

ПРОФЕСІЙНА ПІДГОТОВКА СОЦІАЛЬНИХ ПРАЦІВНИКІВ

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SOCIAL AND PEDAGOGICAL TRAINING IN THE SYSTEM OF PROFESSIONAL TRAINING OF SOCIAL TEACHERS TO WORK WITH TEENAGERS OF "RISK GROUP"

The article highlights some aspects of the professional training of social pedagogues for working with "risk groups" adolescents, in particular, in terms of forming constructive interaction skills and positive life experiences in them; the author also highlights the issues of mastering the future specialists of the methodology of carrying out social pedagogical training with this category of children. The concept of "adolescents of the risk group", "training", "socio-pedagogical training" is specified. Particular attention is paid to the coverage of the content of socio-pedagogical training in the system of vocational training of social teachers.

Keywords: preparation of social teachers, adolescents of risk group, training, social-pedagogical training.

Problem definition. The problem of training of social teachers for work with "difficult" teenagers is topical issue in the system of professional education of future experts therefore there is a need for its more detailed studying. The contradictions taking place during democratization of public life, disadvantages of family and school education, the insufficient number of out-of-school institutions lead to increase in number of pupils – teenagers whose behavior goes beyond educational and pedagogic as well as moral and legal norms, the main educational work with which is carried out by the social teacher.

Analysis of the last researches and publications.

Question of training of social teachers for professional activity are reflected in works of such ukrainian and foreign scientists: S. Arkhipova, O. Bepalko, V. Bocharova, Yu. Vasilkova, L. Vinnikova, A. Gura, I. Zakatova, A. Kapskaya, G. Mayboroda, Yu. Matskevich, L. Mishchik, R. Ovcharova, S. Pashchenko, S. Harchenko, etc.

Features of professional activity of the social teacher with children of risk group are studied by L. Artyushkin, R. Vaynola, L. Kalchenko, L. Mishchik, L. Oliferenko, S. Harchenko, etc.

The purpose of the scientific work is to characterize the socio-pedagogical training in the system of vocational training of social educators for working with "risk groups".

Presenting main material. Risk group – group which members are vulnerable to negative impacts or can suffer losses as a result of certain social circumstances or influences of the social environment, or the group differs in the asocial nature of behavior and doesn't meet standards and requirements of society. Categories of minors which, without having the classical forms of anomalies of development, experience difficulties in training are referred to teenagers of "risk group", are characterized by the low level of good breeding, are exposed to the increased risk of social disadaptation. They are potential group of violators of public tranquility that causes social and legal problems in society [7, page 27-46].

On the basis of the analysis of modern scientific and pedagogical literature it is possible to select the following contents of the concept "children of risk group". Children of "risk group" is that category of children which owing to certain circumstances of the life more than other categories is subjected to negative external impacts from society and its criminal elements which became the reason of disadaptation of minors. Usually it is a category of children from the dysfunctional families which are badly advanced at school, characterized by various manifestations of deviant behavior, etc. [3, page 102-104]. According to L. Oliferenko, the concept "children of risk group" can be

considered as standard today and means that these children are under the influence of some undesirable factors [6, page 40-45].

So, the risk group is a category of children whose social status upon those or otherwise signs has no stability which practically can't overcome alone the difficulties which have arisen in their life; all this as a result can lead to loss of the social importance, spirituality, a moral image, biological death of them. So, it is necessary to approach persons of category of risk group differentially, reflecting aggression degree:

- ineducable, with difficulties in training and education;
- socially neglected, with inadequate public conditions for development;
- pedagogically neglected, with considerable extent of moral deformations;
- offenders whose nature of behavior is asocial;
- the persons making the actions which are subject to criminal penalty [5, page 228].

Feature of children of "risk group" is that they are under the influence of objective undesirable factors which can work or not. As a result this category of children requires special attention, an integrated approach for the purpose of leveling of adverse factors and creation of a condition for optimum development of children.

Therefore the social teacher carries out such tasks of prevention of deviation among minors: studies activity of the child out of school; organizes preventive and correctional work in the residential district where pupils of this school live; carries out escort of the children who have got into emergency situation; interacts with the centers of psychological support and rehabilitation of children and teenagers with deviant behavior. For effective practical activities of the social teacher on realization of these tasks, in professional training important attention needs to be paid to preparation for work with children of "risk group".

In the Law of Ukraine "About the higher education" definition of professional training as obtaining qualification in the corresponding direction of preparation or specialty is given, and the level of professional activity is characterized on signs of a certain set of professional tasks and duties (works) which are carried out by the expert. Considering this definition, the level of professional activity depends on training of social teachers for work with children of "risk group" as separate direction of professional activity.

