www.wordlyknowledge.uz Volume: 1, Issue: 2, 2023

BASIC APPROACHES AND MODELS OF SUPERVISION IN SOCIAL WORK

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Abstract. This article describes the main approaches and models of supervision, which is widely used in social work practice and is one of the modern technologies.
Key words: social work technology, supervision, supervisor, supervision models, administrative supervision

Introduction. Today, in our country, great attention is paid to the social protection of the population, and at the basis of the reforms being carried out in Uzbekistan, which is being renewed, human values and interests lie. Therefore, the demand for specialists in the field of social work is expected to increase. In turn, the development of social work and its effective implementation among the population is directly related to the use of social technologies. Supervision is one of the main technologies as a social work technology. It differs from other social technologies in that it is focused on helping the social worker, not the community. Based on this, it is important to introduce supervision technologies to the practice of social workers operating in our country. In turn, the introduction of supervision technologies requires the conduct of scientific research aimed at studying foreign experience in this regard. After all, it is appropriate to introduce any social technologies taking into account the mentality, historical and economic conditions formed in a particular nation.

Social work as a legitimate profession is manifested as a process of helping different groups of the population based on national and modern foreign knowledge, and is practiced at the individual, group, macrosocial and organizational levels . Such an approach social work defines different ways of classifying technologies and states that social work technologies have a great role in working with the needy segments of the population. At this point , we will provide information about the supervision method , which is considered important among social work technologies .

Literature analysis and methodology. Specific aspects of the role and importance of supervision in social work practice were studied by foreign sociologists, social workers, psychologists, philosophers and economists, including G. Konopka, B. Takman, G. Douglas, P. Hawkins, AKHess, YM Dubovskaya, RLKrichevsky, VI Kurbatova, V. Ignatov, V. Butov, YPAgapov, KV Voloshukova.

In Uzbekistan, this topic has been researched by our scientists such as M. Ganiyeva, NM Latipova, VSAleekseeva, AAAbdukhalilov, SXTadjieva, FOKomilov, OATadjikhodjaeva, EXZaitov.

The article uses systematic, historical and comparative data analysis methods.

RESULTS.

Table 1

The main directions of supervision

The main categories of supervision	Categories by A. Kadushin
Set aside a regular place to review the content and process of your work	educational
Expansion of labor knowledge and skills	educational
Get information and a new view of work	educational (supporter)

www.wordlyknowledge.uz Volume: 1, Issue: 2, 2023

situation	
Get feedback on process and work content	educational (supporter)
Get evaluation and support as an employee and as individuals	supportive
As an employee and as an individual, make sure that you do not carry the burden of challenges and problems alone	supportive
Make room to explore and express your own sadness, tension, permeability, and conflict that arise in your work.	guide (supporter)
Planning and using it effectively personal and professional resources	manual (support)
Ensuring the quality of work and supervisor	guide

Table 2

Assistant Supervisor Roles

To help role	What does it come with? supervised	expectations supervised
Doctor	Symptoms	Diagnosis, treatment
Priest	Sins, repentance	Repentance, forgiveness
Teacher	Ignorance, questions	Knowledge, answers
Lawyer	Injustice	Protection
Judge	Crime	Cara
My friend	We are ourselves	to receive, to listen
Mother	Our problems	Let's be comfortable
Auto mechanic	Disruptions	Cause and service

Table 3

Counselor supervision models

Type of supervision	Qualification level of the supervisor	Basic strategies to supervise	Reminder
Individual to supervise	Less experienced than the supervisor	Education	regular meetings with an experienced leader
Individual to supervise	Equal qualification	Advise each other	Not suitable for all supervisors
Group to supervise	The group has an initial level of consulting work	a) supervisor - group leader, works with each one in turn; b) the supervisor encourages the group	-

www.wordlyknowledge.uz Volume: 1, Issue: 2, 2023

		work of the supervisees.	
Group to supervise	Equal qualification	Advise each other	Supervision is possible when consultants are equal in terms of status, experience, and education

