

SOCIO-PEDAGOGICAL ASPECTS OF THE APPLICATION OF BIBLIOTHERAPY AT A DAY CENTRE

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ABSTRACT

Bibliotherapy is used in children's day centers in order to provide assistance to children and adolescents from social risk families. There is evidence found in scientific literature that the application of bibliotherapy at day centers is useful for strengthening self-sufficiency, and if applied purposefully, it enables to cope with psychological problems, promotes spiritual growth and qualitative development, raises self-esteem, self-knowledge, understanding, and frees from perceptions that prevents from recognizing personal unpleasant feelings. The professional application of bibliotherapy at day centers, by working with children and adolescents, creates assumptions to strengthen the motivation regarding self-cognition, self-development and learning. The aim of this research is to answer to the question of how bibliotherapy can be applied in social pedagogical activities at children's day centers (CDC). After a qualitative research had been accomplished (of social educators, parents whose children attend CDC), it was found that the application of bibliotherapy is justified in solving various social-pedagogical problems of children and youth (especially those associated with dealing with motivation problems of adolescent learning).

KEY WORDS: *bibliotherapy, teenager, learning, learning motivation, day center, family at social risk.*

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Introduction

The well-being of children is a priority for both education and social policy activities, which is reflected in state documents (Law on Education, 2011, Strategy of State Education 2013-2022, which emphasize the assurance of equal opportunities for all groups of society, especially with regard to the children from social risk families. In 1996 children's day centers (hereinafter referred to as CDC) were set up on the initiative of non-governmental organisations in response to the needs of the families living at social risk. A key direction of these centers is a work with socially vulnerable families while assisting them to care for and raise children (Day, 2010). Children's day centres are attended by children and adolescents, whose social functioning is often unsuccessful not only in their family, but also at school. CDC staff needs to initiate attractive activities

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that are fundamentally different from formal education and which would not only promote productive occupancy for children, but also contribute to assistance. One of such innovation is bibliotherapy, which as an educational method aims to help a person on reading a certain text (Janavičienė, 2011). The application of bibliotherapy or its elements at CDC would not only enable to deal with occupancy but also with supply of social pedagogical assistance issues. The scientists (Liu and others, 2009; Naylor and others, 2010; Carlbring and others, 2011, Moldovan and others, 2013,) distinguish the benefits of bibliotherapy while providing assistance to individuals with various problems (Pehrsson, McMillen, 2010; Sučylaitė, 2013).

The research problem. Bibliotherapy, as observed by scientists (Sučylaitė, 2013; Stewart, Ames, 2014; Hazlett-Stevens, Oren, 2017; Popa, Porumbu, 2017), affects not only adults, but also children and adolescents because its application makes it easier to accept assistance, relieves stress, which results in better quality of life. Other scientists emphasize the educational functions of bibliotherapy, as this method strengthens the motivation for learning (Ilogho, 2011; Sanacore, 2012).

Thus, all authors emphasize the social educational functions of bibliotherapy, so it perfectly fits for children's day centers, as they provide both social and pedagogical assistance to children, adolescents and their families.

Bibliotherapy is not widely applied in Lithuania, except its elements, especially books' reading. There are also only few publications on the subject in the scientific literature. Researchers examined the process of bibliotherapy's application, the need for such services in libraries (Janavičienė, 2011), different types of therapies, such as art therapy (Sučylaitė, 2013). There are also several publications on the bibliotherapy application opportunities into the activities of social educators while dealing with social, pedagogical problems of children and adolescents (Indrašienė, Kapočiūtė, 2009). The foreign scientists (Stewart, Ames, 2014, Kirupa, etc., 2015; Hazlett-Stevens, Oren, 2017), mostly focused on the bibliotherapy application opportunities in coping with psychological problems during consultations (Pehrsson, McMillen, 2010, Popa, Porumbu, 2017). In addition, foreign scientists' attention was attracted by the bibliotherapy application opportunities for solving the problems of adolescents' resocialization (Marinn Pierce, 2015, Jacob, Guzman, 2015). Bibliotherapy has been mostly perceived as a method of treatment, and there are some publications indirectly dealing with bibliotherapy application opportunities seeking well-being for children and adolescents. The problem being solved - bibliotherapy application opportunities at day center has not been widely researched, therefore, it is important to research social pedagogical aspects of bibliotherapy application at children's day center.

