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*Varna University of MANAGEMENT*

**EDUCATIONAL SPACE:  
POST-NON-CLASSICAL  
PERSPECTIVES**

Monograph

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The monograph presents: modern approaches to the study of education in the post-non-classical perspective; interpretation of the totality of meanings of education in the context of the modern socio-cultural situation; significant post-non-classical imperatives in relation to the system of education and upbringing; types of innovations in the system of higher education, related to the real situation of post-nonclassical.

For lecturers of higher educational institutions, students, graduates, scientists.

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**PROFESSIONAL TRAINING OF PRESERVICE SPECIALISTS IN THE  
SOCIAL AND ECONOMIC SPHERE AT HIGHER EDUCATION  
INSTITUTIONS AS THE COMPONENT FOR SUCCESSFUL PRACTICAL  
WORK**

**Abstract**

The detailed analysis results of educational, psychological and sociological studies revealed the professional work peculiarities of social and economic sphere representatives, social workers, in particular, and the scientific principles of social work developed into a regular profession. The scientific essence of social work content, professional activity, and a social worker has been defined. The current level of social work and practical activity as a branch of science has been identified.

Social work background as a professional activity, as well as its scientific genesis in Ukraine, has been described. The main contemporary approaches to social work have been analysed. The social welfare system in social workers' practical activity has been specified.

Theoretical and practical components for preservice social and economic specialists' training, social workers, in particular, at higher education institutions, have been disclosed. Influence factors for professional activity readiness formation at higher education institutions through the education environment have been investigated. Technology components for theoretical training and relationships peculiarities with students' environment have been found.

**Keywords:** social and economic sphere, social work, preservice social worker, professional activity, professional social work, professional training, educational environment, social and cultural environment, higher education institution.

## **Introduction**

Beginning in the 1990s and the first decade of the 21st century became a significant milestone for Ukrainian society and pedagogy. That period was characterised by the total demolition of the social, economic and political spheres and market relations development. The character and forms of social relationships noticeably changed. Most citizens lost their former social status, personal growth and social development perspectives. These lead to the social pressure increase. Complex social and economic as well as political challenges are occurring in Ukraine at the current stage, causing difficulties that are impossible to manage without organised individual social support. That is why the importance of social work as a specific human-oriented activity has increased. At the same time, the issue of dynamic training of highly qualified personnel in the social and economic sphere, social workers whose professional activity is related to interacting with other people or a social group, became urgent. Consequently, the social work theoretical model as a scientific field became a focus.

Dramatic changes in economic norms and values, and consequently in social ones, also caused the need for design, reconstruction and renovation of the system for social and economic as well as social and pedagogical professionals training. In the 21st century, education's primary aim has been the development of a preservice professional individual. He or she should be able to create a social background for various client categories to realise the purposes through independent life.

Indeed, professional activity practical goal realisation requires social workers' personal growth starting at higher education institutions. Social work became an independent professional activity in the social labour division regarding people's material and spiritual needs growth. Accordingly, the activity development was accompanied by the professional and personal formation of its structure, the social work specialist' one, in particular.

### **The fundamentals of the study**

The scientific interest in concept changes in social workers' training has recently increased. A significant contribution to the study was made by: Bekh V., Ievtukh M., Zhmyr V., Kapska A., Kryvokon N., Lukashevych M., Popovych H., S. Kharchenko and other Ukrainian scientists. The noticeable process of scientific knowledge growth has been traced through social education theory and practice.

The study of modern trends in the modernisation of social workers' higher education in different countries makes it possible to determine the most important ones:

- social workers' University training promotion, which increases the quality of their education and the prestige of this profession in society;
- multilevel and variable character of education (courses, degrees – Bachelor,

Master, postgraduate degrees, and postgraduate education), which allows anyone to determine their opportunities and interests while obtaining and choosing the proper study option;

- social and cultural component advancement in the social worker's professional education content since his activities take place in different societies, within a variety of nations and cultures;

- university and post-university education integration, fundamental improvement of the social education content, flexibility and variability of forms and types of education.

In addition, today, the leading idea of the professional education organisation at higher education institutions is recognising its multilevel nature. This approach enables the preservice specialist to master various educational levels within a short professional training cycle. It corresponds to the objective features of the economic, social, and cultural situation in the country and the world. On the one hand, the preservice social worker's multilevel professional education meets the students' requests in designing their educational strategy, including the choice of content and level of education he acquires. On the other hand, it meets the requirements of the developing education system. It makes it possible to use the educational process to develop the preservice social worker's personality. Understanding the ideas of multilevel social education in theory and practice has intensified higher education institutions' attempts to update the content of educational technologies, allowing them to optimise and qualitatively improve social staff training.

At the same time, the beginning of the 21st century proved the insufficient development of the organisational and methodological foundations of multilevel social workers' training. As graduates' status of various educational levels has yet to be identified, the State Branch Standard of Ukraine in Social Work has yet to be implemented at all higher education institutions. Innovative activity within the framework of multilevel education is complicated due to the imperfection of the current financial and economic mechanism (State Branch Standard in Education, 2019).

Since the leading function of education in the philosophy of education is defined as the function of managing the specialist's personal and professional development, it is worth making the ideas of modern education a valuable core of social workers' professional consciousness and the way of implementation in preservice professional activity. In other words, social workers' training in the light of contemporary views should be subordinated to reflexive and personal, professional and significant development of a social worker. While participating in this process, the preservice social worker changes the role from a professional training object to its subject.

Individual self-development in professional activity assumes that the



corresponding qualities are being developed only while breaking the limits of own activity with the purpose of its analysis, evaluation and other design. Becoming a professional involves personal self-development throughout one's life, and expertise is a human existential characteristic, a significant type of individuality formation (Doroshenko T., 2016).

The philosophy of education expansion has recently contributed to the cultural and civilisational approach development. Based on the demands of society, scientists have determined that in most countries, the cultural and civilisational approach is dominant in the content of educational and social practice. This approach recognises the equivalence and interchangeability among different world cultures. In our opinion, the ideas of the cultural and civilisational approach are significant because they contribute to the reproduction of ethnic and cultural self-identification through new generations' education.

The supporters of the social and cultural approach, first of all, pay attention to the problem of the educational environment as a social and cultural issue (Bekh V., 2002),(Ziaziun I., 2000). Within this approach, optimising the educational environment's functioning involves including all its components, including the participants, social and cultural values, which students have to master, the organisation of components in the educational process, and means of educational activity.

