



# THEORETICAL SIGNIFICANCE OF SOCIAL WORK IN A SCHOOL FOCUSED ON THE EDUCATIONAL FIELD OF THE SOCIAL WORK PROFESSION

**Abdurakhmonova Manzura Manafovna**

Associate Professor,  
Candidate of Economic Sciences,  
Fergana State University,  
Head of the Department of Social Work,  
Uzbekistan

---

## ABSTRACT

*The theoretical significance of the professional direction of school social work in the education system of developed foreign countries and the need for it in the lives of students in today's era of globalization are highlighted. The article describes the theoretical foundations of school social work, such functions as prevention, rehabilitation and social assistance as a form of comprehensive support for students in the professional direction of school social work.*

**KEYWORDS:** *School social work professional direction, students, school, school-family-community cooperation, systems theory, environmental theory, communication theory.*

---

## INTRODUCTION

At a time when the process of globalization is going on rapidly in the world today, schools are facing many challenges. Problems such as the rise of poverty and domestic violence, abuse, and student health are leading schools to a crisis. [1] It is important to carry out activities to help and support different categories of students, who are distinguished by their diversity, in order to overcome the problems that arise at an important stage of their development. It is also one of the urgent problems that need to be addressed today, mainly due to the negative situation with young people, the lack of systematic work to work with young people and prepare them for life. [2] So, in order to prevent problems, first of all, it is necessary to strengthen cooperation, seek solutions together with the school system, families and other relevant organizations.

School is an area where children learn and communicate, learn about each other and other people, and develop social skills and values. A healthy and friendly school environment is crucial to students' success and development. Therefore, in our opinion, social work is very important in the school environment, because it contributes greatly to the maintenance and maintenance of school well-being.

## MATERIALS AND METHODS

Originally a social work practice in secondary schools, it was established as a service for teachers in New York, Chicago, Boston and Hartford, Connecticut in 1906-1907 as a result of a close collaboration between family and school to meet the needs of their children under the New York State program.[3]

The first school social workers were called "visiting teachers" and their many practical innovations, such as their visits to the family and consultation with teachers, directors, relying on the means established in the field of social work, are still used in countries where there is a social work sector in the school today. Mary Richmond (1922) stated the importance of visiting the service of students "occupies a strategic position between the family and the school, there was still no better way to get used to it." [4] In Mary Richmond's textbooks on social work, information about the qualification and role of the visiting teacher has come. A visiting teacher is a social worker, a person with experience in teaching, mainly in the classroom. One of the activities that the teacher uses when visiting states that it is like changing the environment of the child through the use of personal influence, the interaction of parents, the advice of medical and psychiatric specialists, as well as various social facilities and the use of various opportunities.[5] In 1916, J.W. The definition and



concept of school social work was first described by Kulbert. The definition focuses on the child and the school environment, not on the individual child in the family. The role of the school social worker is to “explain the child’s extracurricular life to the school, supplement the teacher’s knowledge of the child so that he or she can learn the whole child and teach the children the life they look forward to, and secondly, the visiting teacher. explains the needs of the school to mothers and focuses on meeting the specific needs of the child ”.[6] The description of the role of the school social worker by J. Openheimer is “developed and described as a school-family-community relationship”. [7]

The National Association of Social Workers, founded in 1955 [8], defines the concept of school social work as follows: School social workers are an integral link between school, family, and community, helping students achieve academic success. They work directly with school administrations, as well as students and families, and provide leadership (guidance) in the formulation of school discipline policies, mental health interventions, crisis management, and support services. As part of an interdisciplinary group that helps students succeed, social workers also promote student success, as well as support community involvement in schools.[9] The main direction of social work in the school is the teacher, parents and students, the correct distribution of responsibilities of the objects of the three directions, performance control is carried out by a social worker, and a healthy environment is ensured through properly organized activities. School social workers play an important role in enhancing the scientific mission capability of places, especially through family, school and community collaboration in carrying out this task. [10]

## RESULTS AND DISCUSSION

There are various theoretical directions relevant to the social work of the school, and these theories argue that a new perspective is needed to be aware of changing social conditions. These theories include: consulting theory, role theory, organizational theory, competency theory, systems theory, and environmental theories.