The research object - an application of bibliotherapy as a method of social pedagogical assistance at children's day centre.

The purpose of the research - to reveal the application peculiarities of bibliotherapy as a method of social pedagogical assistance at children's day center.

The methods used: analysis of scientific literature, structuring, generalization, structured interviews.

1. Theoretical social pedagogical aspects of the application of bibliotherapy at children's day centers

Bibliotherapy application opportunities are quite wide, bibliotherapy is applied in libraries, institutions of social and psychological assistance. Such assistance is also supplied at CDC. This center is described in the Order "On the Approval of The Recommendations of the Activities of Children's Day Centers, 27.11.2015, No. A1-609) of Ministry of Social Security and Labour of Republic of Lithuania as "a public legal person or his unit (except pre-school education institutions, schools of general education, disability organisations and organisations providing services only to disabled people, mental health centers), providing daily social care and education services" (p. 1). CDC provide children and adolescents with a variety of services seeking to improve child's social competence, strengthen learning motivation, etc. (Railienė, Gudžinskienė, 2012). Thus, bibliotherapy responds to CDC objectives, as it focuses on individual assistance. Bibliotherapy is especially useful for children and adolescents, since its application helps to solve not only social problems, but also to reach educational goals.

While trying to define the term bibliotherapy, scientists highlight different aspects, however, unanimously agree that bibliotherapy is a therapeutic, educational effect of the text being read. J.Sučylaitė (2013) states

that bibliotherapy has an impact on a person's personality, and with the assistance of a therapist it enables to look more realistically at the world, reflect one's emotional experiences, make sense of existence. In the application of bibliotherapy elements J. Bukantienė (2008) puts more emphasis on the role of a librarian which she considers to be significant, as he selects texts, reading of which helps a person to solve problems. While analyzing the application of bibliotherapy or its elements, foreign scientists (Lutovac, Kaasila 2011; Pehrsson, McMillen, 2010; Marinn Pierce, 2015, Popa, D. Porumbu, 2017), put a special emphasis on the impact of book reading in dealing with the socialization problems of children and adolescents. Reading literature as one of the significant methods of assistance and education is highlighted by O. Tījūnėlienė (2009). She considers that as an extremely important educational factor, even if a purpose of a text is not to pass knowledge, to educate. The above mentioned authors state that properly selected books and their reading can help to cope with various spiritual, psychological and social problems. The scientific research (Stewart, Ames, 2014; Popa, Porumbu, 2017) reveals that bibliotherapy is especially useful for teenagers because in adolescence it is easy to identify oneself with a particular character or a situation found in a book. In this way, adolescents, especially from families at social risk, have an opportunity to realise that others face with similar problems, discover more diverse solutions to the problems, and assess the consequences of decision-making in real life more realistically. V. Indrašienė, E. Kapočiūtė (2009) state that bibliotherapy helps children and adolescents to overcome communication difficulties, traumas, bereavements, and promotes self-esteem.

While summarising interpretations of the bibliotherapy concept found in various scientific resources, R. Venskūnienė (2009,159) describes it „as a systematic, purposefully organized process in which a bibliotherapy specialist, using the effect of the book, as a means of change, resulting in interpersonal relationships, helps the client to maintain or regain physical and spiritual wellness”. Scientists distinguish 3 directions of bibliotherapy: application of psychological creative (arts) therapy, social work or educational method (Janavičienė, 2011). Bibliotherapy, like every method, has its own process (Stewart, Ames, 2014; L. Marinn Pierce, 2015), which includes identification, universalisation, evoking of emotions, insights, integration, commitment to change (see Fig. 1):