The academician Hessen S. pointed out the cultural influence on education and emphasised that education is a form of individual culture. The purpose of education is to involve the individual in cultural resources. Thus, we can say the educational environment is a system of influences and conditions for a personality formation according to a given pattern, as well as opportunities for his/her development, which are available in the social, spatial, and subject environment. It allows us to talk about the potential of the educational environment. Thus, Ziaziun I. names several directions of the educational influence on the academic environment: administrative, social and cultural, educational and individual, and personal correspondently (Ziaziun I., 2000). As we can see, the educational process is one of the essential components of the educational environment. At the same time, it is a subordinate issue to the social and cultural components.

Considering that the professional training of social workers appears as a complex, social, dynamic, self-organised system, it should be noted that the common goal of functioning and management unites all elements. Systemic and forming elements, subjects and objects enter into specific educational and professional relations. The professional training system changes and is restructured depending on which elements this system affects. This system, in turn, balances the optimal ratio of goal and content, content and result, goal and methods of its achievement, and individual-

to-individual relations.

As we know, the features of the preservice social worker's activity and modern requirements for the level of his/her professional readiness have been identified. The social worker's training for multifunctional activities must be developed as a model with a clearly expressed social focus. In modern higher education pedagogy, there are several social and didactic professionally oriented training models for preservice social workers. It should be mentioned that scientific and practical research has been conducted in several directions. The adoption by the Ministry of Education and Science of Ukraine of a decision to introduce multilevel education contributed to the introduction of additional specialities and educational programs aiming at preservice social workers' competence development. This trend has been set in all leading higher education institutions in Ukraine, where social workers' training is being conducted. There is no doubt that the mentioned models of practical training are alternatives towards formal structures, which have long regulated the traditional educational process.

As the researchers note and the experience proves, there is an immediate need to train a social worker to have additional specialities and specialisations. In particular, the social and cultural sphere can be defined as an integrative and multifunctional activity, one of the social work components. Its purpose is the organisation of intelligent and meaningful leisure for people, their cultural needs, satisfaction and development, the creation of the conditions for each potential fulfilment, his/her abilities revealing, self-improvement and amateur creativity development. It can also be about the work with foster families, imprisoned people communication, people having functional limitations, homeless children, women who have experienced violence, and others. For this purpose, special theoretical and practical courses have already been introduced, which expand students' knowledge and skills regarding diagnosing and correcting specific violations, and deviations while acquiring special skills in terms of individual and group work.

However, such courses should consider the specific features of a particular educational activity. It means that first, we train a social worker and then create the appropriate background for mastering an additional speciality or specialisation.

### **Relevance of the topic**

Considering that social work function is a sophisticated issue, it is necessary to define the place and role of social work in a society that is being transformed and switched from social policy to practical actions aimed at people's benefit. At the same time, there is the need to give a scientific basis for several categories reflecting social work's various aspects, such as subject, object, principles and methods, content, and structure.

The new social work scientific paradigm formation stage in Ukraine began in the

1990s. One of the main factors that stimulated the dynamic development of the new industry was the adoption of the Resolution by the Cabinet of Ministers of Ukraine and the Law of Ukraine “On Social Work”. These allow us to conclude that such a profession as a social worker was established, and a new speciality in higher education institutions was introduced. These specialities encouraged the development of scientific ideas while interacting with the practical issues solutions in the social sphere, new social infrastructure creation, and new disciplines of scientific status identification in higher education institutions. According to one of the Ukrainian researchers in the history of social work, Popovych H., the solution to these issues started with studying the Western European and American social work experience (Popovych H., 2004). As we know, Popovych H. was one of the participants and co-authors of the social work scientific base creation and development in Ukraine. He observed how social work gradually moved from empiricism to a worthy scientific level, with a sufficiently defined unique theoretical and methodological base.

Regarding the content and structure of social work, we emphasise that it is an independent and complicated activity. On the one hand, we can conclude from the generally accepted philosophical and psychological interpretation of the suggested activity. On the other hand, we consider the specific factors characterising the object we are studying.

Mainly, we share the philosophical definition by Bech V. who considers social activity as a way of existence and development of a human and a society, and as a comprehensive process of the surrounding natural and social reality transformation, including the social activity itself with its needs, goals and tasks (Bekh V., 2002). Among the main features of the activity, the author points out purposefulness, transformative and creative character, objectivity, determination by social conditions, activities exchange, and communication among individuals.

### **Statement of the problem**

The beginning of professional personnel training for the social sphere coincided with the period of professional social education transformation. At that time, the paradigm “social order — specialist training” was replaced by a new one — “social needs — social and educational services”, when alternative educational institutions and educational programs appeared instead of typical higher education institutions.

Having given a detailed analysis of the conceptual foundations and the distinctiveness of the modern education developmental trends, we think it essential to give special attention to one of its most important directions — social education.

Today, Ukraine's education system enables young people to get a degree in the social sphere. In particular, they can obtain the following academic degrees as Bachelor and Master, mentioned in the documents on higher education: the Law “On Higher Education” and the “National Doctrine of Education Development”. It means

that the training of a specialist for the social sphere is supposed to be carried out within the two options of higher professional education programmes. At the same time, under the recommendations of the Bologna process (2003) and the development of the State Branch Standard for the speciality “Social work” (State Branch Standard of the Specialty “Social Work”, 2019), preservice social workers training was held within the two-level system. It required some correction of both the curriculum and number of credits, and the social education content itself.

The study of the peculiarities of social workers’ training in many universities of Ukraine (Kyiv, Cherkasy, Ternopil, Chernihiv, Luhansk) made it possible to identify that, on the one hand, the multilevel system of social workers’ training meets the students' requests for designing their educational strategy. It includes the choice of the content and academic level to acquire. Furthermore, on the other hand, such training satisfies the needs of the social sphere, allowing the educational process at higher education institutions to develop the preservice social worker’s personality. Moreover, a positive factor in this situation is that multilevel social education has been based on a person-oriented education system approved by the Academy of Pedagogy of Ukraine (1995). Since then, the implementation of a large-scale experiment to introduce a multilevel system into higher education institutions has been done. The above experiment proved that higher education institutions' activity in updating academic content and the latest technologies have significantly intensified, which made it possible to optimise and qualitatively improve personnel training for the social sphere.

### **Analysis of recent studies and publications**

In recent years, in Ukraine, some studies have been conducted. They revealed common theoretical approaches to training specialists in the social and economic field in higher education institutions (Bila O., Bodrov V., Bondarenko O., Homoniuk O., Kononko O., Melnychuk I., Nychkalo N., Polishchuk V., Rudenko L., Sannikova O., and others).

