

## The role of the media in the professional education of future social workers

### El papel de los medios de comunicación en la formación profesional de los futuros trabajadores sociales

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## Summary

The article describes the role of the media in the professional education of future social workers. The influence of mass media in the professional education of a future social worker is represented - it is an opportunity for an individual to choose the information he wants to receive, and not what is imposed on him from outside, although this is due to certain technical and political difficulties; the use of reliable information flows for vocational education by taking into account the influence of various public organizations, cultural and educational activities. The influence of mass media in the professional training of future social workers has been developed, which includes internal and external factors influencing its components, inflows and outflows. Features of professional education of the future employee are characterized. The role of mass media in the activity of the future social worker is singled out. The role of mass media in the professional education of the future social worker is emphasized.

**Key Words:** mass media, professional education (training), professional training of future social workers, information flows, professional activity.

## Resumen

El artículo describe el papel de los medios de comunicación en la educación profesional de los futuros trabajadores sociales. La influencia de los medios de comunicación en la formación profesional de un futuro trabajador social está representada, es una oportunidad para que un individuo elija la información que quiere recibir, y no la que se le impone desde el exterior, aunque esto se debe a ciertas características técnicas. y dificultades políticas; el uso de flujos de información fiables para la formación profesional teniendo en cuenta la influencia de diversas organizaciones públicas, actividades culturales y educativas. Se ha desarrollado la influencia de los medios de comunicación en la formación profesional de los futuros trabajadores sociales, que incluye factores internos y externos que influyen en sus componentes, entradas y salidas. Se caracterizan las características de la educación profesional del futuro empleado. Se destaca el papel de los medios de comunicación en la actividad del futuro trabajador social. Se enfatiza el papel de los medios de comunicación en la formación profesional del futuro trabajador social.

**Palabras clave:** medios de comunicación, educación profesional (formación), formación profesional de futuros trabajadores sociales, flujos de información, actividad profesional.

## Introducción

Today in Ukraine, as in other countries, the training of social workers is based on the concept that the training of social workers can not only passively reflect social development; it should contribute to the active search for ways to solve social problems. Professionals in the social sphere need to be trained in such a way that they are able to change, eliminate and correct negative social manifestations in society (Romanovska, 2013).

The modern development of socio-pedagogical science, the needs and problems of the current education system of Ukraine have highlighted the need to study such a phenomenon as "competence of a specialist" or "professional competence" of a social worker. The concept of "specialist competence" is considered by various scientists in relation to specialists in various fields of scientific or practical activities. At the same time, there is a rather ambiguous approach to defining the essence of this concept. In particular, the concept of "competent" can be considered as "responsible, capable" (from the Latin *competentis*), i.e. one who: a) knows, is well informed, authoritative, informed in a particular field; b) one that has competence. Both domestic and foreign scientists in the definitions of the concept of professional competence indicate its components: knowledge necessary for professional activity, and the ability to apply them in professional activity (I. Pidlasy); availability of special education, general and special erudition, constant increase of scientific and professional training (I. Lotova); possession of theoretical knowledge

and skills to use adequate technologies and perform appropriate social roles in professional activities (A. Kapska); ability to perform certain types of socio-pedagogical work within the profession, while achieving high quantitative and qualitative results of work on the basis of existing psychological and pedagogical knowledge, skills and abilities (T. Vaida).

In addition to social workers, the media is one of the important factors that to some extent fulfill the orders of society and individual social groups on a certain impact on the population as a whole, including certain age and social categories (Boyko, Kabachenko, 2011). Two aspects of such influence can be distinguished. First, the mass media significantly contribute to the assimilation of a wide range of social norms by young people, as well as the formation of their value orientations in the field of politics, economics, health, law, etc. Secondly, the media is in fact a kind of system of non-formal education and education of various categories of the population, including children and youth. At the same time, media users acquire quite diverse, contradictory, unsystematized knowledge, information on various issues of socio-political life (Vakulenko, 2005; Yaremenko et al., 2000; Dubov, 2007).