Figure 1. The bibliotherapy process

Source: formed by Stewart, Ames, 2014; Marinn Pierce, 2015

The above mentioned authors claim that in the first stage a participant identifies himself with the character of the work, finds out the similarities between himself and the protagonist of the work. It is very important to adapt the text to be read, to the situation and the needs of the participants. J. Bukantienė (2008) notes that in order to encourage children to read books, 3 factors are necessary: a reading-friendly environment, a right choice regarding a book, and book discussion. After implementing these factors and being properly prepared, CDC staff faces with an opportunity to apply bibliotherapy into its professional activities. V. Indrašienė and E. Kapočiūtė (2009) indicate that bibliotherapy can be applied by librarians and educators in their professional activities. As the authors point out, social educators would particularly suit that role because these specialists have acquired competences how to provide social pedagogical assistance, have a great deal of psychological, pedagogical knowledge, and are able to work both individually and in a group. Bibliotherapy could become one of the innovative methods of assistance in CDC traditional activities.

V. Indrašienė and E. Kapočiūtė (2009) distinguish the specific peculiarities of bibliotherapy in social pedagogical activities in providing assistance to children and adolescents. The bibliotherapy process should include the following stages: problem analysis, selection of relevant literature, selection of reading strategies, promotion of critical thinking, analysis and evaluation. This submitted bibliotherapy scheme could also be used by CDC. In the first

stage, as suggested by V. Indrašiėnė and E. Kapoėiūtė (2009), CDC staff could evaluate the main problems faced by the participants, referring to them select literature of a relevant content, reading strategy, taking into account individual needs and achievements. Before choosing beauty art works, it is important to consult with child's teachers and parents in order to make more targeted choices of literature. While reading literature and by using methods of critical thinking education, it is possible to examine the feelings, actions of actors, their causes with children and adolescents, to model different problem-solving strategies in activities, etc. It is particularly important to create the conditions for teenagers to emphasise with actors' feelings, to pay attention to the choice of the protagonist's communication strategies, conflict resolution skills, which are necessary for strengthening social capacities. In this way, CDC specialists can provide better quality social assistance and contribute to the improvement of reading skills and the strengthening of learning motivation (Šeėkvienė, Abramauskienė, 2005; (2009).

It is also very important to include parents/guardians into the bibliotherapy application process, as their assistance helps to motivate a child and a teenager to read books. Reading books together with family members or even observing parents reading books leads to the reading achievements of children and adolescents (Andriuškeviėnė, 2009). The researches, conducted by foreign researchers (Mull, Mull, Cornille, etc., 2004), shows that the earlier parents encourage children to read books, the better child's social and academic achievements are. Parents do not necessarily have to directly encourage a child to read, but their participation in child's education process, both at school and at CDC, promotes desire of children to act and engage in joint activities with parents (Jeynes, 2005). In other words, parents create a social wellbeing for a child through the creation of a favourable educational environment because researches have revealed that those adults, who had a library in their home in childhood, were reading with parents, or constantly watched their parents reading, reads more (Stankeviėnė, Ramanauskienė, 2006).

In conclusion, it can be assumed that bibliotherapy as an innovative method of social pedagogical assistance can be applied at children's day centers. CDC staff has all opportunities to use this method in order to strengthen children's social skills, learning motivation, by overcoming spiritual, social challenges in everyday activities. The bibliotherapy method, which encourages children and adolescents to read and discuss books, performs social assistance and educational functions.

2. Research Methodology

A qualitative research has been carried out in order to reveal the new aspects of the use of the bibliotherapy method. The study was conducted in 2019 at the Children's Day Center of the X municipality of Western Lithuania. It took place in two stages (interviews with teachers and parents). Informants who agreed to participate in the study were introduced to the purpose and course of the study. The duration of each interview is up to two hours. Meetings with each individuals informant took place several times. A method of structured interview has been chosen. This research method has enabled to clarify the attitudes of educators and parents whose children are provided with social pedagogical support towards the aspects of the use of bibliotherapy at CDC. The CDC staff (social educators), and the parents whose children receive social pedagogical support participated in the research. While accomplishing the research a *critical selection* was chosen, which enabled to choose informants referring to certain characteristics. The interviews with 3 day center employees, who have been using bibliotherapy in their activities (for at least 3 years), and 5 parents, who by cooperating with educators use reading of books method at home in order to solve children's social pedagogical problems, were held. *Three questions* – topics were identified while preparing the interviews with the educators and the parents: the application activity/purpose of bibliotherapy; the benefit of the bibliotherapy method; cooperation between parents and educators.