In the study, we use the systematic approach while professional training, which in practice considers various aspects of various methodological approaches. Thus, a culture and civilisation approach have been identified within the expansion of educational issues. This approach recognises the equality and interchangeability of different world cultures and social and cultural systems in general. The idea of such an approach is vital for us because it contributes to reproducing ethnic and cultural self-identification by teaching Ukraine's young citizens.

One more contemporary approach is gaining in popularity nowadays. It is the social and cultural approach. It supposes that the educational environment is considered a social and cultural surrounding (Bekh V., 2002), (Kapska A., 2004). One more Ukrainian researcher Ziaziun I. also analyses the social and cultural aspects

of the educational environment (Ziaziun I.,2000). He identifies several aspects of the educational environment: administrative, social and cultural, academic and disciplinary, and personal. Micro-society is a social and cultural environment where students' education and training coincide with our ideas on their components.

Moreover, finally, if we talk about the professional training of a social worker as a complex, social, dynamic, self-organising system, then we can only do with its analysis from the standpoint of a systematic approach. Within this approach, the forming elements are revealed and enter into specific educational and professional relations under the goals of the professional training of a specific specialist (Ziaziun I.,2000), (Karpenko O., 2009). Due to this, person-to-person relations in the professional training system are primarily determined by the nature of the training process at a higher education institution, the personal characteristics of teachers and students, their values, attitudes, interests, needs and those social and educational backgrounds created for their formation and development.

Practice proves that changes in the professional training system, its restructuring and adaptation occur depending on which external and internal factors influence specific system elements.

The development of Ukrainian science, in particular, the application of an action's approach to culture, allows considering it as a process (creative activity), as an expression of value orientations or the subjective essence of the person himself. Today, the interest in the various aspects development of the professional culture of a social worker has significantly increased. Undoubtedly, the professional culture of a social worker covers the subjective and personal form of his/her existence. Moreover, the first of them characterises the achievements of a social worker in the field of professional knowledge and technologies with their application, and the second characterises the development of the personality of a specialist, his/her spiritual wealth, depth of knowledge, values that guide him/her throughout professional activities.

The idea of a social and pedagogical approach is closely related to the multidimensional professional concept of social worker training. (Myhovysh I., Kapska A., PolishchukV. and others). Considering the professional training of a social worker through a social and pedagogical approach, we talk about the measure and way of an individual's creative potential fulfilment. It aims at the assimilation of social and cultural reality and the creation of social values to increase its potential for the benefit of society.

Considering social work's content and structure, we should emphasise its independent multifaceted type of activity. At the same time, we proceed, on the one hand, from the generally accepted philosophical and psychological interpretation of the activity. On the other hand, we consider the specific features and factors

characterising the object we are studying. We mostly share the philosophical definition of activity as a way of existence and development of society and humans, a comprehensive process of transformation of the surrounding natural and social reality, including itself according to needs, goals and tasks (Bekh V., 2002). Among the main signs of activity, the author names purposefulness, transformative and creative character, objectivity, determinism by social conditions, exchange of activities, and communication of individuals. At the same time, the researcher Kapska A. investigates the morphology of activity and singles out its following types: transformative, values-oriented, and communicative. In addition, the scientist names the main activity elements: a subject that directs its activity to an object or other subjects; the object to which this activity is directed, manifested in the subject's communicative interaction with others.

The psychological foundation of the activity is quite convincingly revealed in the works by Leontiev O., where the author considers actions as processes dependent on perceived needs and goals. Moreover, its characteristics reveal the psychological and social reasons for the frequent mismatch between the activity's social and personal meanings. The structure of human activity is presented, which includes particular types of activity according to the criterion of the motives that stimulate them, as well as active processes that are subject to realised goals. Such individual activity components form a macrostructure (Karpenko O., 2005). The theory of personality activity in psychological terms is investigated in the works of Bekh V. (Bekh V., 2002). We share the opinion that the activity has a multilevel character. First, it is an integrated activity, a system of programs, operations and means of producing material and social values. Second, it is a separate action, which includes the goal, the motives for its outline and the method of achievement. Finally, macro-movements, thanks to the program's embodiment and construction, actions are built, and micromovements from which macro movements are created (Bekh V., 2002).

Purpose of the article is to reveal the aspects of the beginning and development of professional social work, disclose and summarise the circumstances for the development of social work as a professional activity, determine the contradictions and identify the components of preservice social workers' professional training at higher education institutions.

### **Methodology and the research methods**

Several scientists, such as Bekh V., Zimnia I., Kapska A., and others, pay attention to the characteristic features of specific methods for social work. Based on different visions of the methodology essence, we focus specifically on the features of the method. Social and economic methods include all available means by which social work specialists influence the material, moral, family, national and other social interests and clients' needs. In particular, social and economic methods of influence

include in-kind and monetary assistance, client's moral encouragement, benefits establishment, patronage implementation, social support, and household services assistance.

Administrative methods of social work are considered in the context of the management aspect of the activities organisation, the structure of social services and other social institutions. The implementation of this group of methods is possible only on the condition of the availability and validity of regulatory and legal documents.

Organisational methods establish the rights, powers, duties, and responsibilities of each link in the management bodies of social institutions and organisations; allow for effective intervention, clarification and resolution of irregular tasks. The main methods of this group include regulation (as a method of organisational influence), norming (relations that serve as guidelines in the activities of a social worker) and instruction (a method of organising the most tolerant social influence).

Pedagogical methods include methods of consciousness formation, which aim to form certain concepts, assessments, judgments, and an individual's worldview. They are the following:

- persuasion method as a way of influencing the rational sphere of the individual with the help of logically constructed information in order to strengthen or change the views and attitudes and influence object evaluations;
- suggestion method as a way of influencing a person based on an uncritical perception of information by the influence object.

An essential difference between suggestion and persuasion is its focus not on the logic and reason of the individual, his ability to think and reflect, but on the person's emotions and his/her willingness to receive ready instructions for action. The method of example is a method of education based on the conscious reproduction of specific ways of behaviour by an individual.

Organising activities are considered methods of consolidation, formation of positive experience, personal behaviour, relationships, actions and deeds. The most typical methods of organising activities can be delegation, social learning and consolidation of positive experiences.

Activity stimulation methods aim to stimulate individuals to improve or change their behaviour and develop motivation for socially approved methods and types of activities. Among the methods of stimulation, it is appropriate to name: methods of positive reinforcement, methods of negative reinforcement, and methods of competition.

Methods of self-education contribute to the conscious change of a person's personality following social requirements and a personal plan of self-improvement. This group includes methods of self-assessment, self-organisation, self-control, and

self-correction.