However, professional, theoretical knowledge for the teacher isn't enough to adjust interrelation with the "difficult" child and to effectively carry out social and pedagogical work therefore, proceeding from above told,

we consider that one of the most effective forms of work on development of communicative abilities and formation of skills of constructive interaction and positive life experience of teenagers of risk group is the development by the expert of a technique of holding a social and pedagogical training.

The analysis of the theory and practice of social pedagogics shows that modern social and pedagogical work relies on the idea of activation of clients, use of internal resources of the person for his self-development and self-improvement therefore for a solution of the problem of clients preference is given to active methods of work among which a specific place is held by a social and pedagogical training.

Trainings find broad application when rendering the psychological and social and pedagogical assistance, at the organization of educational work at school, youth clubs, children's recreation camps, etc. Psychologists, social teachers and social workers actively are engaged in their fulfillment. This method allows to solve effectively the problems connected with development of skills of communication, self-checking and self-knowledge, activation of creative potential. The specified aspects are very important at teenage age.

We will address definition of the term "training" in scientific literature. The complexity of literal translation of the word "training" ("trainings", "learning") and polysemy of determination of his essence don't allow modern researchers to come to a consensus concerning a definition of this concept.

The training is defined as: means of the psychological influence aimed at the development of knowledge, social attitudes, abilities and experience in the field of interpersonal communication (L. Petrovskaya); method of development of abilities to training or mastering any difficult modality of action (Yu. Yemelyanov); multipurpose method of intended changes of psychological phenomena of the person, group and organization (S. Makshanov); standard sequence of actions for formation of new skills of behavior (V. Romek); method of game modeling of psychogenic situations with the purpose of development of psychological competence, formation and improvement of various psychological qualities, skills (V. Nikandrov); training in technologies of actions on the basis of a certain concept of reality in an interactive form (A. Sidorenko); the intensive short-term studies directed to creation, development and systematization of the certain skills necessary for performance of specific personal, educational or professional objectives in combination with strengthening of motivation of the personality concerning improvement of work (L. Shepelev); the system of intensive trainings in which elements of the main objectives of professional activity are modelled (M. Vasilyev); training through acquisition and understanding of life experience, it is modelled in group interaction of people (A. Gretsov). According to the famous experts trainers of T. Aveltseva and N. Zimivets, a training is called the planned educational process intended for providing knowledge, improvement of the available skills and receiving new ones on the basis of personal experience and knowledge for the purpose of change of behavior.

There are such types of a training as social and psychological, educational, psychological, a business training, a social and pedagogical training and others. We will consider in more detail a social and pedagogical training.

The social and pedagogical training is the active group work with use of methods of a group discussion, business and role-playing games directed to formation and development of personal qualities. It is a form of specially organized communication during which development of the

personality, formation of communicative skills, rendering psychological assistance and support are carried out which allow to remove stereotypes and to solve personal problems of participants [1, page 90-94].

The important principle of the organization of a social and pedagogical training is the approach based on belief that people study more effectively when their own knowledge and ability to do something become more active and also when they are capable to analyse own experience and to share it in a comfortable situation. During the training issues of development of the personality are much more effectively resolved, communicative skills are successfully formed. The training allows participants to rethink consciously the stereotypes which have been developed earlier and to solve the personal problems, carries out reconsideration or change of internal human factors in which appears an experience of the positive attitude towards itself, to people around and to the world in general.

The common goal of a training – increase in competence of communication and acquisition of vital skills – can be concretized in the following tasks:

- acquisition of knowledge;
- formation of abilities, skills;
- development of the factors defining behavior in communication;
- correction and development of system of the relations of the personality.

The training as a form of the organization of process of social learning has the features:

- presence of constant group of participants;
- observance of certain principles of group work;
- certain organizational conditions under which there take place studies;
- use of interactive methods of work;
- use of personal experience and knowledge of participants [2, page 267].

Studying of scientific literature on social pedagogics, the general pedagogics and psychology has shown that in the majority of primary sources the social and pedagogical training is considered as a form of active group work with use of methods of a group discussion, business and role-playing game which is aimed at the development of personal qualities of participants and mastering by them social knowledge and skills. At the same time it should be noted that training technologies have very wide range of application in various spheres of social and pedagogical activity as have a number of indisputable advantages and opportunities of formation of communicative skills and the solution of personal problems of participants in relaxed atmosphere of group communication. During training occupation participants have a change of internal views, experience of the positive attitude towards itself and surrounding people is formed; each participant is surrounded with attention and can count on the help and also an opportunity to seize different styles of communication, to acquire new communicative skills and learns to trust people.

Conclusions. Unfortunately, in professional training of social teachers the problem of creation, the organization, holding a social and pedagogical training is low-investigated. However it is necessary to notice that use of a social and pedagogical training in practical work (in particular, pedagogical researches) of social teachers with teenagers of "risk group" yields tangible results. Also the question of use of opportunities of a social and pedagogical training in the course of social and pedagogical rehabilitation of teenagers of "risk group" completely is unsolved therefore we take into consideration its need for further research.