In order to ensure the research ethics, the consents of all research participants to participate in the research were obtained, interviews were recorded, records subsequently transcribed; information was coded (parents - T, CDC staff - P). The analysis of the data collected by the interview method was used to distinguish between categories and subcategories. The results of the research have been processed using the content analysis method. The results of the research are interpreted and based on the basis of the grouped data and the text evidence. This allow us to interpret and draw conclusions referring to the analysed text (Bitinas, Rupšienė, Žydzūnaitė, 2008).

3. Research Results

The research participants were requested to answer how they understand the bibliotherapy method, what activities they associate this method with. The following subcategories were identified in this category: *educational conversation, development of cognitive abilities, emotional experience, strengthening the learning motivation, enrichment of educational environment*. In this category the subcategories are provided in Fig. 2. All the informants stated that they value this method because of its versatility (“<...> bibliotherapy is useful to everyone in all cases” (P2); “<...> very useful for every person” (P3), “very valuable and useful, especially for adolescents” (P1). In the subcategory *educational conversations* the informants stated that: “well, these are, firstly, conversations, conversations on different topics” (P1). In the subcategory *strengthening the learning motivation*, informants stated that, “we apply bibliotherapy very often, we use different texts, analyse them, and we perceive that as an assistance for learning”(P3); “when reading books children become more curious, their learning motivation increases” (T1), “they did not use to like Lithuanian lesson due to spelling mistakes, the more they read the more their spelling improved, now they love Lithuanian” (T5). A particular benefit of bibliotherapy method for strengthening the learning motivation was observed by the parents who help their children overcome learning difficulties. All the informants highlighted the benefits of its application to promote the development of cognitive abilities of adolescents and the motivation for learning: “I think it greatly strengthens that reading and analyzing bring a great deal of knowledge to an adolescent, which enables him/her to learn better. <...> (P3). “at the same time it helps a child to develop” (T1); “to exercise mind because analysis takes place” (P1) and etc..

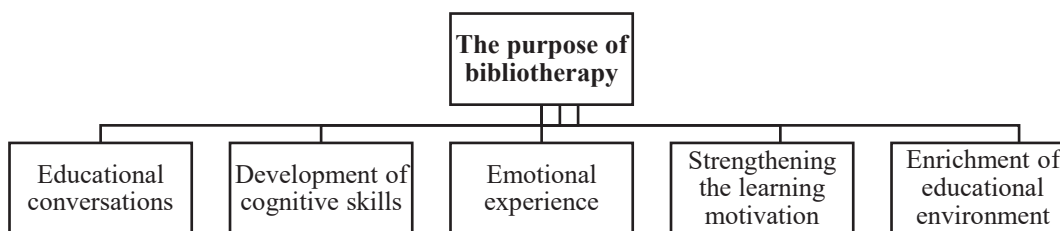


Figure 2. Informants' attitude towards the use of bibliotherapy

Source: author's construction based on research.

In the subcategory - *development of cognitive skills* - parents and educators mentioned the benefits of bibliotherapy for critical thinking and cognitive skills: “I believe that reading, analyzing adds a great deal of knowledge which helps adolescent to learn”(P3), “I am better at writing essays” (T1), “after reading more, she extended sentences”(T3), “the writing of test and essays has improved” (T5). While discussing the essence of the bibliotherapy method, several informants emphasized bibliotherapy as a means of creating different educational environment. In the subcategory - *enrichment of educational environment* - educators observed: “we focus on cognitive trips, we broaden the horizons of teenagers during them, raise interest, encourage to read”(P2), “<...> we do many cognitive trips that broaden young person's horizons”(P3). Educators and parents observed that this method enabled children and adolescents express their emotions more easily: “helps the adolescent to survive various emotions”(P1), “an adolescent <...> understands the emotions more clearly”(P2), “bibliotherapy <...> has taught teenagers to avoid stormy emotions, reactions and to resolve conflicts more calmly”(P3), “they experience some kind of relaxation at that time” (T1) and etc. To sum up the attitudes of the informants involved in the research regarding the bibliotherapy method, it can be stated that both educators and parents see broad opportunities of CDC for both pedagogical and social assistance, which supplements both formal education and education environments, while applying this method.