Psychological methods in social work are used to diagnose the characteristics of individuals and groups in order to organise psychotherapeutic and psychological corrective work based on the obtained results. This group of methods includes testing, psychological and social dramas, social and psychological training and therapy (family therapy, play and art therapy).

Sociological methods are used in social work mainly to collect information on some social issues and determine people's attitudes towards them. We refer to this group of methods: observation, surveys, interviews (including in the context of a focus group), questionnaires, biography method and document analysis.

In recent years of the social work practice active deployment, the “peer-to-peer” method can also be attributed to the methods of purely social work. It is a way of providing and distributing reliable information through trustful communication between people within organised (actions, pieces of training) and informal social work (spontaneous communication), which specially trained people, mainly volunteers, conduct.

### **Presentation of the leading research material**

The concept of the “social and economic sphere” as an interconnected complex of social interactions is interpreted through the organisation, management, research and correction of social relations at all public levels. The researcher Korchova O. emphasises that the spectrum of the social and economic sphere covers the solution of tactical problems. These issues are related to socialisation activities as well as theoretical development and practical implementation of technologies for regulating social relations at different levels of social interaction in the conditions of various social processes (Korchova O., 2005).

The leading group of specialists of the social and economic profile includes the professions of managers in education, social pedagogue, practical psychologist, and educator. The social and economic group of professionals of specialists and partners at educational institutions consists of social services specialists for children and youth, inspectors of guardianship and care authorities, teachers at comprehensive education institutions, and social workers.

It should be noted that the process of readiness formation for the professional activity of a preservice social worker is carried out at the initial stage as an educational and research process, which gradually develops into professional activity. At the initial stage of education, a student becomes a participant in the content search of the professional activity, which is determined from a holistic approach standpoint. While recognising the nominative aspect of the activity, students can identify the fundamental functions of the multifaceted professional activity of a social worker. Then, professionalism is formed by finding ways to transform the generalised



professional activity by isolating its operational structure and designing the content of a specific professional activity.

A social worker's professional training also occurs in higher education institutions. Undoubtedly, this is training, but training for the mastery of professional activities. Therefore, the only correct way of becoming a professional will be to create such pedagogical conditions to gradually transfer educational and cognitive activity into cognitive and professional activity under the guidance of a teacher, in natural conditions of professional activity in different societies and with different categories of clients. Moreover, the level of professional readiness of future social workers depends on how this process will be organised. Nevertheless, as O. Leontiev noted, it is essential to determine the type of “dominant activity” that determines the success of a purposeful educational process.

In this process, the principle of agreement which ensures the merging of separate knowledge into a particular system constantly stimulates the development of knowledge and methods of activity in specific types of activity. Training, as a process responsible for the readiness formation of preservice social workers' professional activity, develops and forms professional consciousness only when cognitive activity is carried out on the border of professional, i.e. cognitive actions and are correlated with professionally oriented actions. In addition, the multifaceted cognitive process ensures the formation of an entire social worker's personality and his complete perception of professional activity.

The essence of social work technologies is a reflection of society's social, historical, economic and cultural values and traditions. The technology of social work embodies not only the social influence of those who design and use it but also humanistic guidelines and significant values of an individual's life.

Correspondently, the ability to use a variety of social work technologies should be developed in vocational schools. It requires identifying optimal social and educational technologies necessary for the preservice social workers' professionalism formation.

Recently, the term “technology” has been widely used in all spheres of human activity and is quite noticeably established in the social and spiritual spheres. As we have a wide range of applications, it is actively used in the concept of “social technology”. At the same time, the term “technology” is widely used in contemporary scientific, social and pedagogical practices. While tracing the multifaceted approaches to “technology”, it is worth observing their different orientations in solving global state problems such as demographic, social and historical, political, and international. We also should mind the optimisation of internal processes and phenomena of modern society – management, intellectual, professional, including educational, as well as processes of development and self-development of an

individual.

After having analysed the research matter of domestic and foreign scientists, we found that such technologies are widely used: social, informational, economic, pedagogical, management, psychological, diagnostics of states, phenomena, processes, technologies of political power, populism, success and career. However, surprisingly, the concept “technology”, which is used quite often and, at first glance, is quite familiar and understandable, when trying to give it a concrete definition causes noticeable difficulties. It is explained by the concept of “technology”, which is multifaceted and used in various fields, making it quite challenging to define unambiguously. So, it is necessary to single out the most significant and specific features. Based on the concept that “technology” should be approached as a syncretic phenomenon, it can be perceived as a dynamic process, a synthesis of material and spiritual values created by man, as a historical product and process of human activity (Plashchova V., 2000).

It is worth emphasising that “technology” is a generic concept and belongs to those categories in different eras since technology has existed as long as humanity. Moreover, “the environment for a human being of today is a world of technology” (Kapska A., 2004).

It is of significant importance for science that technology increasingly acquires a universal meaning, which reflects the level of development of society, the civility of relations between people, the level of development of a person himself, his way of life, customs, and traditions.

The essence of the term “technology” was first explained by Bekhman I. in 1772 and was related to the production process. Today, there are three main approaches to the interpretation of this concept: 1) technique and technology are identified as similar concepts; 2) technique and technology are entirely different phenomena; 3) “technology” is a specific synthesis of material and social influence.

According to the American scientist Parsons T., the modern term “technology” coincides with the term technique (Polishchuk V., 2003). The author characterises the technology more specifically, emphasising that it is “a way of implementing a complex process by dismembering it into a system of research interrelated procedures and operations that are performed unambiguously” (Myhovich I., 2003).

However, the origin of the term, which combines two words, “techno” (art, skill, skill) and “logos” (science, teaching), allows us to talk about a rather broad interpretation of technology as a science of skill, an art of practical activity. The understanding of the concept became the reason for the gradual expansion of the scope of this term in various fields of knowledge and professional activity, particularly in pedagogy.

Within the research process, we focus on the typology of social technologies as

an optimal system of means of influence and activation of a person's mastery of a set of knowledge, norms and values. It allows us to distinguish among technologies and their features, precisely those that can contribute to the pedagogical technologies' fulfilment.

Thus, we must justify social technologies as a component of professional readiness. It is a kind of formula for action for every student who has to do social work or who has to know "how to do".

While revealing the essence of pedagogical technologies, social technologies followed them on their way to becoming. In the field of material production, the concept of technology has been established since the 18th century. These centuries-old traditions have not caused any doubts among researchers that the technologisation of the social sphere, meaning "social technology" or "technologies of social work", was not established immediately.

There is still no unified understanding of the term "social technology" in scientific research. We attempted to isolate from the existing interpretations the characteristic positions of scientists regarding the essence of social technologies.

