

цес щоденних маленьких кроків кожного із суб'єктів освітнього середовища. Оцінка та аналіз бачення освітнього середовища студентами дав нам змогу віднайти точку опори та окреслити можливі шляхи вдосконалення освітнього середовища. Тепер важливо усвідомити власні зони відповідальності та планувати подальші дії.

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Надійшла до редколегії 20.10.17
Рецензована 27.10.17

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СТУДЕНЧЕСКОЕ ВИДЕНИЕ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ УНИВЕРСИТЕТА

Исследовано и проанализировано восприятие студентов учебного пространства университета; согласно результатам исследования описаны возможные перспективы улучшения учебного процесса.

Ключевые слова: образовательная среда, компоненты образовательной среды, содержание образования.

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STUDENT VISION OF THE EDUCATIONAL ENVIRONMENT OF THE UNIVERSITY

The article defines the subject and the structure of the educational environment of the institution of higher education. In accordance with the determined components of the educational environment such as physical conditions of the premises, the mode of educational process, the set of skills to be gained during this process, the practice and the scientific research of the students, the students' vision of the educational environment and its evaluation have been emphasized.

The ways of improvement of the educational environment of the institutions of higher education have been defined on the basis of the conducted research.

The perspective of the further research lies in determining the means of updating the educational environment through the example of a particular educational institution.

Keywords: educational environment, components of the educational environment, content of education

UDC 378

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THE RESEARCH AND PRACTICE IMPLEMENTATION IN THE EDUCATION SYSTEM OF SOCIAL WORKERS (THROUGH THE EXAMPLE OF FINLAND)

This article deals with the historical aspects of the implementation of the research and practical approach in the education system of social workers. The author shows the specifics of Finnish educational practice and defines the main characteristics, tasks and goals of the social workers training system. She also stresses problem areas of the innovative theories and practices implementation process into the Finnish education system.

Modern world trends and changes in the society indicate the need for new approaches to the education of social workers who are constantly involved in finding ways to solve social problems of different nature. The aspect of improving training programs and social work as a whole, requires that social work professionals should understand local trends, and also approach social problems from a global perspective.

The author stresses, that the new education models should be based on empirical knowledge, due to work out solutions of the main social problems. Despite the existence of projects for the development of integration and the use of theses in practice, current realities show an inadequate level of readiness of specialists in the social sphere for timely intervention and solving social problems. In order to provide a quick and successful response to emerging social problems, it is necessary to rethink some traditional paradigms and provide a combination of practice and research in the context of training specialists. That vocational training should guarantee a knowledge base for activities that provides opportunities for developing new methods in the field of social work. This process depends on many factors, such as social, economic, cultural change in the society. Education and practice in social work have always been an inseparable component of training for social workers. In accordance with the fieldwork and the results of the theses, the students built a strategy of practice and research integration.

Keywords: social work education, method, research model, practice, modern approach, development.

The relevance of problem. Modern world trends and changes in the society indicate the need for new approaches to the education of social workers, for both local and international practice. As social workers must actively participate and contribute to solving emerging problems, training of specialists in this area requires innovative views and models of practice. New models should be based on empirical knowledge, and their use

should provide an opportunity to develop recommendations for solutions in problem areas of practice in the field of social development.

Analysis of recent research and publications shows the intentions of studying those aspects of social work education for the training of practitioners who have the relevant knowledge, skills and ability to professionally evaluate phenomena, situations, results, and consequences. Since

the education system needs constant development and improvement of approaches in connection with the modern development of society, the issue of developing mechanisms that can make a timely impact on the learning situation remains relevant and requires further researches.

Tendencies of the research and practical approach and the place of it in the education of social workers are being studied by Cameron P.J., Fair C., Walsh J., Rutherford G., Sharp E., Piippo S., Hämäläinen J., Savolainen A., Suonio M. and Väisänen R. Such scientists as Jennifer A., Christine A., Coulton C., Hardcastle D. A., Bisman C. D. researched the features of introducing modern innovations in the education system and its development (Cameron P. J., 2008, Coulton C., 2005, Hardcastle D. A., C. 2003, Sharp E., 2010, Piippo S., 2013).

The aim of this article is to determine the specific features of the theory and practice implementation as the main component of social workers system of education in Finland.

The tasks of our study are:

1) to analyze the use of the research and practical approach to the education system in its historical perspective;

2) to define the features and possibilities of modern Finnish education and identify the main characteristics, objectives and goals;

3) to identify the tasks and problem areas of the introduction of innovative theory and practice in the education system of Finland.

The historical review. Education and practice in social work were inseparable from the early stages of the development of specialists training in this field. Due to the fieldwork and the results of the theses, the students built a strategy of practice and research integration. Despite the existence of projects for the development of integration and the use of theses in practice, a systematic approach to practical research was not developed. Most often, the results of the study and their practical application gave abstract results (Synnöve, K., Susanna, H. and Jari, S., 2007). In the 1970s, publications about the importance of the relationship between practice and research appeared in the professional literature, practice was considered an activator. In 1972, there was a need for cooperation between research and practice in planning of documents regarding education in the field of social work. But at that time this initiative did not activate efforts in this direction.