The informants were asked about the peculiarities of the application of bibliotherapy. In the category - *peculiarities of the application of the bibliotherapy method* – parents and educators expressed their experi-

ence in applying this method at children's day center and family. The following subcategories are identified in this category: the method is applied individually, the method is applied regularly, the selection of texts is performed, the method is integrated into daily activities, the technology of the method is followed (see Fig. 3). Both the parents and the CDC staff who participated in the research mostly emphasized the following aspects of bibliotherapy application: the method is applied individually, the method is applied regularly, the selection of texts is performed. In the subcategory, *individualized activities* the educators mostly mentioned: "... everyone chooses referring to one's need" (P1); "at a day centre, bibliotherapy is applied to everyone according the demand" (P2); "every teenager experiences different problems, concerns. And themes are automatically selected and a theme which is more or less relevant to a particular person is chosen. (P3); "staff advise what books my child should read" (T1), "we personally discuss with our educator which books are more read by teenagers" (T3). Thus, both CDC staff and parents highlight individual assistance.

When considering the most appropriate rhythm of such activity at CDC, the educators unanimously stated that: "2-3 times a week would be enough" (P1, P2, P3). In the subcategory - the method is applied individually - all the informants- parents said that it must be a daily activity. Informants often mentioned the frequency of an activity", *when he was smaller, I read every day, and now he sees that I read, and he also takes a book in his hands*"(T1), "we often read books together, I am used to reading the book she has already read, so that I could ask her what the book is about"(T2.). The informant (T3) noted the importance of regularity: "We read books together once a week, i.e. every weekend." It should be noted that this is the most common, parent-child activity. The research participants - CDC educators - focused more on the regularity of reading and discussing books: „once a week, a couple of times necessarily“(P3); "applied once a weekly, depending on individual situations"(P2). When considering the most appropriate rhythm of such CDC activities, the educators unanimously stated that: "2-3 times a week would be enough" (P1, P2, P3).

The subcategory - selection of texts is performed - reflects the responsible attitude of parents and educators towards the texts being collected. It should be noted that in most cases the responsibility of selecting texts for reading is taken by adults, for example: "in my belief, love novels that are not realistic, which are fictional, which are not related to reality, I think they are not suitable "(P3), "in fact, it is a great job to select a proper text which can reach teenager" (P3) and etc. As the informants state, a variety of genres is wide: "we choose <...> memoir books" (P2), "it can be fiction" (P2), "it can be <...> scientific literature"(T2). On the other hand, the educators, aware of the essence of the bibliotherapy method, state that "a teenager chooses a book by himself or somebody does it for him, namely according to the topic he likes, or relevant at the moment" (P3). It means that educators create opportunities for children and adolescents to make choices. However, there are cases when the children do not decide themselves: "... we have <...> a girl who faces with emotional hardships, she does not know what is happening, she thinks that everyone is against her (P3). In such cases educators take responsibility for not only selecting the text, but by motivating children being educated to read additionally. The educators who participated in the research identified various ways of choosing suitable literature: the children being educated choose a piece individually or in a group; they identify a topic, then a piece is selected by a staff member; a piece is selected and offered by a CDC staff member. Informants-parents emphasised the importance of personal motivation more in their speeches on the selection of texts: "I say it is a very interesting book to try to read" (T2), "Let's go to the library together to choose books"(T5).

In the subcategory - the method is integrated into daily activities - the informants noticed a need to link this approach to all CDC activities, i.e. emphasised: *flexibility, versatility* of this method, i.e. an opportunity for individual, group work, which properly matches with other social pedagogical assistance methods. For example: "our work is complex <...> we would do nothing only just with bibliotherapy, our work is based on complexity, we do many things so that a young man could feel free, feel different experiences, various situations"(P3).