The urgency of the problem is explained by the presence of modern mass media and the peculiarities of professional training of highly qualified, competitive specialists in the social sphere (Opalyuk, 2016). These specialists can provide various groups of clients, including people with disabilities, qualified assistance in solving various problems. Also they can provide socio-pedagogical support of the individual, create favorable conditions for their socialization, leads to increased public attention to improving quality of life, ensuring rights and equal opportunities of all people, especially, young people with disabilities in psycho-physical development (Korneshchuk, Bodelan, 2018; Korneshchuk, Muzyka, 2014).

### **Analysis of the Research and Publications**

Based on the fact that the essence of competence, as a rule, correlates with a specific activity in the scientific literature, we describe the following types: social, psychological and socio-psychological, communicative, legal, psychological and pedagogical competence. Each type of competence has its own characteristics due to the specifics of the activity, and in their structure are objectively necessary elements. When considering different types of competencies, researchers usually include knowledge, skills and abilities in their structure. This approach provides the availability of experimental verification of the formation of competence, determining the level of professional competence, which is the basis for determining the readiness of students for professional activities, as well as practical confirmation of theoretical positions.

Due to the relationship between personality and activity, the professional component cannot be excluded from the process of professional competence. Since the highest level in the structure of personality (according to K. Platonov) and at the same time its most important characteristic is orientation, it is the professional orientation of personality determines the development of professional competence, as orientation determines the content and functional aspect of professional education of the future social worker. In addition, professional orientation is of exceptional importance for the formation of the professional position of the specialist, which is essentially an indicator of professional competence and leads to training of future professionals in the social sphere and the formation of integrative readiness (Gordiets, 1994).

The problem of social worker's competence has become more and more relevant in recent years due to the fact that the social experience is constantly being transformed, the sphere of social services is being reconstructed, social work technologies are being developed, and society's requirements for specialists are growing. Actually, competence in solving social problems is the basis of professional implementation of social work. Representatives of this profession, social workers apply their knowledge and skills for social assistance to individuals, families, groups, organizations, communities, society in general (Ryabokin, 2010).

As society's demands on the social worker grow, so does the need for social workers to recognize that the media reflects people's living conditions, their systems of connections and dependencies on a macro- and micro-scale.

Let's single out the tasks of the mass media: fixing and developing the interests of both the individual and society. It should be emphasized that it is impossible to single out the role of the media in the vocational education of future social workers, as there is an absolute interrelation of social and psychological approaches to achieve this goal. With the help of technical means is the dissemination of messages, information that contain certain ideas for further formation (or influence on the formation) of attitudes, evaluations, opinions and behavior of people. Often in this case, the media perform not so much informational and cultural as ideological functions.

The future social worker, realizing that the media are widely covered and reflected, the search and achievements of various humanities and social sciences will be able to perform their professional activities (Chibouk, 2014).

The mass media in the professional training of future social workers represent their main task - the development of universal problems and the problems of the individual. Therefore, human social development today is impossible without the media.

We emphasize that due to the capabilities of the media, spiritual and moral unity is formed in a person, which, of course, imposes a special responsibility on them. Of course, the media is not the only factor influencing the vocational education and socialization of the future social worker, but their influence is particularly strong.

## Methods

The purpose of the article is to reveal the role of the media in the training of future social workers.

- 1) Describe the features of professional education of the future employee;
- 2) To characterize the role of the media in the activities of the future social worker;
- 3) Highlight the role of media in the vocational education of future social workers.

General scientific methods are used to solve problems:

- 1 method of analysis and synthesis  
(In order to reveal the conceptual and categorical apparatus of research and scientific substantiation of the role of the media in the professional education of the future social worker);
- 2 scientific abstraction, induction and deduction  
(During the generalization of the experience of professional training of the future social worker);
- 3 abstract-logical  
(For theoretical generalization of research results and formulation of conclusions);
- 4 Systematization and differentiation
- 5 Grouping, graphical expression of data.

