Theoretical and Empirical Bases of Social Pedagogues’ Socio-Pedagogical Activities in the Slovak Republic

Abstract

Despite the fact that the legislation of the Slovak Republic enables social pedagogues to perform activities in schools, at present the socio-pedagogical work in school is performed to a minimum extent. This contribution aims to highlight its benefit not only in the local but also in the society-wide scale. It specifies in more detail possibilities for activities of a social pedagogue in preventing and dealing with socio-pathological phenomena in the school environment. Its aim is to point out to the necessity of establishing the profession of the social pedagogue in schools as a significant element of professionalisation of prevention of various forms of pupils’ deviant behaviour.

Keywords: social pedagogue, prevention, school environment, socio-pathological phenomena

Theoretical Bases of Social Pedagogues’ Preventive Activities in Schools

The expansion of socio-pathological phenomena in the last two decades has penetrated also into the sphere of educational institutions. Every day we receive information, via the media, about pathological behaviour of pupils of ever-younger ages. Culmination of aggression among pupils, but also aggression directed against teachers, bullying, increased delinquent or, in older pupils, criminal behaviour, experimenting with drugs are phenomena that become a threat for the younger generation. Causes of socio-pathological behaviour in children and youth are