Thus, researcher Popovych H. emphasises that in a broad sense, "all means of regulating the life activities of human collectives, communities, reflected in the relevant value and normative systems and social institutions, can be characterised as social technology" (Popovych H., 2004).

Researcher Vitkovska O. considers the essence of social technology in a slightly different way. She believes that these are "methods, means, operations of step-by-step achievement of goals as a result of skillfully, skillfully (technologically) organised activities of people, as well as a mechanism for combining knowledge with the conditions for their implementation" (Vitkovska O., 2004).

Closer to the essence of the concept is Zaitsev O. who notes its peculiarity, which emphasises that "social technology represents a set of knowledge about methods and means of organising social processes, these actions themselves develop a new way of achieving the goal" (Karpenko O., 2005).

In the context of multifaceted approaches, we follow the ideas of social technology as a kind of algorithm, a procedure for "taking action in various spheres of social practice in management, education, research work, artistic creativity" (Kapska A., 2004).

In our opinion, the essence of social technology in the closest connection with practice is convincingly revealed by Polishchuk V., who sees in it "the most rational way of social action to transfer the social system from one qualitative state to another in order to achieve a social result" (Polishchuk V., 2003).

So, the considered approaches allow us to assert that social technology can be revealed as a system of identifying, revealing and using the potential of the social

system with the aim of its optimal functioning with the help of methods and techniques of social influence. We regard social influence as the interaction of individuals, social groups, institutions or joint action in realising clients' interests.

At the same time, the large number of definitions of social technologies undoubtedly indicates the complexity of the technologisation of social processes in the organisation of social systems or human life activities, and the formation of its definitions is in a state of development.

Practice proves that any professional activity has unique technologies, such as pedagogy, art, and engineering. Moreover, the creative techniques are limitless and diverse in each of them, so it is only sometimes possible to talk about a standard or template here.

However, although there are no ready-made recipes for technologies today, there is no doubt that certain principles and techniques exist in every field of activity.

It is not by chance that social technology is often identified with an algorithm. On an intuitive level, it is perceived as a set of rules offering a sequence of actions that lead to an inevitable result. However, in its classical sense, the algorithm implies a more noticeable measure of certainty than the social practice itself. In defining the essence of social technology, we are impressed by the fact that it is characterised as one of the specialised modern forms of activity. In contrast, more general mechanisms of activity development determine technology development.

Undoubtedly, one can agree with the opinion of scientists that activity is a broader category than technology. However, technology is a more concrete, specific category since it is associated with several unique modern mechanisms for developing activity and tracking its effectiveness in terms of civilisation, control and management of development, and attention to the technical side of things.

The essence of social technology is as if the canvas is woven by a person who recorded his creative abilities. As for a social worker, as a professional who participates in the general labour process, he is motivated by its final social product. While speaking about creating social and pedagogical conditions for students' mastery of social technologies, it is necessary to emphasise some aspects that must be taken into account when modelling student learning.

In order to identify the specific features of social technologies and their use in a higher school's social and pedagogical process, we took as a basis the reasoning of some scientists regarding the typology of social technologies (Kapska A., Markova M., Kharchenko S.). It allows us to assert that all scientists tend to classify social technologies as:

- types of application (research, innovation, advisory, socialisation, diagnostic);
- fields of application (production, educational, medical, information, management);
- mechanisms of action (organisational, economic, psychological, pedagogical, legal);

-level of application (national, critical and social, individual specific).

The specified indicators oblige teachers of higher education institutions to outline the features of social technologies clearly. Such features dictate the obligation to consider them during the social and pedagogical process at the university. Moreover, students master the skills of developing social projects and select adequate social and pedagogical technologies for their implementation.

Taking into account the specific features of a pedagogical science and pedagogical activity in the education of students, many scientists singled out the peculiarities of pedagogical technology. However, there is also a noticeable difference in their interpretation. Thus, Abramov V., defining pedagogical technology, takes into account, first of all, the primary meaning of technology: “science of art”, while expanding its meaning as “the ability of a teacher to create conditions for the self-development of an individual” (Abramov V., 1993).

Academician Plashchov V. more widely reveals the content of pedagogical technology, emphasising that it is “a natural set of various methods of pedagogical influence as a person's natural harmonious behaviour in the modern cultural context, at the level of high spirituality and psychological understanding of the situation” (Plashchov V., 2000).

Makarenko A. introduced the term “educational technology” into pedagogy. However, this interpretation was not widely used. Nevertheless, the famous pedagogue understood technology as a system of knowledge necessary for an educator to implement a science-based strategy, tactics and education process (Plashchov V., 2000).

According to Burlaka Y., “pedagogical technology is a minimally abstracted description of reality, as it should be under pedagogical principles” (Karpenko O., 2007). The statement that pedagogical technology is a project of a specific pedagogical system implemented in practice resonates with our positions (Karpenko O., 2007). As a result, pedagogical technology is nothing more than a set of methods of pedagogical interaction that guarantee the solution for pedagogical tasks.

Of course, this definition consists of the interpretation of several concepts. Moreover, it is worth emphasising that “any pedagogical technology involves a certain set of methods, operations, procedures, actions, methods, techniques, individual steps, implementation, the use of which occurs according to logic, in a certain sequence, interconnection, that is, according to a set of methods” (Karpenko O., 2007).

Let us consider pedagogical technology as a set, the interaction of methods in solving pedagogical tasks. When solving them, it is possible to consider the expediency of interaction between a teacher and a student. Moreover, Kapska

A. emphasises that such use of methods in their interaction is determined by many factors: individual and gender characteristics of the teacher and pupils; the teacher's possession of pedagogical equipment; the content of the pedagogical process; changing the types of activities; psychophysiological and emotional states of the teacher and pupil; situation; the uniqueness of the pedagogical process (Kapska A., 2004).

Thus, the generalisation of the above-mentioned definitions and individual interpretations of the concepts of technology, social and pedagogical technology allows us to accept as a working version the following definition of the concept: pedagogical technology is a set of methods (methods, techniques, operations) of social and pedagogical interaction, which promote the activation of interest, needs and development of students in the process of solving pedagogical tasks and foresee a positive result of this process with the personality of the student. A peculiar algorithm of social and pedagogical technology, according to the definition of the academic dictionary of the Ukrainian language, is an indication of the “sequence of the unfolding of the step-by-step process, action” (Kapska A., 2004).

In our opinion, this type of algorithm making allows a teacher of a higher school to design an educational process, foresee in it not only stages but also optimal methods of interaction at each stage and solve individual tasks, which in their entirety contribute to the achievement of the desired result.

Furthermore, it allows us to implement the primary function of social and pedagogical technology to carry out personality development in specific conditions and situations.