The use of this set of methods allowed obtaining objective information about the role of the media in the training of future social workers.

The results of the study are presented using tables, figures.

## **Results Analysis**

Since the social worker is a significant figure in the social sphere, as a subject of general and professional culture in the role of organizer, manager and direct executor of social work, the training of social workers should ensure the formation and comprehensive development of a competent, competitive intellectual and creative specialist with active citizenship; ready to make a conscious choice of their own role in the professional activities of the social sphere, i.e. a professional (Syzykova, 2018).

Information support and advertising of social institutions is necessary for the public in general and potential consumers of social services in particular, as well as government institutions, representatives of business structures, charitable foundations and non-governmental organizations to know the content and consequences of state and local social programs and projects. . Ensuring access of the population to information resources and systems of providing information services by public authorities will promote democratic transformation in society; will intensify the participation of citizens in government. Citizens' access to information and quality social services, in turn, will expand the possibilities of protecting human rights and freedoms and their well-being. In particular, it will promote employment; increase the targeting of social protection of vulnerable groups, in particular people in need of social assistance and rehabilitation (Kornienko, 2006).

According to EU experts, the information strategy of the Ministry of Labor and Social Policy of Ukraine and its local bodies should be based on the following functions:

- informing the media about important events, changes in the social policy of the state; implementation of internal and external communication (organization of mass campaigns, production and distribution of information materials aimed at target groups and structures; publication of bulletins; sociological research);

- work with inquiries of citizens and institutions on the implementation of current legislation and their improvement;

- conducting research, analysis and monitoring of information (selection and analysis of information on social issues in print and electronic media; providing responsible persons and departments with statistical data with analysis and forecast);

- providing internal and external automation (creation of a local electronic network, web pages, provision of library services).

The formation of professional competence of a specialist with higher education is based in a study on theoretical ideas developed by V. Slastenin, namely:

- the definition of professional competence as the unity of theoretical and practical readiness of the student to carry out professional activities allows to characterize the professionalism of the future social worker;

- focus on the formation of professional skills through the solution in the professional-educational process of various tasks that model, simulate or really reflect professional activity, indicates the possibility of formation, formation and development in higher technical education of professional competence of future social worker.

Analysis of the scientific literature, the content of the Sectoral standard of training students in the field of "Social Work" allow us to conclude that a social worker must have: professional knowledge, be convinced of their social feasibility and usefulness; be able to apply

them in their professional activities; constantly work on updating professional knowledge of social work, which is formed from comprehensive and deep knowledge of professionally-oriented and special disciplines; be confident in this knowledge in the process of carrying out their activities; be able to use a full arsenal of tools and techniques in solving any issues of professional activity, and therefore use all possible media to achieve the goal of their own professional activities.

We emphasize that the professional competence of a social worker is the unity of theoretical and practical readiness and ability of a graduate of a higher educational institution to conduct professional activities. This concept is revealed through a set of professional skills, the implementation of which provides the appropriate level of effectiveness of the specialist in the process of solving professional problems (Ryabokin, 2010).

As professional activity requires from specialists of various spheres of various profile deep mastering of professional knowledge and high-quality training, the specialist in social work should know: the legislation of Ukraine, regulations, methodical and other administrative documents and materials regulating the organization of social work, social and medical work, legal aid, care, guardianship, care, social rehabilitation, social protection; sociology; psychology; organization of social work technology, etc (Ilchenko, 2007). At the same time, the qualification requirements for a social work specialist are the ability to use the media both in future professional activities and during the acquisition of professional education or training (Law of Ukraine "On Higher Education", 2014).

We emphasize that the social worker must be able to improve everyone's ability to solve their own problems, be competent to provide sufficient information to clients and help them in accessing officials and informal sources, improve the quality of these sources, provide assistance and promote social policy state (Ilinich, 2016).