Supervision in social work appeared at the end of the 19th century in voluntary charitable organizations, when there was a need to train philanthropists in practice in the simplest models of interaction with the population in communities. The scientific stage of supervision is associated with the activity of V. Robinson , who in practice organized training directly at the workplace to improve the work of students , while simultaneously using technologies of interaction with clients in various situations. Supervision developed widely in the middle of the 20th century. Supervision is a mandatory discipline in the training of professionals in the field of social work, and it is taught at the bachelor's and master's level in many European schools of social work [1]. Supervision is a technology of professional growth, which has various directions and methods of corrective counseling. Among the many definitions of supervision , the following definitions given by a modern American psychologist, Auburn University professor W. Hess can be cited. "Supervision is an interactive process, the main purpose of which is for one person (the supervisor) to communicate with another person (the supervisee) in order to help him more effectively and help other people [2]. " The technology of supervision, on the one hand, is aimed at the development of the structure, social agency, and on the other hand, at the development of the professional competence of the social worker, is implemented as a secondary process. This feature of supervision R. Barker found that supervision as an administrative-educational process is widely used in social institutions to help develop and improve the skills of social workers, as well as to provide quality services to clients. Administrative supervision is an activity aimed at improving the professional's work with the client to effectively carry out the interaction process at all stages of the work, from assessment and planning to intervention. Pedagogical supervision is aimed at expanding the social worker's understanding of the agency's work and policy philosophy, his self-awareness, the development of community and agency resources, as well as increasing his knowledge and skills.

Today there are two models of supervision - Anglo-Saxon and European models. The Anglo-Saxon model of supervision , founded by K. Mark , prefers supervision over the quality of services provided to the supervisee rather than supervision over the performance of organizational tasks. In the Anglo-Saxon model, the leader is part of the team, he is responsible for the employees and the quality of their work, therefore, he manages the learning process. The negative aspect of this model is that it is difficult to remove the leader from the work process, because he is directly involved in this process, which makes the process of learning supervision difficult [3]. In the European model the main focus of supervision is on the development of competencies in the educational process. The supervisor is not an employee of the institution, but an external expert who supervises employees who are prohibited from being the head of the agency, because this role interferes with his work, and his roles as a supervisor trainer and

[1] Pavlenok P.D., Rudneva M.Ya. Technology of social work with different groups of people. Moscow . _ : INFRA-M, 2010. – C. 83.
[2] Platonova N.M., Nesterova G.F. Theory and methodology of social work. Moscow . _ ITs "Academy", 2010. - C. 3 2 .
[3] Sotsialnaya rabota / pod ed. prof. V.I. Kurbatova. Rostov n/a. : Phoenix, 2003. – C. 121.

www.wordlyknowledge.uz Volume: 1, Issue: 2, 2023

consultant do not contribute to the effective management of the organization . The first approaches in the field of supervision in social work appeared in Anglo-Saxon studies and are related to educational supervision. One of the first to deal with the problems of teaching the basics of supervision was one of the researchers from the USA , V. Robinson . He often observed that trainees carry out their personal experiences by establishing contact with clients. Learning the technique of establishing primary contact becomes the goal of the researcher, another task was to "prevent the use of methods suitable only for previous situations". V. Robinson, describing the process of learning to supervise an intern, noting that he is in the position of a student, puts forward the opinion that "a lot of work needs to be done to determine the difference from a student through his approaches. [4]" He will have to defend this distinction arbitrarily, observing all the formalities. It is necessary to observe the time allotted for the consultation, the content of which should be determined in advance for each specific case. The need for supervision arises as a result of the development of professional care practice. There are several main motives of supervision formed during the development of social work practice. Administrative motive supervision is related to the optimal development of social services as organizations designed to function effectively in the social services system. Another important component of supervision is the protection of consumer rights, which requires periodic supervision of the activities of social workers, supervision of their implementation of technological procedures for providing assistance to clients. Finally, supervision is necessary both for social workers themselves, at the stage of professional development, and for experienced professionals working with complex cases. However, there are other approaches to supervision in social work. As an example, we can highlight the approaches of A. Kadushin (USA, 1970s) and modern expert A. Pohjola (Finland, University of Lapland).

A. Kadushin defines the three main functions of supervision in social work: • education; • support; • directive, administrative [5]. At the same time, the educational function is to provide professional support in the analysis process of the manager. expressed in the review of the leader's work. The supportive function of supervision is aimed at combating stress, pain, losses, that is, the negative impact of the client on the social worker, etc. In this regard, the leader needs the necessary support for effective work of the social worker and prevention of professional burnout. The managerial function of supervision is related to the supervision of the activities of the social worker. In the process of working with the client, the social worker may be affected by both the professional skills deficiencies and the personal qualities that prevent him from providing effective assistance to the client. According to modern English specialists P. Hawkins and R. Shokhet , all the functions of supervision founded by A. Kadushin do not take place in "pure form". Supervision is a complex approach, depending on the goals of the supervisor, different combinations of these functions can be observed, while they can be separated or divided into a combination of functions. Based on the approaches of A. Kadushin, researchers propose the main approaches to supervision centers (Table 1.2.1) [6].

Another approach to classification was proposed by A. Pokhjola . The researcher emphasizes developmental supervision along with supportive, administrative and educational supervision. From his point of view, developmental supervision was formed in the process of historical development of supervision itself, while its methods and technologies were being formed. A. Pokhjola identifies the following main supervision technologies:

• customer oriented;

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[4] *Firsov M.V., Studenova E.G.* Technology social work, Moscow . : Yurayt, 2012. – S. 47.