The period of cooperation planning in terms of legislation in the field of practice and research began in the 1980s. In 1984, new legislation on social security came into force. It determined such concepts as training, research, experimental work, and social security development as one of the functions of municipalities. A new type of cooperation was organized within the municipal social service department. Thus, the functions of a municipality (social services and practice) and a university (education and research) were combined (Suoninen-Erhiö L., 2003).

The problematic point that provoked a lot of discussion was the question of cooperation models planning. The issue was how to build cooperation between municipalities and universities, in order to guarantee a knowledge base for professional activities and, based on this, the development of new methods in the field of social work.

The city government of Helsinki has prepared a contract with the Institute of Social Policy of the University of Helsinki, for a joint project with the following topic: Social work as an instrument of knowledge production. The project, which began in 1986 and ended in 1989, gave a wide range of opportunities and finding problem points in

combination of research and practice (Rajavaara M., 1989, Rajavaara M., 1992, Rajavaara M. and Sirviö A., 1991). The following conclusions were made: cooperation makes it possible to create knowledge as a unique result of practice; practical research develops the ability of social workers to think reflexively, improve research skills and the ability to evaluate various studies and their results. At the end of 1989, the Ministry of Social Affairs and Health organized a working team for monitoring in the field of education in the social sphere.

In the second half of the 1990s, the Ministry of Social Affairs and Health adopted new projects. One of them relates to the future of social work in general, and the other one relates to specialization in social work (Kananoja, A., 1997). The first project supported the idea of the need to combine practice and research in university social centers. The other project emphasized the importance of cooperation in the field of practice, education and research, necessary for the development of specialization. As a result, in 2001, Law on competence centers in social field was adopted.

In 2001, the institution named the Heikki Waris Institute was opened and the division was founded for cooperation in the field of social workers education, named Praksis. The main purpose of these institutions is to develop social education and ensure the development of practice.

In modern realities, in the Nordic countries there are two current positions of education for social workers. Proceeding from this, Finland is placed within the framework of the Integrated Research Model. This model places a strong emphasis on the academic aspect and closely connects itself with the university system with a sufficiently clear definition of the duration of the academic career programs (BA, MA etc). Particular attention in this model is given to the criteria for teachers who are recruited on the basis of their academic merit in social work (rather than other academic disciplines). In this model, emphasis is placed not so much on teaching skills as on research experience in certain basic areas of social work. Also, this model supports the idea of academic freedom (which does not meet specific needs), as well as a more skeptical attitude towards the requirements for normative research.

Finnish education has a set of characteristics and is based on close connections between theory and practice, thus forming a connection between the theoretical thinking of students and practical work. The system of education is aimed at providing theoretical, professional and ethical foundations. Due to the theory, a foundation for professional identity and understanding of the basics, nature, and conditions for development in this field is being created.

The task of Finnish education is to develop skills that are necessary for research and practical social work. The main skill in the practical context is the mastery of standard approaches and the development of alternative solutions and processes. Students practice throughout the training. The competence of social workers depends on methodological research and the application of this information in their work.

The goal of education is to develop social work and strengthen its scientific basis, as a research profession. Thus, students have the opportunity to apply scientific theory and methodology to understandingsocial problems and phenomena and making professional decisions and developing their own practical approach (Sosnet.fi., 2017).

With the growth of global social problems, social workers constantly participate in the search for solutions to both local and global problems. This means that education and training of specialists is largely related to the context

(socio-cultural environment). The aspect of improving training programs and social work as a whole requires that social work professionals should understand local trends and approach social problems from a global perspective. To ensure this process, it is necessary to rethink some traditional paradigms and provide a combination of practice and research to create new ideas, and for this process there is such a necessary resource as time.

In Finland, the qualification of social work includes a bachelor's and master's degree. Social work training is largely based on practical experience, since the main task of education in this field is to create the skills necessary for both practice and research.

Education in social work includes periods of compulsory practice (the degree of teaching of practice is about 30 ECTS as a minimum). At Finnish universities, practical study for bachelor's and master's degrees are organized in different ways. Finnish education determines that study periods are an important role in supporting the development of students' professional identity. These practices are mandatory and regulated by law (Karvinen-Niinikoski, Hoikkala and Salonen, 2007).

There are two periods of study. The first one is in case studies, and the second one is in advanced research. The main goal of these periods is to integrate theory, practice and research. Students should practice in special units for teaching social work practices, for example, public social departments, health organizations and public organizations. Due to this system, there is cooperation between a student, social work teachers, and a social service provider who is a teacher of practice.

In Finland, there is a degree of professional licensing, which is based on a scientifically-oriented approach and is intended to strengthen professional practice (scientific basis) and improve professional skills. The urgency of obtaining this degree depends on the following current trends: The demand for professional experience in connection with the emergence of new tasks and problems; expansion and development of professionalism in research and analysis; the need for knowledge resulted from research.