The professional competence of a social worker is an integrated system of professionally significant (cognitive), motivational and personal components. The formation of professional competence depends on both the level of readiness to work in the social sphere and the willingness to constantly improve their professionalism. In this aspect, effective methods and forms of professional competence management are master classes, case studies and training programs, as well as the use of the media (Dudaryov, 2015).

Analysis of the essence and features of the media allows us to identify certain functions in vocational education, such as:

- education - the formation and change of intensity and directions of a certain type of value orientations in the audience; - organization of behavior - change of any actions of the audience;
- creating a certain emotional and psychological tone (including stress relief) in the audience;
- communication – it is strengthening, maintaining or, conversely, weakening the links between the audience to which the information is transmitted.

Given the above, we emphasize that the professional education of the future social worker aims to prepare the future social worker to interact with all media. In the current conditions, mastering the ability to use one or another cognitive potential, which they carry in any of the forms, is becoming increasingly important. Then media education becomes a special factor of social education, especially for the future social worker. The main tasks of the media in the professional education of future social workers include, such as: preparing young people for life in modern information conditions, for the perception of various information; provide an opportunity to understand the consequences of its effects on the psyche, to master the means of

communication based on non-verbal forms of communication through technical means (Balakhtar, 2016; 2018).

We state that the mass media in the professional education of future social workers is an important factor influencing the consciousness of students in general, and especially - on the consciousness and formation of a certain style, way of life of the young generation of the country. Currently, the information space of Ukraine lacks a powerful system of agreed constructive ideologues capable of consolidating society to overcome the current crisis. The media undertook the mission of developing and affirming a national ideology based on the best national traditions and universal values and focused on the optimistic prospect of building an independent Ukraine.

## **Discussion**

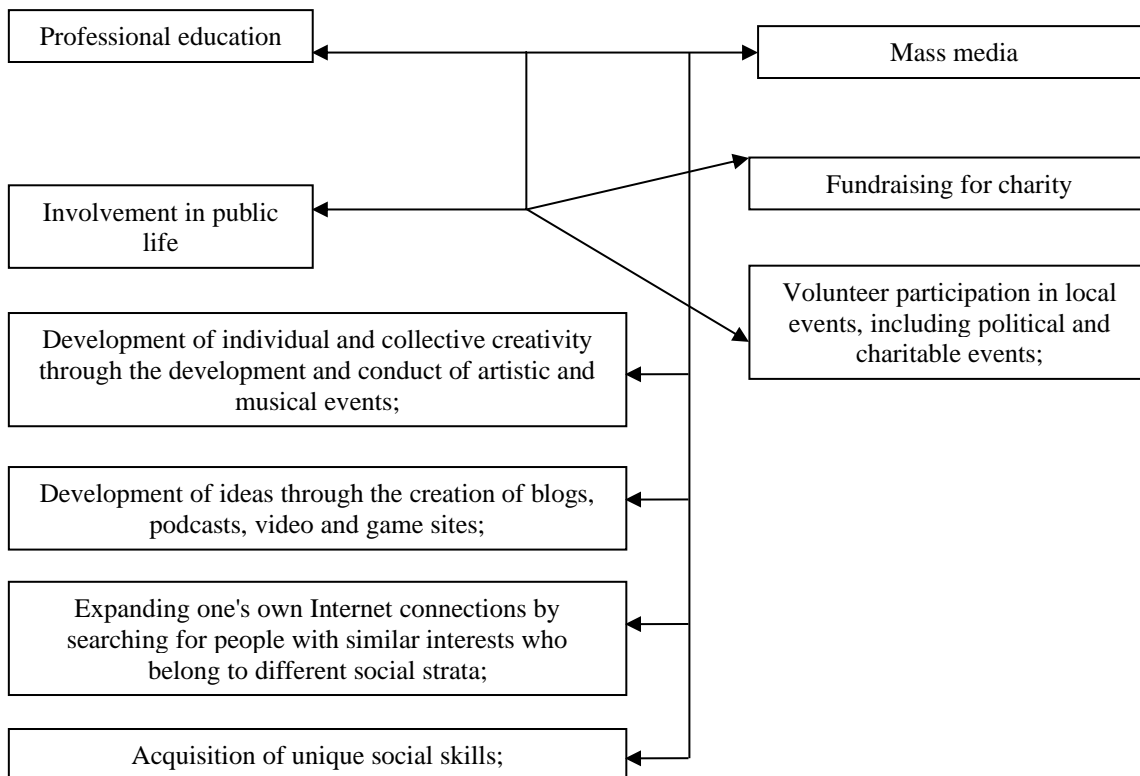
The media is a social institution that has unlimited influence on the professional education of future social workers and to some extent fulfills the orders of society and individual groups to influence the population as a whole and individual social and age groups in particular:

- influence on people's assimilation of a wide range of social norms and on the formation of value orientations in the field of politics, economics, law, etc.
- Media - a system of non-formal education, accessible to various social groups and classes.

A review of scientific, pedagogical and sociological literature allowed us to form our own definition of the phenomenon of the media's influence on the vocational education of future social workers: the media's influence on the vocational education of future social workers is an individual's choice of information, which is imposed on him from outside, although this is due to certain technical and political difficulties; the use of reliable information flows for vocational education by taking into account the influence of various public organizations, cultural and educational activities. The media in vocational education influence the change and formation of internal views and external characteristics of the future social worker.

The model of media influence in the professional education of the future social worker of the institution includes external and internal factors that have a direct impact on its components, input and output (Fig. 1).

The media in the professional training of future social workers represent the use of the media for the joint performance of homework and group projects. For example, Face book and similar social media programs allow them to gather outside the classroom to collaborate and share ideas about tasks. During their training, future social workers use blogs as teaching aids that strengthen language skills, written thinking and creativity.



**Figure 1.** Model of influence of mass media in the professional education of future social workers  
*Source:* developed by the authors

This model represents the interdependent influence of the media in the vocational education of future social workers. The proposed model shows the ways of professional development of the future social worker. Consider the practical implementation of the proposed model of the influence of the media in the training of future social workers for people with disabilities in the school.

The study involved 58 students of the State Institution "Luhansk Taras Shevchenko National University" and Donbass State Pedagogical University aged 17 to 23 years and 18 teachers and staff. In addition, all studies were conducted on one contingent of students, changing only the sample size of the total population (table 1).

The purpose of the survey was to identify the attitude of future social workers to the use and application of the media during training.

Poll questions:

- o Have your teacher used the media in the educational process?
- o Do you use the media for your own research?
- o Are the media useful in the training of future social workers?
- o Does your higher education institution have the appropriate technical capacity to use the media in the educational process?
- o Is it appropriate to use the media in the training of future social workers?
- o Do you use the media in extracurricular activities?



The hypothesis of our survey.

H0: The use of mass media in the professional education of the future social worker is not expedient.

H1: The use of mass media in the professional education of the future social worker is expedient.

**Table 1.** Assessment of the conditions of use of mass media in professional training of future social workers

| CRITERIA   | ASSESSMENT  |
|--|---|
| The attitude of students to the use of the media in the training of future social workers                            | 66% of respondents were positive  |
| The attitude of teachers to the use of the media in the training of future social workers                            | 43% of students are ready to provide the necessary assistance                       |
| Is it useful to use the media in the training of future social workers   | 68% of teachers and employees of educational institutions have a neutral perception |
| Technical support of free economic zones for the use of mass media in professional training of future social workers | 53% of respondents noted their absence  |
| Use of mass media in extracurricular activities  | 58% of respondents have a positive attitude   |