[5] *Platonova N.M., Nesterova G.F.* Theory and methodology of social work. Moscow . _ ITs "Academy", 2010. - S. 125.

[6] Sm.: *Hawkins P., Shokhet R.* Supervision: individual, group and organizational approaches / per. English SPb. : Rech, 2002. – S. 65.

www.wordlyknowledge.uz Volume: 1, Issue: 2, 2023

• style-oriented;
• process-oriented;
• aimed at improving work performance [7].

Different technological approaches define a large number of roles that the leader performs. Acceptance of roles depends on many factors: the work alliance between the leader and the supervisor, teaching methods, problems, tasks, specific characteristics of the support relationship. Most researchers like Bernard (1979), Hess (1980), Carroll (1996) and others believe that the supervisor performs a number of roles during the interaction with the client, as it is related to the dynamics of the supervisor's development and the professional relationship that develops during the training sessions. liq [8]. The supervisor's role position is influenced by the supervisor's expectations, his or her needs for professional support, as well as fears that arise during the interaction. As the main "sub-roles" of assistant supervisor roles, researchers identify the following (Table 1.2.2) The peculiarity is not only in the specific roles of supervision and supervisor, but also in the specific characteristics of cooperation between them. The supervisor helps the social worker solve his problems so that he can effectively help the client. In this case, customer support is not "face-to-face" but "indirect" through the organizational context and intermediary. Such a scheme includes two levels of processes: therapeutic and supervision. The supervision process is carried out in the "supervisor - social worker - client" system. In this system, the focus of reflection is on the social worker's interventions and the reasons for their use. The main goal of this study is to expand the repertoire of interventions of the social worker, to improve his professional skills [9]. Therapeutic process *aimed at expanding* the social worker's understanding of the dynamics of building relationships with the client, the choice of methods of assistance . The organizational context greatly influences the development of the supervision and therapeutic process. It includes a system of professional relationships, which includes the professional process and the "imaginary relationship" analyzed by the leader. This relationship emerges in the process of competence development between the social worker and the client, which is influenced by the client's expectations of the social worker and the social worker's expectations of the supervisor. The organizational context includes environmental factors influencing the debate from the perspective of psychosocial practice as a "press" influencing the process of interactions in the "supervisor - social worker - client" system. These main factors are family, social context, economic reality. The most important component of supervision is observation and supervision technology, which define supervision models. Among the various technologies of supervision, the development model is the most widely used. The peculiarity of this model of supervision is that the social worker gains new professional experience, expands his level of professional competence. The leader is required to have comprehensive knowledge of the methods and methods of supporting and teaching the social worker who is changed in the process of interaction. Development model - this is a general supervision scheme, which includes the development and possible changes of technological stages, the actions of the leader and the social worker. This model V. Shuts (1973), K. Stoltenberg and U. Delvort (1987), AK Hess[10] and described by other researchers . This model envisages four stages of development through which the social worker and the supervisor pass. In the first stage self-direction is performed. At this stage, anxiety increases, it is explained by the presence of high motivation to work.

[7] Hawkins P. Shokhet R. Supervision. Individual, group and organizational approach. SPb. : Rech, 2002. – S. 8.
[8] T echnologiya sotsialnoy raboty : uchebnik / M.V. Firsov, E.G. Studionova. - Moscow . : KNORUS, 2016. – S. 223.
[9] Jacobs D., Davis P. Meyer D. Supervision. Technique and method of correcting consulting. SPb . : Izd - vo B. _ S. _ K. _ 1997. – S. 32.
[10] Hess AK, Hess KD, Hess. TH Psychotherapy Supervision: Theory, Research, and Practice. New York : John Wiley & Sons , 2008. - P. 27.