Thus, as a separate component within the educational process, pedagogical technology reflects all its main characteristics: completeness, sequence, and interaction.

We fully agree with the opinions of scientists (Yevtukh M., Zvereva I., Leontiev O., Furman A.), who claim that any human activity is necessarily algorithmic. Therefore, both activity and technology can be considered identical concepts.

In general, the activity depends on the specific situation. It includes the goal meaning what must be achieved and for what purpose, and the action – how it can be achieved. It is known that every activity ends with the realisation of the goal, with obtaining the predicted result. This result mainly contains “the spiritual product of the individual's activity, emotional, intellectual, the material to harmonise all living things on earth” (Myhovych I., 2003).

Thus, the concept of “activity” is the central element during the analysis of social and pedagogical technology. It allows us to talk about a slightly more refined interpretation of social technologies: in a broad sense, by social technologies, we

understand activities related to organisation and changes in other activities. It is necessary to develop “a complex of methods, procedures, and rules that are offered to specific specialists to improve their work” (Popovych H., 2004).

According to the scientist in social work, Polishchuk V., we consider social work a particular type of practical activity. So, the content of social technologies can be interpreted, first of all, as a set of techniques, methods and influences of state, public and private organisations, specialists and volunteers aimed at providing social assistance, support, and protection to all people, especially vulnerable categories of the population (Polishchuk V., 2003).

Finally, an essential point in working with students is the formation of their ability to distinguish between the categories of “social technologies” and “technologies of social work”. Suppose scientists who study the problems of sociology emphasise that social technologies are a system of knowledge about the optimal ways of transforming and regulating social relations and processes in the life of people. In that case, researchers of the problem of social work as a professional activity (Myhovych I., Polishchuk V. and others) emphasise that the technology of social work is one of the branches of social technologies focused on social service, assistance and support of citizens who are in difficult life situations.

Moreover, this prompted us to introduce into a particular system block the essential technologies of social work, which formed the basis of the development of a model of the technological process of training future social workers.

Such essential technologies can be called the technologies: social expertise and diagnostics; social adaptation, rehabilitation, prevention and correction; social care, guardianship and patronage; education and information; innovative technologies. Each of the specified technologies became a separate block in the education of students adequately to the goal and social and pedagogical conditions of the development of professionalism.

Therefore, the term “social technology” is a generic concept that unites all technologies related to social relations, everyday life, and people's spiritual life. This approach is justified. Moreover, it is already widely used in social work. In particular, its essence is reflected in the educational course Technology of Social Work, which the State Industry Standard includes in the list of all educational institutions of Ukraine, where specialists in the social sphere are being trained.

From this, scientists consider the technology of social work as a process of transformation of the subject of activity: people, social problems, needs, and information. It depends on the actual historical situation, determined by the level of social development of society, such as economic, political, and spiritual spheres, as well as the level of development of the methodology of scientific knowledge and only then is a predetermined, receptive product of activity obtained.

Concerning the social protection of the population, according to Vitkovska O., this means that only a competent, that is, a technologically organised system can ensure the complete development of a person and the entire society as a whole (Vitkovska O., 2004).

It allows us to assert that the preservice social worker must possess an instrumental system of influence, which results from purposeful human activity and is used to solve problem situations.

At the same time, it is crucial that during the social and pedagogical process, the student realises that the content of the activity, the purpose of the interaction with the client, is the system and creativity factor of social work technology. The formation in students the ability to master the technologies of social work is closely related to mastering its methodical and instrumental base, with the processes of social work professional enhancement.

So, social work technology is an ordered collection of forms, methods, ways of influence and rational distribution of activities into stages with defined goals. It occurs to select the most effective ways to solve problems related to the social, material and psychological well-being of various clients.

However, training preservice social workers is a complex, multifaceted process. We need to reveal the essence of these technologies to successfully solve the problem of professionalisation of the educational process in higher education.

In particular, before a student should be included in the formation of professional skills, he should understand the content of social work as a phenomenon, as a process. The analysis of various scientific approaches made it possible to determine the content of social work, which includes three main aspects:

- 1) assisting an individual or a group of persons who find themselves in a difficult life situation through support, counselling, rehabilitation, patronage and the use of other types of social services;
- 2) the actualisation of the self-help potential of persons who find themselves in a difficult life situation;
- 3) purposeful influence on the formation and implementation of social and economic policy at all levels, from regional to state.

It must provide a social and healthy environment for living accommodations and human activity, creating a support system for people in difficult circumstances.

The first two aspects are manifested at the micro level, and the third is at the macro level of social work.

Today, there are many definitions of the essence of the phenomenon of social work.

The US National Association of Social Workers emphasises that social work is “the professional activity of assisting individuals, groups, and communities,



enhancing or revitalising their capacity for social functioning, and creating receptive social conditions to achieve these goals” (Zhmyr V., 1987).

Today, we reveal social work in two planes: in a broad sense, it is the influence of public professionals on the social organisation of society through the formation and implementation of social policy aimed at creating favourable conditions for human life.

In a narrow sense, this is a professional activity carried out by a professionally trained specialist and assistants. This activity aims to assist a person, family, or group of persons who have found themselves in difficult situations. It provides information, counselling, in-kind or financial assistance, provision of social adaptation, care, service, and pedagogical and psychological support.

It is worth paying attention to the disclosure of the essence of social work given by Popovych H. (Popovych H., 2004). She mainly focuses on such an aspect as self-help, including it in general – help in the system of social and cultural and psychosocial interactions and relations of various subjects.

Ukrainian scientists Kapska A., Myhovych I., Popovych H. and others think “social work” means the professional activity of organisations, groups and individuals. It assists in the implementation of socialisation to individuals or groups of people in cases where, due to the lack of appropriate conditions or personal defects in society, their socialisation is difficult, suspended or takes the opposite direction as unsocialisation.

The last definition is somewhat controversial since, in social work, the first place does not help in socialisation. However, it helps determine self-worth, socially significant behaviour, the manifestation of social activity, and “finding” oneself and one's place. It allows us to express the possibility of the functioning of another definition of the meaning of “social work”. We understand it as a social, philosophical, psychological, and pedagogical phenomenon that incorporates the multifaceted nature of any personality and the professional activity of a specialist in the social sphere. It is an integrated management activity aimed at changing the conditions for the functioning and development of processes to achieve their optimal compliance with the interests and needs of individuals, groups, and society.

In order to optimally form students' understanding of the content of social work and preparation for it, it is necessary to pay attention to the use of effective pedagogical technologies in this case.