Source: developed by the authors

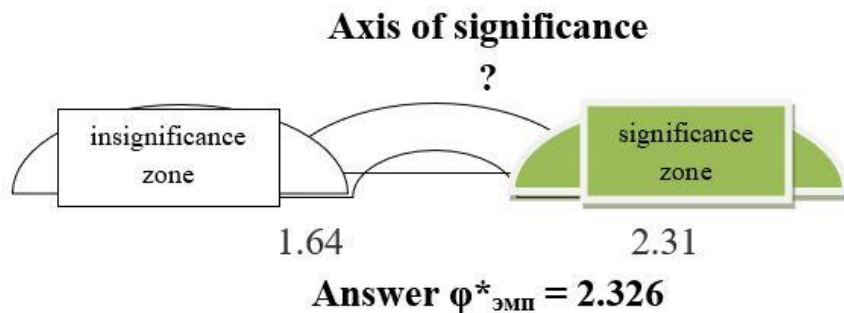
More than half of the students had a positive attitude to the use of the media in training, which is a favorable factor in the development of the future social worker (Table 1). Teachers are ready to use the media in the training of future social workers 43% of respondents said yes. According to the results of the study, teachers and employees of educational institutions are not yet ready to make full use of the media in the educational process due to lack of proper technical support.

For assessing the significance of differences between the two samples' percentages in which the effect of interest is registered we used Fisher's test.

**Table 2.** Fisher's test's table

| Groups   | Is an effect | Is no effect | SUM       |
|----------|--------------|--------------|-----------|
|          | Quantity     | Quantity     |           |
| <b>S</b> | 58 (55.8%)   | 46 (44.2%)   | 104(100%) |
| <b>T</b> | 8 (30.8%)    | 18 (69.2%)   | 26 (100%) |

Source: Created by the authors



**Figure 2.** Axis of significance  
*Source: Created by the authors*

The obtained empirical value of  $\varphi^*$  is in the zone of uncertainty. So we can reject  $H_0$

The results show that the use of the media in the training of future social workers is necessary for students and teachers, as they skillfully use the media in extracurricular activities, despite the lack of proper technical support for higher education.

The use of the media in the training of future social workers is the source and condition for establishing a complex system of connections that gradually shape the social habits of people.

## Conclusion

This helps us to present the results of the study by revealing the importance of using the media in the training of future social workers. The use of the media in the training of future social workers should become an intermediate link in creating opportunities in society for full socialization of the future social worker with the environment, as a result of which the student gains experience and the environment creates the necessary conditions for personal development.

Professionals in the social sphere need to be trained in such a way that they are able to change, eliminate and correct negative social manifestations in society. And this is possible only in educational institutions that build training in new positions and take into account trends in the development and impact of the media on their students and teachers. Therefore, based on the above, we highlight the features of the professional activities of future social workers, such as: the ability to analyze modern social development and form the ability to give an objective assessment of social policy, to offer alternatives; to present and classify modern models, forms and methods of the practice of social work; ability to develop theories, concepts, models and technologies aimed at the effective functioning of the social worker, etc.

The educational role of the media in the training of future social workers is closely linked to their socialization function and essentially grows into it. However, if education involves the systematic acquisition of knowledge and expands the cognitive and evaluative capabilities of their students, then socialization means the perception and assimilation of generally accepted norms, values and patterns of behavior, and is the purpose of using the media in training future social workers. A feature of the use of the media in training is the adaptation of future social workers to social reality. In a democratic society, it is realized through the mass introduction of law and human rights-based values, teaching citizens the ability to resolve conflicts peacefully without questioning public consensus on fundamental issues of government, and knowledge of market economy laws and skills to resolve emerging issues citizens' household tasks.

The presented model of the influence of the mass media in the professional training of future social workers allows improving the educational process, in particular, the professional training of future social workers. The given model of influence of mass media in professional

training of future social workers and practical estimation of its conditions can be applied to any institution of higher education.

However, the study does not exhaust the completeness of the problem of using the media in the training of future social workers. Further research requires such important aspects of the problem as the content of media education of future social workers.

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**Authors' contribution:** The authors have participated in the research process, in the writing of the work and in the analysis of the documents.

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