pedagogically neglected adolescents.

At the University of Heidelberg (Baden-Württemberg), future teachers-philologists get a job on the basis of an independent analysis of scientific sources, as well as the observations of a certain group of adolescents, to evaluate the nature of pedagogical neglect, to determine the risk of developing pedagogical neglect, to explore how to evaluate pedagogical neglect and the level of factors contributing to its development.

For example, in studying the works of scientists, students define the essence of the concepts of "neglect", "risk of well-being", reveal how they differ as fundamentally important concepts in the field of semantic analysis.



The universities of Heidelberg, Freiburg and Munich offer the job, which include the development of parental behavior diagnostic methods.

Students create profiles and evaluate their prognostic capabilities in the aspect of obtaining differentiated and accurate information about the child's well-being risks. Future teachers should make care so they could demonstrate strong evidence as indicators for risk identification.

J. Mürder (2007) note that neglect is the most common form of welfare risk of violence – consequence of neglect factor, so far as "neglect" is compared with other forms of welfare risk with minimal scientific attention. That is why students learn prevention programs that start immediately after birth, and screening tools aimed at early detection of pedagogical neglect (Deegener & Körner, 2009).

Another objective of future teachers-philologists is to develop pedagogical tools maintaining the attention of adults towards overcoming pedagogical neglect of children and adolescents.

Students also disclose the essence of the concepts of "risk perception" (providing intuitive processes for determining risk of full development) and "risk monitoring" (continuous diagnostic processes of possibilities of danger for risk prevention).

Early and reliable detection of pedagogically neglected children at an early stage is crucial for their future development. Future teachers must have to offer sets of diagnostic methods for neglect detection.

In addition, students have to prove that parents' mental state can be considered as a possible cause of adolescents' neglect.

The next question that students explore at seminars is what can be considered as a form of lapses in parental care and where unacceptable neglect begins.

Based on these results, future teachers can come to a decision what factors cause the neglect as a prerequisite of pedagogically neglect of a person.

Students analyzed the situation the rough tone of teachers considered as quite acceptable. Future teachers-philologists had to determine the extent to which this type of behavior can be considered as valid, whether or not this type of behavior may be considered as valid in education in general ("rude tone, if there is no beating").

Because of the research, students together with teachers and scientists have concluded that teachers primarily take into account the factor of intensity and frequency of detection of certain parents' disorders in the course of pedagogically neglect diagnosis. For example, isolated cases of responsibilities neglection with low intensity were rated as acceptable. Despite this, neglection endangering the health of the child with high intensity is regarded as unacceptable. Students should have a position to comment on the teachers-practitioners and to put forward their own assessment variant of parents neglect their duties as a prerequisite of pedagogical neglect of adolescent.

In addition to research classes, students' critical thinking is more in need to ensure future teachers' effectiveness in the work with pedagogically neglect adolescents.

Enhanced students' critical thinking in solving the problems of pedagogically neglected adolescents and development of effective means of overcoming this problem are the following types of work, as well as the development of means of early and rapid detection of possible neglect. Early diagnosis of pedagogical neglect (which provides assessment in the following areas: adolescents' behavior, interaction between their parents, atmosphere study (microclimate) in the family), also suggests ways to overcome it on a social (school, class) and individual (family) levels presenting the results in the form of guidelines for teachers-practitioners.

Another important area of students' training at German universities for the effective work with pedagogically neglected adolescents is to educate future teachers-philologists' unbiased attitude towards this category of students.

This confirms the need for future teachers' special training for the work with pedagogically neglected adolescents. One of the most important types of German teachers training organization is to develop students' research skills. Recently updated in the format of more simple types (analysis of scientists' results, their characteristics, description, preparation of reports, articles, posts) and more complex types – conducting independent interviews of teachers and parents, observations of pupils behavior and behavior of their parents in order to develop recommendations on how to improve the behavior, the by terms of consultations, additional training, etc.

Future teachers get a job based on an independent analysis of scientific sources, as well as the observations of a certain group of adolescents, to evaluate the nature of pedagogical neglect and concepts related to this term, to assess the risk of pedagogical neglect, to explore how to evaluate pedagogical neglect.

Students at German universities are actively involved to professional work with pedagogically neglected children and adolescents; it allows enriching their experience and educating non-judgmental attitude towards pedagogically neglected adolescents. This activity takes place as a joint study with the teacher and a self-study to develop and implement the best means of overcoming and prevention of pedagogical neglect adolescents creating psychologically comfortable climate at the class (Deegener & Körner, 2008).

Discussion and Conclusion

There were defined some scientific approaches among the scientific sources on the studied issue. Such domestic authors as Andruschenko et al. (2003) described theoretical foundations of teacher training and studied the means of enhancing future teachers' cognitively creative activity. Researchers' attention relied mainly on the concept of teachers' preparation. However, we reviewed and analyzed various theories on teaching and approach to this process relying on the work with pedagogically neglected adolescents.



The issue of teacher performance in Western Europe and Germany, as well as their preparation, was studied among foreign scientists such as Bastian P., Diepholz A. & Lindner E. (2009), Bathke S. A. (2009), Deegener G. (2009) etc.

However, along with these works and studies it is required to analyze and to study the experience of teachers and students preparation for work with pedagogically neglected adolescents on the example of German universities. This issue has been the central in our study.

Thus, the analysis of generalized positive achievements of German higher education institutions on the issue of students' preparation for the work with pedagogically neglected adolescents highlights the need of extension of the system of pedagogical conditions: formation of research abilities of future teachers-philologists in pedagogical activity, activation of students' critical thinking as a basis for assessment and introduction of effective means of working with pedagogically neglected adolescents; enrichment of practical experience in the work with pedagogically neglected students and raise an unbiased attitude to pedagogically neglected adolescents.

Implications and Recommendations

The experience of German scientists in self-development and skills' development of academic staff to conduct relationship with pedagogically neglected adolescents has been studied for the first time.

Granted in the study analysis of various tools and methods of students' and teachers' preparation for the work with pedagogically neglected adolescents in German higher education system gives the opportunity to argue that critical thinking formation in future teachers-philologists is crucial in this aspect, along with the enrichment of their practical experience in the work with educationally neglected students.

The research allows studying the importance of the issues on the territory of other states. Germany's development and progress is undeniable and makes it possible to introduce similar to German methodology at other universities around the world. The problem of pedagogically neglected students is developing; this serves as motivation for further research and implementation of new approaches to its elimination.

Disclosure statement

No potential conflict of interest was reported by the authors.

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