However, for a complete idea of pedagogical technologies, which we will consider during the experimental work, it is advisable to consider its possible functions in the educational process. As a result of the analysis of this concept, the most successful is the definition of the functions of pedagogical technologies presented by the scientist Kashliev S., which allowed us to transform them into social

work.

1. The organisational and operational function includes the organisation of the teacher's activities; student organisation (creation of conditions); organisation of subject-object interaction; organisation of activities by the student himself.

2. The prognostic function reflects participants' prediction of the course of the pedagogical process and its possible results. It also models interaction and forecasts the level of development between the object and subject while implementing pedagogical technology.

3. The communicative function involves the communicative activity among objects, subjects, and participants in the educational process. It also supposes the information exchange between them, creating conditions of mutual understanding among the participants within the educational process.

4. The reflective function provides awareness between the teacher and the student, and oneself in a situation that is created, fixing the state and causes of personality development.

5. The developmental function consists in creating conditions for the development of the object of study; in providing means of self-development for both teachers and students.

We base on the content of a social worker's defined functions and consider the specified features of the functions of pedagogical technologies. So, we have the opportunity to determine the philosophy and strategy of the educational process, specific methods, tactics of pedagogical action and the logic of the technologisation. It is demonstrated in fig. 1.

Therefore, we assume that one of the conditions for the effective interaction of various technologies and the pedagogy of social work technology (meaning their in-depth use to form students' professionalism) requires the teacher to observe a specific sequence in the learning process:

- a) acquaintance with the technologies of social work at the stage of preparation;
- b) their application and adaptation at the stage of practical work with students;
- c) their understanding by the teacher and students and introduction of their elements of technology to solve specific goals;
- d) development of own social and pedagogical technologies by the teacher and author's technologies of social work by the student.

Moreover, all technologies can be tested in practical activities: by the teacher – in the educational process, by students – in various types of practical activities (for example, in business games, oral journals, defence of social projects, press conferences, modelling of specific programs) and various types of practices (professional-oriented, organizational and educational, internship, production and pre-diploma).

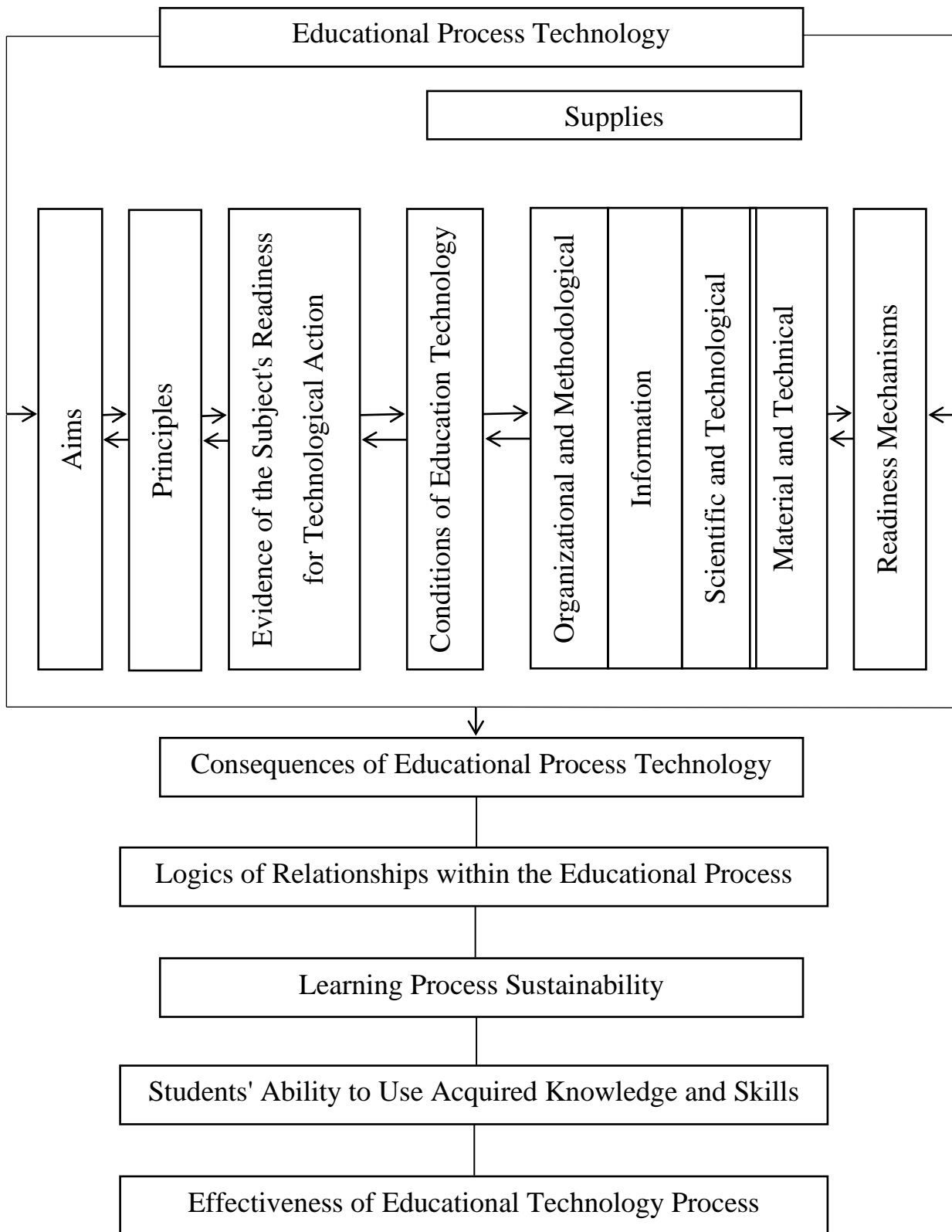


Fig. 1. The Logics of Social and Pedagogical Technologisation within the Educational Process.

Focusing attention on the combination of social and pedagogical technologies used in teachers' training universities and social work technologies that a student should possess, the teacher purposefully creates favourable conditions that ensure the high efficiency of these technologies. We consider it necessary to outline the

typology of requirements for social and pedagogical technologies that enhance the assimilation of social work technologies:

- compliance with the gender-age characteristics of the participants in the pedagogical process;
- compliance of the pedagogical situation with the content of specific technology of social work;
- compliance with the needs and interests of future social workers;
- activity-based nature of education;
- adequacy to the goals and objectives of student development;
- relationship with the social and cultural and educational environment;
- availability of opportunities to develop the professional and creative potential of students;
- compliance with the principles of organisation and conduct of the pedagogical process and social work in natural conditions.