In the subcategory - the technology of the method is followed - the reasoning of CDC staff members about the stages of application of the bibliotherapy method, didactic knowledge of this method is revealed. The informants' answers revealed that they are well aware of the essential stages of the bibliotherapy method, know various ways to provide material, to analyze, to perceive textual information: firstly, the text for reading is responsibly chosen ("and we choose, for example, we are searching for<...>according to the

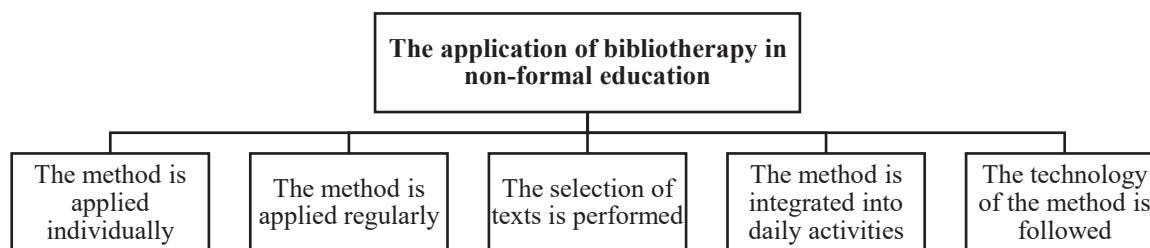


Figure 3. Peculiarities of the application of the bibliotherapy method in non-formal education

Source: author's construction based on research.

favourite authors or <...>from real life that have influenced us. Moreover, of course, literature is selected according to<...> participants' questions which are currently relevant to them" (P3), then a reading strategy is chosen ("perhaps, if that child does not want to read, a staff member reads "(P1), "every teenager reads for himself in a cozy place"(P2), ".<...> during the session the texts are read aloud, read by a staff member, a volunteer, or a participant" (P2), later a method of analysis and evaluation of the text is chosen („<...> and compares the experiences with each other, how similar they are" (P2). After analysing the statements of informants regarding this issue, it was seen that the organisation of bibliotherapy activities at a day center matches with the model of the bibliotherapy application in the work of a social educator, suggested by V. Indrašienė and E. Kapočiūnė (2009). Various practices are applied for reading pieces: works are read individually; works are read aloud in a group (it is done by children or by a staff member, a volunteer). The basis of bibliotherapy sessions at a day center is problem analysis. The importance of the need to identify the problem that will be addressed during a bibliotherapy session is not questionable, but in practice it is not implemented in all cases. It is noticed that only one informant clearly identified the problem towards which bibliotherapy is applied ("... we have <...> a girl who faces with emotional hardships, she does not know what is happening, she thinks that everyone is against her" (P3). Without explicitly naming the problem being solved by means of bibliotherapy, there may be cases when bibliotherapy will be applied inappropriately. It should be noted that not all the research participants clearly identified the analysis and evaluation as a stage of bibliotherapy application, and presented bibliotherapy methodology inconsistently. In the statements of the informants - parents, it is noticed that at the beginning a greater focus on motivation is given ("I encourage by explaining, if you want good results, read books" (T1), then a thoroughly (intuitively) apply reading strategy: "I read the beginning of the book" (T4), "I read one page, then a child - another" (T5).

As was mentioned in the theoretical part, cooperation between CDC staff and parents is essential for the use of the bibliotherapy method. In the category, *cooperation between parents and educators while applying bibliotherapy method* two subcategories were separated: *of sample and of assistance*. The statements made by both parents and CDC staff on the benefits of bibliotherapy and the most appropriate conditions for the application of this method noted the importance of fully encouraging a child/adolescent to read, analyse, evaluate the text. In this activity not only motivation of a child being educated is important, but also the mutual efforts and actions of educators and parents. In the subcategory - *an example* - educators stated that: "a good example of how to behave shown by every person, teacher"(P1); "good examples affect positively". A teenager with ambition is more motivated"(P2). On the other hand, educators notice a difficulty in cooperating "if there is no communication in a family, if parents focus more on their work than on children" (P3). In the subcategory - *assistance* - parents noted that timely and competent assistance is especially important for the success of reading activities; how to focus child's attention on reading; what methods are used by educators to promote and motivate reading. Several informants claimed that educators provide advice to parents on how to raise interest for children to read books: "advised to read the beginning of the book, to attract child's attention towards the book"(T2), "advised to read a book aloud together with a child "(T4). However, they