Counseling theory is included in the discussion of theoretical directions as it provides solution and prevention of multi-level problems. Therefore, there is a need to develop consulting theory and consulting models. At this stage, several theoretical perspectives are considered that consider different aspects of the problem. Using psychodynamic theory, a social worker refers to various counseling actions aimed at an internal dispute about a client or problem.[11]

Communication theory is the conceptual basis of the social interaction model in school social work practice. The focus of this theory is on “understanding how people receive information from

their emotions, thoughts, memories, physical sensations, and the environment, how they evaluate this information, and how they act later”. People need to focus on learning after communication or how they affect each other. This effect is described in terms of communication habits, communication skills, and the impact of nonverbal communication.

Competence theory is a competency-based social work practice that encompasses many attitudes, principles, and strategies. These are designed to enhance the business by focusing on the client’s strengths, emphasizing the use of networks that help naturally and the use of environmental resources.[12] In relation to environmental approaches and systems theory, the area of competence suggests interrelated topics that are useful in guiding school social workers and is described and described as follows; [13]

- parents and children can be viewed as ecological systems that require active aspiration in their lives. These systems are viewed as providing a dynamic response to their environment. They are not closed to the changes that are happening around them. The compartments of open systems and the need for Responsible adaptation to changes do not belong to the theory of competence;

- practitioners may shy away from helping clients solve environmental problems. At the center of change is often the environment itself, not the person;

- people need a variety of environmental opportunities and social support to grow, develop self-governance and empowerment. The focus of the intervention is not on the dysfunctional individual, but on the broken and dysfunctional systems. A macrosystemic response is required in response to the challenge of filling traditional microsystemic interventions;

**Systems theory.** In early 1975, L. Costin identified the theory of systems as relevant to school social work practice. [14] He saw the school as made up of systems that were constantly interconnected. The school system has a clearly defined structure to maintain the relationships that exist within it. No part of the system can operate independently or any part can operate without affecting other parts of the system.

L. Kostin described a model of social work practice in school that emerged from a systemic perspective.[15] This model emphasizes the relationship between school, student, and community. L. Kostin did not mean that the person is not important, but stressed that attention cannot be limited to the person. Allen-Mear stressed that the prospects of the systems do not contradict the traditional view.[16]

**Environmental theory.** The following are the characteristics of environmental theory in relation to school social work:

- the first approach focuses on the intervention as a whole community or ecological system of the child.



An attempt is made to understand the impact of the whole environment on the child. This allows the school social worker to get a comprehensive diagnosis of the problem;

the second approach seeks to synthesize information from different social situations. This synthesis may include physical, biological, and social variables. It is of great importance for school workers to be able to see such synthesis variables independently or individually;

the third approach emphasizes individual adaptation. The environmental approach does not preclude the use of the clinically traditional method. The child can adapt to the school environment as well as the social environment. The child's ability to interact with others lays the groundwork for coping with the physical environment. That is why S. Cilliers calls the complex function of raising a school child "life skills teaching".[17] The Life Skills course prepares the child for in-school and out-of-school realities, thus requiring an individual and environmental approach;

the fourth approach assumes that information from different aspects of the child's environment can be used to create a "compatible" environment. The intervention is designed to provide teachers and children with clear information about the resources in the environment and the different choices of the environment. Many problems can be avoided if clients are aware of the resources to encourage the development of a "compromise" between the child and his or her environment;

the fifth approach focuses on focus values or values. Although a child's response is culturally relative, values in the environment also affect his or her responses. Thus, an ecologically different approach to a child of a "conservative" age due to environmental pressure may be influenced by the child's cultural values and the harmony or lack of harmony between the environment.

Social work in school is a specialized field of practice in a wide range of social work professions, where school social workers bring unique knowledge and skills to the school system and the student body. Today, school social workers argue that it is an integral link between family, school and community.[18] Social work in school is a growing field of practice that contributes to students' academic achievement and healthy development outcomes. Constant changes in general education, including childhood poverty, are more dependent on alternative school conditions, and the role of existing social workers in schools needs to be increasingly variable to strengthen market-based education reform measures in schools.

## CONCLUSIONS

In our opinion, a social worker in a school is an activity that corresponds to the general organization

and structure of the school and offers services through the use of knowledge and skills of social work, as well as distributes the contribution of these services to achieve the main goal of the school. School social workers are professionals who connect the family, the school, and the community, bringing them into contact with each other.

