Abstract
Social pedagogues’ activities in school have already been anchored in Slovak legislation. Professionalization of preventive socio-educational work in school is a prerequisite for its increased effectiveness and prevention of pupils’ problem behaviour. It is regrettable that school practice so far does not fully respect the school legislation and social pedagogues are rather sporadic in schools.

Keywords: social pedagogue, school social pedagogue, preventive socio-educational work

The profession of social pedagogue is classified as a so-called helping profession. Since its inception in the mid-19th century, social pedagogy has placed emphasis on combining social assistance with educational care and self-help. According to B. Kraus (2008, p. 137), the assistance may have the character of:

1. Providing support – willingness to listen, taking up a non-judgemental empathetic attitude, effort for stabilization, creating an atmosphere of trust;
2. Educational activity – explaining the causes of, contexts of and possible solutions to a given situation, giving motivating examples, providing new information;
3. Counselling – joint search for possible specific ways to solve a problem on the basis of a previous analysis of its causes and contexts, contacting other institutions and organizations that could help to solve problems.