unanimously stated that they lack complete information regarding the motivation and reading achievements in educational institution. While discussing cooperation with parents informants - educators emphasized the importance of the latter. While evaluating the possibilities of assistance in developing cooperation with parents, they noted that they lack comprehensive knowledge of the peculiarities of the application of bibliotherapy themselves: "... *lack of knowledge*"(P1); "*I try to know as much as possible*",(P1), "*Indeed, there is a lack of knowledge*" (P2); "*there is a real lack of knowledge, a serious lack of knowledge*" (P3).

After summarising the results of the research it was noted that, according to the informants, cooperation between educators and parents in solving social pedagogical problems among children and adolescents is very important. The informants (parents and educators) see a wide range of opportunities and benefits of applying bibliotherapy: the ability to enrich educational environments, to express emotions, a right context for educational conversation, an excellent device to promote cognitive skills development and motivation for learning. The success of applying this method at CDC is determined by the integration of bibliotherapy as a method into all the activities of the CDC, individualization, regularity, proper selection of texts, a fluency in bibliotherapy, knowledge of its basics and personal example of educators and parents.

Conclusions

Bibliotherapy is a systematic, targeted process during which a person is provided with social, pedagogical, psychological assistance based on reading a particular text. Bibliotherapy can be successfully applied at children's day centers, as it helps to provide individual assistance to children, adolescents from families at social risks, as well as to improve social competence, and to strengthen the motivation for learning, etc. - i.e. performs the functions of social pedagogical support. At CDC social educators could mainly apply this method, as they have acquired competences of social pedagogical support in both formal and informal environments. CDC staff should apply this method consistently: select literature, anticipate individual reading strategies, use critical thinking techniques for analyzing texts, provide feedback.

The research results revealed that both CDC staff and parents associate bibliotherapy with opportunities to conduct educational interviews with children and adolescents, to develop cognitive abilities, to promote emotional experiences, to strengthen learning motivation, to create more education-friendly environment. Informants notice that while applying the bibliotherapy method it is very important to integrate it into everyday activities and to carry out individually, through the selection of literary texts. The CDC staff members are fluent in bibliotherapy technology, by applying individual and group reading strategies, analyzing, providing feedback, motivating children and adolescents to make positive changes. However, social pedagogues experience difficulties in identifying the problem which is dealt with by means of bibliotherapy, therefore, the use of this method lacks expediency.

Close cooperation between CDC staff and parents is necessary for the qualitative application of bibliotherapy as a method of social pedagogical assistance. While evaluating cooperation, both parents and educators emphasize the mutual efforts of educators and parents to reveal the benefits of reading by engaging themselves into this activity. While providing their insights into the peculiarities of bibliotherapy application at CDC, parents particularly emphasized the need for help from CDC staff. It is very important for parents to get assistance regarding raising interest for children and adolescents in reading books, text selection, etc. Parents mostly miss information regarding the ways of motivating and reading achievements. After evaluating the possibilities for assistance in developing cooperation with parents, the CDC staff acknowledged that they lack bibliotherapy application competence and would like to improve it.