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СОЦІАЛЬНО-ПЕДАГОГІЧНИЙ ТРЕНІНГ У СИСТЕМІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ СОЦІАЛЬНИХ ПЕДАГОГІВ ДО РОБОТИ З ПІДЛІТКАМИ "ГРУПИ РИЗИКУ"

У статті висвітлено окремі аспекти професійної підготовки соціальних педагогів до роботи з підлітками "групи ризику", зокрема в аспекті формування в них навичок конструктивної взаємодії та позитивного життєвого досвіду. Авторка також висвітлює питання освоєння майбутніми фахівцями методики проведення соціально-педагогічного тренінгу з цією категорією дітей. Уточнено поняття "підлітки групи ризику", "тренінг", "соціально-педагогічний тренінг". Особливу увагу приділено висвітленню змісту соціально-педагогічного тренінгу у системі професійної підготовки соціальних педагогів.

Ключові слова: підготовка соціальних педагогів, підлітки групи ризику, тренінг, соціально-педагогічний тренінг.

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СОЦИАЛЬНО-ПЕДАГОГИЧЕСКИЙ ТРЕНИНГ В СИСТЕМЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ СОЦИАЛЬНЫХ ПЕДАГОГОВ К РАБОТЕ С ПОДРОСТКАМИ "ГРУППЫ РИСКА"

Освещены отдельные аспекты профессиональной подготовки социальных педагогов к работе с подростками "группы риска", в частности в аспекте формирования у них навыков конструктивного взаимодействия и положительного жизненного опыта. Автор также освещает вопросы освоения будущими специалистами методики проведения социально-педагогического тренинга с этой категорией детей. Уточнила понятия "дети группы риска", "тренинг", "социально-педагогический тренинг". Особое внимание уделила освещению содержания социально-педагогического тренинга в системе профессиональной подготовки социальных педагогов.

Ключевые слова: подготовка социальных педагогов, подростки группы риска, тренинг, социально-педагогический тренинг.

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ПРАКТИКО ЗОРІЄНТОВАНИЙ СЕГМЕНТ ПРОФЕСІЙНОЇ ПІДГОТОВКИ СТУДЕНТІВ У ВИЩІЙ ШКОЛІ

У статті розглядається проблема практичної підготовки студентів першого (бакалаврського) та другого (магістерського) рівнів вищої освіти та шляхи підвищення результативності системи практичної підготовки студентів у вищій школі. Представлено результати емпіричного дослідження результативності проходження практики студентами як невід'ємної складової процесу підготовки фахівців у вищих навчальних закладах відповідно до стандартів освітньої діяльності та вищої освіти [1, ст. 9-10]. Розглянуто принципи та завдання освітньої діяльності університету щодо практичної підготовки студентів, види практичної підготовки студентів. З'ясовано шляхи вдосконалення практичної підготовки студентів вищих навчальних закладів, виокремлено рівні оволодіння практичними навичками, методику оволодіння умінням, методику оцінки (самооцінки) оволодіння уміннями, а також визначено критерії успішності практичної підготовки студентів, окреслено проблеми практичної підготовки студентів та фактори, що впливають на рівень задоволеності студента щодо проходження практики.

Ключові слова: вища освіта, освітня діяльність, практична підготовка, практика, навчальна практика, навчально-виробнича практика, педагогічна практика, асистентська практика, науково-дослідна (переддипломна) практика, результативність проходження практики.

Постановка проблеми. Актуальною проблемою в сучасному освітньому середовищі є організація практичної підготовки студентів вищих навчальних закладів України. Як зазначено в Статуті Київського національного університету імені Тараса Шевченка (нова редакція) [2, п. 2.2], основними принципами освітньої діяльності Університету є: нерозривність процесів навчання, науково-дослідницької роботи та виробництва; висока гарантована якість освіти для забезпечення конкурентоспроможності на національному та міжнародному ринку освітніх послуг; побудова освітніх програм на компетентнісній основі, із врахуванням професійних стандартів, потреб ринку праці та перспектив розвитку

галузі; визнання якісної практичної підготовки студентів необхідною умовою здобуття першого рівня вищої освіти першого (бакалаврського) та другого (магістерського) рівня вищої освіти тощо.

Основні принципи освітньої діяльності університетів тісно пов'язані із практичною підготовкою студентів, нерозривністю процесів навчання, науково-дослідницької роботи та виробництва, конкурентоспроможності студентів на національному та міжнародному ринку освітніх послуг, а також побудовою освітніх програм на компетентнісній основі із врахуванням професійних стандартів, потреб ринку праці та перспектив розвитку галузі і як результат визнання якісної практичної підготовки

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