Although the general principles and methods of social work in school form the basis of school social work, social work in school differs from one country to another with its application and institutional mechanisms.[19] This diversity applies to all countries where there is a school of social work.

In our opinion, the therapeutic, prophylactic and developmental aspects of school social work are the most important areas. The task of the school social worker is to ensure the interaction and harmony of society, family and schools, to take into account the issues and problems that hinder the child's education in school, the learning process.

## REFERENCES

1. Chen, G. (2019). 10 Major Challenges Facing Public Schools. Retrieved from: <https://www.publicschoolreview.com/blog/10-major-challenges-facing-public-schools> (accessed 20.06.2020)
2. Нарбаева Т. Хотин-қизлар ижтимоий-сиёсий фаолигини ошириш – мамлакатимизда амалга оширилаётган ислохотларнинг муҳим омил/Таълим муассасаларида таълим ва тарбия уйғунлигини таъминлашда хотин-қизларнинг ўрни. - Тошкент - Iqtisod-Moliya. 2019. - Б.8.
3. Leticia Villarreal Sosa, Tory Cox, Michelle Alvarez. *School social work : national perspectives on practice in schools*. Oxford; New York: Oxford University Press., 2016. 11 p
4. Richmond, M. E. *What is social case work? An introductory description*. New York, NY: Russell Sage: Foundation., 1922. 197p <https://archive.org/details/whatisocialcase00richuoft/page/26/mode/2up>
5. Richmond, M. E. *What is social case work? An introductory description*. New York, NY: Russell Sage: Foundation., 1922. 198-199pp <https://archive.org/details/whatisocialcase00richuoft/page/26/mode/2up>
6. R. Constable, J.P Flynn and McDonald, Sh. *School social work. Practice, Police, and Research Perspectives*. Lyceum Books., 2002. 11p <https://archive.org/stream/schoolsocialwork05educnse#page/n7/mode/2up>
7. R. Constable, J.P Flynn and McDonald, Sh. *School social work. Practice, Police, and Research Perspectives*. Lyceum Books., 2002. 11p <https://archive.org/stream/schoolsocialwork05educnse#page/n7/mode/2up>
8. National Association of Social Workers. (2012). *National standards for school social work services*. Retrieved from <http://>



- [http://www.naswdc.org/practice/standards/NASW\\_SchoolSocialWorkStandards.pdf](http://www.naswdc.org/practice/standards/NASW_SchoolSocialWorkStandards.pdf)
9. National Association of Social Workers. *Standards for School Social Work Services*,. 2012.12 p. <https://www.socialworkers.org/LinkClick.aspx?fileticket=1Ze4-9-Os7E%3D&portalid=0>
  10. School Social Work Association of America. (2005). *SSWAA's organizational mission statement*. Retrieved April 1, 2020, from <http://www.sswaa.org/>
  11. Sabatino C. A. (1982). *Consultation and School Social Work Practice*. pp. 271-281.
  12. Winters N. & Maluccio A. (1988). *School, Family and Community: Working Together to Promote Social Competence*. *Social Work in Education*, Vol. 19 No.4.(-P.214.)
  13. Winters N. & Maluccio A. (1988). *School, Family and Community: Working Together to Promote Social Competence*. *Social Work in Education*, Vol. 19 No.4
  14. Costin L. B. (1975). *School Social Work Practice: A New Model*. *Social Work*, Vol.20 pp. 135-139
  15. Costin L. B. (1975). *School Social Work Practice: A New Model*. *Social Work*, Vol.20 pp. 135-139
  16. Allen-Meares, P,Robert. O. Washington, Bettie L. Welsh (1996). *Social work services in schools* Boston, MA: Allyn & Bacon., pp.47-48 <https://archive.org/stream/socialworkservic00alle?ref=ol#page/n9/mode/2up>
  17. Cilliers C. D. (1989). *The Role of the School in the Republic of South Africa in the Prevention of Aids - a Situational Analysis*. *The South African Journal of Education*, Vol. 9 No.1
  18. Allen-Meares, P,Robert. O. Washington, Bettie L. Welsh (1996). *Social work services in schools* (pp. 48-87, 191–221). Boston, MA: Allyn & Bacon. <https://archive.org/stream/socialworkservic00alle?ref=ol#page/n9/mode/2up>
  19. Rocher, H.J.W. 1977. *An investigation into the role of school work with special reference to the RSA*. Unpublished D.Phil thesis, University of Pretoria.