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BIBLIOTERAPIJOS TAIKymo VAIKŲ DIENOS CENTRE SOCIALINIAI IR PEDAGOGINIAI ASPEKTAI

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Santrauka

Vaikų dienos centruose (VDC), teikiant pagalbą vaikams ir paaugliams iš socialinės rizikos patiriančių šeimų, taikoma biblioterapija. Tai sistemingas, tikslingai organizuotas procesas, kai asmeniui teikiama socialinė, pedagoginė, psichologinė pagalba, pagrįsta tam tikro teksto skaitymu. Mokslinėje literatūroje esama duomenų, kad biblioterapija naudinga ugdant savarankiškumą, tikslingai taikoma padeda įveikti psichologines, dvasines problemas, ugdytis savigarbą, pažinti, suprasti save ir kt. Profesionalus biblioterapijos taikymas dienos centruose dirbant su vaikais ir paaugliais sudaro sąlygas save pažinti, ugdytis, skatina mokytis. Straipsnio tikslas – atskleisti biblioterapijos, kaip socialinės-pedagoginės pagalbos metodo, taikymo vaikų dienos centruose ypatumus.

Siekiant atskleisti biblioterapijos metodo taikymo aspektus atliktas kokybinis tyrimas. Pasirinktas interviu metodas. Informantai: VDC darbuotojai (pedagogai, socialiniai pedagogai), tėvai, kurių vaikams teikiama socialinė pedagoginė pagalba. Atliekant tyrimą, pasirinkta kriterinė atranka. Interviu atlikti su dienos centro darbuotojomis, kurios savo veikloje taiko biblioterapijos metodą, ir tėvais, kurie bendradarbiaudami su pedagogais vaikų socialinėms-pedagoginėms problemoms spręsti pasitelkia knygų skaitymą namuose. Interviu su pedagogais ir tėvais išskirtos trys temos, kurių pagrindu suformuluotos tyrimo rezultatų kategorijos: pedagogų ir tėvų nuomonė apie biblioterapijos metodo naudą; biblioterapijos metodo taikymo ypatumai VDC; tėvų ir pedagogų bendradarbiavimas, taikant biblioterapijos metodą. Pirmojoje kategorijoje išskirtos šios subkategorijos: ugdomasis pokalbis, kognityvinių gebėjimų lavinimas, emocijų išgyvenimas, mokymosi motyvacijos stiprinimas, ugdymo aplinkos turtinimas. Tėvai ir pedagogai interviu metu vertino, kaip biblioterapija taikoma VDC. Šioje kategorijoje išskirtos subkategorijos: metodas taikomas individualiai, reguliariai, atrenkami tekstai, metodas integruojamas į kasdienę veiklą, jis taikomas nuosekliai. Kategorijoje tėvų ir pedagogų bendradarbiavimas, taikant biblioterapijos metodą, išskirtos dvi subkategorijos: pavyzdžio ir pagalbos.

Apibendrinus atliktą tyrimą pastebėta, kad sprendžiant vaikų ir paauglių socialines-pedagogines problemas ypač svarbus pedagogų bei tėvų bendradarbiavimas. Tėvai ir pedagogai mato plačias biblioterapijos taikymo galimybes, jos naudą: galimybė turtinti ugdymo(si) aplinką, vaikams ir paaugliams išreikšti emocijas, tinkamas ugdomojo pokalbio kontekstas, puiki kognityvinių gebėjimų lavinimo ir mokymosi motyvavimo priemonė. Tyrimo dalyvių nuomone, šio metodo taikymo sėkmę lemia biblioterapijos, kaip metodo, integravimas visoje Vaikų dienos centro veikloje, individualizavimas, reguliarumas, tinkama tekstų atranka, geras biblioterapijos išmanymas, asmeninis pedagogų ir tėvų pavyzdys. Vaikų dienos centro darbuotojai puikiai išmano biblioterapijos metodiką, taiko įvairias skaitymo strategijas, analizuoja, teikia grįžtamąjį ryšį, motyvuoja vaikus ir paauglius įveikti mokymosi sunkumus. Tyrimas atskleidė, kad socialiniams pedagogams sunku nustatyti vaikų ir paauglių problemas, kurias galėtų spręsti pasitelkę biblioterapiją, tad šis metodas ne visada tikslingai taikomas.

PAGRINDINIAI ŽODŽIAI: *biblioterapija, vaikai, paaugliai, vaikų dienos centras, tėvai, socialiniai pedagogai.*

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