www.wordlyknowledge.uz Volume: 1, Issue: 2, 2023

According to the researchers, at this stage, supervisors may not have clear criteria for evaluating their behavior, and therefore the supervisor may act as an "official evaluator." A supervisor's support can be expressed in positive feedback and "measured" support. In the second stage There is a focus on the process of the supervisor's interaction with the client, and on the other hand, he is focused on learning himself. they believe that it should be. In this regard, the supervisor should give his client more freedom, be less didactic, while at the same time he should supervise the emotional changes. The third stage - process orientation. According to U. Delworth, at this stage, supervision becomes a collaborative process, the supervisor is more in tune with the needs of the client, able to meet his individual needs, he begins to see the client in a wider context. At the same time, he pays attention to the history of the client, the peculiarities of his lifestyle, the problems of his interaction with the environment, and others. The fourth stage - set y to the process in the context . Many researchers believe that this level is integral, if the leader has a high level of professional autonomy, he is motivated to achieve and develop. At this stage, the process of obtaining information from the client and the supervisor's knowledge take a new form when they are combined, forming new qualitative knowledge about the client's condition, helping the supervisor to perform the support process more competently. There are a large number of supervision models in world practice. Thus, supervision is widely used in counseling practice in the UK, depending on the client's or professional's needs for support. The main task of supervision is to increase the efficiency of consulting work. The forms of supervision of counselors can be different: individual supervision, group supervision, supervision between equally qualified counselors. The table below outlines the main approaches to the supervision of advisers in the UK (Table 1.2.3).

Administrative supervision is one of the areas of supervision, the technologies of which are aimed at improving the activities of employees of social institutions. In this type of supervision, organizational and management components are the focus of attention of the leader. Finnish researcher A. Pohjola offers the following definition of administrative supervision: "contributing to the effective functioning of society and the organization by providing assistance to the employee and improving his professional knowledge and skills." According to the approach of American sociologists P. Blau and W. Scott (1962), a formal organization consists of many people who form an administrative unit whose purpose is to perform certain functions. In relation to social services, the ultimate goal of social service organizations is to help people in difficult life situations. Organization of effective professional cooperation of social service workers with clients allows the agency to provide systematic and quality assistance to the population. However, for a vector of sustainable development, the organization must constantly monitor the implementation of its programs, evaluate the level of professionalism of its employees, while providing quality services to consumers. In this regard, we can say that administrative supervision is an integral part of the organizational policy of the institution. According to the British researcher L. Kemshell, within the organization's organizational policy, administrative supervision should have the following:

- goals and functions in the context of organizational management;
- focusing on anti-discrimination practices;
- parities established between supervision and assessment;
- legal boundaries between supervisors;
- confidentiality guarantees;
- priorities [11].

[11] T echnologiya sotsialnoy raboty : uchebnik / M.V. Firsov, E.G. Studionova. - Moscow . : KNORUS, 2016. – S. 231.

www.wordlyknowledge.uz Volume: 1, Issue: 2, 2023

Administrative supervision is an integral part of management and is aimed at solving the problems of social institutions and employees during the life of the organization. In this regard, the leader should perform certain administrative functions in the organization, in addition to advisory and corrective functions. The administrative functions of the supervisor include monitoring the current needs of the organization and planning corrective actions to eliminate problematic situations that arise during the organization's operations . In order to effectively implement the organizational functions of supervision, according to W. George (USA) , certain rules must be followed, in particular:

- establishing friendly relations for cooperation;
- introduction of reasonable instructions;
- defining the order of actions that is understandable for implementation;
- provides explanations regarding the introduction of directives;
- choosing the correct expression in assessment;
- to be prepared for problems that arise.

Monitoring allows to supervise the implementation of the plan and take corrective measures. Evaluation allows to analyze the intervention of social institution employees in the context of the general activity of the organization. Evaluation of the effectiveness of the organization is related to issues such as staffing and performance of their functional tasks. As noted by foreign researchers, special attention is paid to the aspects of improving the professional skills and professional growth of employees when evaluating the professional skills of employees. Assessment in administrative supervision is not limited to the analysis of problematic situations in the institution. An important role of assessment is to study the problem situations that arise in the social worker in the process of working with the client. Thus, assessment is part of remedial professional counseling that enables the social worker to communicate effectively with the client. According to European researchers, assessment of the problem situation of the social worker is carried out through a series of sequential actions and relationships: the supervisor and the social worker analyze the problem situation of the client in the process of interventions; the supervisor and the social worker plan and formulate goals for mutual cooperation in joint meetings; based on the specific characteristics of the institution's tasks and the social worker's functional tasks, jointly develop the criteria for assessing the situation; establishing friendly relations between the supervisor and the social worker helps to avoid conflict situations, helps to create a working alliance; the analysis of the social worker's activity should identify positive and negative factors that do not contribute to his professional growth; examples from the social worker's practice should serve as an illustration of the affirmative content of the evaluation; it should encourage the achievement of certain goals and be fair.

Conclusion. Helping the needy segments of the population to find their own way using supervision technology is the most effective means of social protection. The main goal of social work is to raise the standard of living of the needy population and help them lead a decent life. In achieving effective results, supervision appears as a proven social work technology . supervision technology, on the one hand, is aimed at the development of the structure, social agency, and on the other hand, is aimed at the development of the professional competence of the social worker, it is implemented as a secondary process.

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www.wordlyknowledge.uz Volume: 1, Issue: 2, 2023

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