The National Post-Graduate School for Social Work and Social Services, which is represented by six universities in Finland and the National Institute for Health and Welfare (THL), is a postgraduate degree in Finnish education. The postgraduate program is aimed at such aspects of education as experience and knowledge bases of social work, as well as social problems arising in social work in their social and cultural context (Sosnet.fi., 2017).

Conclusion. The development of practical research in the context of education and training of social workers has a long history. It took Finland about 30 years to create a successfully functioning model that combines practice and research in social work. This process needs constant rethinking and innovations, and it depends on many factors, such as social, economic, cultural change in the society.

In order to facilitate social changes, solving problems in human relations, empower people and increase their welfare, there is a need of new approaches and methods of professional activity effectiveness evaluation.

Thus, this fact forms the following tasks: 1) creation and subsequent development of approaches and methods, based on the understanding of modern trends and problem areas of the society, and relevant knowledge obtained from

practice and theory; 2) monitoring and evaluation of the effectiveness of approaches and practices of social work and improvement of practice on the basis of evaluation.

During the study, the following problems were identified:

- Problems of providing an opportunity for research and practice.
- Problems of motivation and involvement of social agents at different levels to provide practice.
- Development and improvement of the organizational structure for the creation and constant accumulation of a database, which is unique for social work.
- The problems of timeframes for implementing performance evaluation and developing new approaches – changes occur faster than the process of analyzing social phenomena.
- The need for monitoring and practice at different levels (local and global).

Perspectives of further research. The current trends in the world, changes, the emergence of new problems and the lack of resources for timely intervention and solution of the problem suggest that we need to develop new approaches for the formation of social workers, as professionals who ensure the implementation of the main tasks of social work. This is the relevance and perspective of the study.

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Надійшла до редколегії 06.11.17
Рецензована 13.11.17

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ОСОБЛИВОСТІ ВПРОВАДЖЕННЯ ДОСЛІДНИЦЬКОЇ ТА ПРОФЕСІЙНОЇ ПРАКТИКИ У СИСТЕМУ ПІДГОТОВКИ СОЦІАЛЬНИХ ПРАЦІВНИКІВ (НА ПРИКЛАДІ ФІНЛЯНДІЇ)

Сучасні світові тенденції в соціумі свідчать про необхідність нових підходів до професійної підготовки і освіти соціальних працівників, які постійно беруть участь у знаходженні шляхів розв'язання соціальних проблем різного характеру. Аспект вдосконалення програм підготовки соціальних працівників загалом вимагає, щоб фахівці соціальної роботи розуміли місцеві тенденції, а також підходили до соціальних проблем із глобального погляду. Нові моделі освіти повинні базуватися на емпіричних знаннях, а їх застосування має давати можливість розробляти рекомендації для вирішення проблемних питань практики в галузі соціального розвитку. Не дивлячись на існування проектів розвитку інтеграції і використання досліджень у практиці, сучасні реалії показують недостатній рівень готовності фахівців соціальної сфери для своєчасного втручання та вирішення соціальних проблем. Для забезпечення швидкого і успішного реагування на виникаючі соціальні проблеми необхідне переосмислення деяких традиційних парадигм і забезпечення поєднання практики і дослідження в контексті підготовки фахівців. Тобто професійна підготовка має гарантувати базу знань для діяльності, що дає можливість для розробки нових методів в області соціальної роботи. Даний процес також залежить від багатьох факторів, таких як: соціальні, економічні, культурні зміни в суспільстві. Освіта і практика в соціальній роботі були завжди нероздільними компонентами освіти для соціальних працівників. Завдяки практичній роботі і результатам досліджень, студенти розробляють стратегію інтеграції практики і дослідження. У статті розглянуто історичні аспекти впровадження дослідницького і практичного підходу у фінську систему освіти для підготовки соціальних працівників. Розкрито особливості фінської освіти; виявлено основні характеристики, завдання та цілі системи підготовки соціальних працівників, також визначені завдання і проблемні сфери застосування інноваційних теорій і практик в системі освіти Фінляндії.

Ключові слова: підготовка соціальних працівників, метод, модель дослідження, практика, сучасний підхід, розвиток.

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ОСОБЕННОСТИ ВНЕДРЕНИЯ ИССЛЕДОВАНИЙ И ПРАКТИКИ В СИСТЕМУ ОБРАЗОВАНИЯ СОЦИАЛЬНЫХ РАБОТНИКОВ (НА ПРИМЕРЕ ФИНЛЯНДИИ)

В статье дан обзор исторических аспектов применения исследовательского и практического подхода в системе образования социальных работников. Раскрыты особенности финского образования; определены главные характеристики, задачи и цели системы подготовки социальных работников, а также определены задачи и проблемные сферы внедрения инновационных теорий и практик в систему образования Финляндии.

Ключевые слова: подготовка социальных работников, метод, модель исследования, практика, современный подход, развитие.