**Emotional management in professional group of social pedagogue in school**

***Introduction***

A social care system in Russia nowadays faces a lot of challenges. Government are trying to maintain a new norms in these sphere to increase control, clients also are starting to manage these sphere by creating a different associations. But the main challenge, in our opinion, is lying in sphere of emotional work. Both government and clients are trying to improve the quality of emotional management. In these case we want to show how it realizes now in everyday practices of social work in school.

***Theoretical framework***

Our research is based on combination of two important theoretical perspectives. First one is neo weberian view on professional groups. According to this perspective, there are two core characteristics of all profession: special knowledge in some sphere and effort to make a monopoly for this knowledge[[1]](#footnote-1). We will try to make an implication to this theory using ideas of sociology of emotions, specially S. Gordon and A. Hochschild. The idea is that profession creates not only a special type of empirical knowledge, but also knowledge of norms of feeling and expression emotions. So we will describe how these concepts are linked. The process of professionalization includes, as one of the aspects, process of production special knowledge. We think that, these type of knowledge includes special type of knowledge of emotional culture. Emotional culture in these case consist of emotional vocabulary, norms of feeling and norms of expression emotions and emotional management or emotional work[[2]](#footnote-2).
**Emotion work** 'is understood as the art of trying to change in degree or quality an emotion or feeling'

 Additionally, we need to give a brief characteristic of profession of social pedagogue on school in contemporary Russia. This profession was founded in early 1990, but it has a long history of patronage and foster care in Soviet Union. The main goal of this work is take care of children from social disadvantaged families, reduce the negative effect of their environment and support them at educational process.

***Method***

Our research is based on qualitative methodology. We take 20 in-depth interviews with social pedagogue in school. Data was collected between April to October ’13. Participants were open-minded and happy to help by giving detailed answers to the researcher’s questions.

***Findings and Results***

First of all we need to stress that our participants at school does not consider their emotional work as something that they do in their everyday practice.

*You know, we don’t think a lot about it, to be honest. Just somehow solve all fairness, without rush*

Nevertheless, a lot of emotional work has to be done by these professionals. They are on the edge of work with socially disadvantaged groups in school. Children from such families are more sensitive to the emotional reactions. So let’s see what they say about their job.

*There are some settings in the profession, because you have no right to get annoyed, to raise your voice, any situation you have to consider on the same level, even if it annoys you, then.*

There are two important parts in this quote. First, about control your feelings, according to this social pedagogue you can’t express your emotion freely. In order to sustain a contact with children you need to control yourself, your behavior and your feelings. Second, and the most important, about *“settings in profession”*, these idea confirms our hypothesis of the existence of a special emotional culture, the formation of which is an integral part of presses of professionalization.

Important part of emotional work is situation when you fail this work and try to “restore your face”, in terms of A. Hochschild.  *Yes, unfortunately it happens that sometimes the teacher can't withstand. And you have to explain to student that the teacher acted emotionally. Like - “Imagine how your parents would behave, if you do the same”. Yes, the teacher lost his temper, but you have to understand him*

In this quote we can see that sometimes social pedagogue in school can fail at their emotional work. And then they restore face, using very common tactics - hiding behind “everyone”.

Another important finding of our research is that social pedagogue in school underline that their clients, childrens and their parents, is the primary object in their work and they behave depending on needs of their clients.

*At this work you often should forget about your willings, the child must come first, not you yourself*

*Here you need to be an artist, you have to please customers. You have to be an artist, you have to be a psychologist, you have to look good, to be sociable. It allows to make a connection between you and the person, who came to you. Especially for the first time, to make him trust to you*

This comparison with an artist is really great, because artist is well-known as people with two faces – one for public and one for private space. The same we can tell about social pedagogue, at work they need to control their emotions and feelings and at home, probably, they can express their emotions freely.

***Conclusion***

Overall we can say that social pedagogue in school made a lot of emotional work in their everyday practices, but a lot of this work remain unnoticeable. We can argue that this work is a part of larger professional culture of social pedagogue in school. This culture also includes rules of how emotions can be expressed. For example, feeling of annoying can’t be shown for students. We suppose that, knowledge of these norms are core component in process of maintaining new professional group. We will make a further research to confirm this hypothesis.

1. Armstrong D. (1990) Medicine as a profession // British medical journal №3. p. 691 - 693 [↑](#footnote-ref-1)
2. Peterson Gr. (2006) Cultural theory and emotions // Handbook of Sociology of Emotions / Ed. By J. E. Stets, J.H. Turner. New York: Springer. p. 114-135 [↑](#footnote-ref-2)