If we talk about the formation of psychological readiness at its highest level, then it is manifested in the professional and pedagogical orientation of the graduate's personality. Its components are the preservice social worker's conscious needs for knowledge, social work theory and technology, creative thinking, the ability to increase positive motivation regarding the life activities organization, forming an attitude towards the professional recommendations and their practical application and knowledge and skills acquisition.

We can confidently state that within such approach the essence of a specialist's psychological readiness for activity simultaneously includes a positive attitude towards the work in the social sphere, various types of professional activity, individual needs and interests. They are the motives for this activity, relevant skills and professionally significant qualities.

Taking into account that the criterion for professional training effectiveness is “the individual efficiency in social, mental, spiritual, ethical, and others spheres. Thus, we have an example of reaching the maximum possible effectiveness of the educational process” (Karpenko O., 2005). When determining the deep purpose of education, we must also take into account the fact that psychological readiness is a peculiar aspect of reflecting quality training.

However, a person (we are talking about a social worker), who has been given the right by the society to provide social services and assess the degree of their assimilation, must also be internally motivated for complex, and multifaceted work. Therefore, we consider it necessary to synchronize all the efforts of teachers and psychologists in the process of social worker's professional readiness formation in higher education institution. Under such conditions, any type of professional development can be understood as a continuous process at higher education

institution in the form of as a constructive dialogue between a teacher and a student, a comparison and mutual complementation of various educational disciplines, as well as a prognostic vision of a highly qualified specialist.

The psychological interpretation of the interaction of social and pedagogical and psychological training is to understand the process of developing a person's ability to master another person's world, the internal and external content of life through the system of education, psychological science, that is through the awareness of the essence of universal human problems.

In connection with the need to focus on the psychological readiness of the social worker as a professional, educational work in higher education is structured with the aim to create the environment surrounding the student (at the university, in practice locations). It is constructed in such a way that it becomes possible to include him / her in all aspects of society life, which contributes to his / her openness, awareness, sociability, and professional orientation.

It, without a doubt, requires the use of psychological technologies and methods in working with students, which are able to strengthen their motivational readiness for practical activities. A number of professional activity concepts and methodological approaches to its study have been developed in psychology by Abulkhanova-Slavskaya K., Bekh V. and others.

Other scientists in their works emphasize on the active role of a person who transforms not only subject activity, but also himself. Thus, Doroshenko T., considers subjectivity as an individual quality that characterizes a person's purposefulness and determines the awareness of the need for one's own activity as the basis of an active attitude towards the world and one's place in it. The researcher also notes that subjectivity determines the need for self-awareness as an active person who strives for active activity, for the improvement of himself and the world (Doroshenko T., 2016).

The topic of revealing in a person his active creative nature is reflected in many studies of domestic and foreign psychologists. In addition, in the scientific literature, the suggested psychological aspect of students' professional training can be traced, the essence of which is to strengthen the motivational attitude of a preservice specialist (Doroshshchenko T., 2016); (Kapska A., 2003); (Myhovykh A., 2004). The importance of motivation for achieving success in activities and positive results is emphasized by many authors, in particular, we determined that "potential results of activity are a reproduction of the abilities and motivation of a specialist" (Karpenko O., 2007). The lack of purposeful motivation can lead to activity results decrease, dissatisfaction with it, inadequacy of one's own self-esteem, excessive psychological stress, which, accordingly, can slow down the individual's desire for self-improvement and self-realization (Doroshenko T., 20220). In our opinion, internal

motivation is more inherent in the professional activity of a social worker. And this, in turn, manifests itself among students at higher education institutions due to their internal attitude towards this profession. Awareness of this fact allows preservice social workers to be oriented for their work significance. One of the main means of developing internal motivation to social work is motivation through the understanding of the work itself. For instance, systematic deepening of students into the content of social work, expansion of functional work skills, increasing independence during professional practice. At the same time, an important factor in the formation of students' internal motivation is the success recognition by each of the education process participant while performing of a certain task, assignment, type of activity or specific social project component.

In addition, within the professional training process, the active students' involvement into the social projects implementation and decision-making, contribute to the formation of a sense of belonging, identification, and positive motivation. This allows us to talk about student motivation in a functional sense, which acts as a goal of the management system of education. It increases the stimulation of the learning process as a means of achieving the goal in the social worker's professional activity. However, in the educational process, stimulation as a means of achieving positive results is an effective means only if several conditions are taken into account. First, we should consider students' needs, values, interests and motivation. Second, the stimulation should contribute to the formation of internal motivation both at the level of interest in the process and at the level of learning outcomes. Third, we should bear in mind that thoughtless, mechanical application of ineffective incentives weakens motivation. The decisive importance in working with students is given to psychological conditions and a clear definition to realistic and prospective educational goals, tasks, time limits for their implementation, problem solving strategies in the educational environment at a higher school. University teachers while training students for professional activity in the social sphere should strive through the positive results of preservice specialists' activity to eliminate undesirable behaviour of university graduates and to strengthen the desired level of professionalism with the help of various types of reinforcement of their motivation and social learning.

In the domestic and foreign literature, there is a number of works in which the pedagogical and psychological aspects of individual professional development at the student age are disclosed (Ziaziun I., 2000); (Karpenko O., 2005). Undoubtedly, the defined qualities do not manifest themselves all at once. In addition, their formation and improvement require a long time, although even if the problem is solved positively, the weak psychological side of the student's training for social work is often observed. Therefore, we propose to deepen the content aspect of the

psychological training of higher school graduates both at the bachelor's level and at the specialist or master's levels.

Successful formation of professional and personal qualities of a preservice social worker is quite possible if the emphasis is shifted from external pedagogical management to self-management of this process. This can be done only at the level of subject-subject relations, which mediate the social and technological approach in student education. At the same time, this involves mutual adaptation of the student's personality to the educational and social environment of the pedagogical university. We understand the concept of subject to subject interaction as one of the essential characteristics of the educational process, which involves the direct or indirect influence of subjects on each other, which stimulates their mutual connection in the context of communication. In the case of psychologically justified interaction, the student represents a certain personal integrity, therefore the ability of the student to target self-organization, to fulfill the role of the subject of the relevant activity in the future is especially important (Doroshenko T., 2016).

In this case, we are talking about quite noticeable flexibility of both subjects of the pedagogical process. However, if we talk about a student's adaptation to a new social environment at higher education institution, then he / she has a fairly high rate of entry into it, in contrast to the less pronounced flexibility of the higher education institution itself in relation to the student. Practice proves that while studying, a student can repeatedly change his / her interests, needs and parameters of interaction with an educational institution, which may sometimes not react to certain changes in the life of an individual or react, but only partially.

Therefore, in order to talk about the two-way interaction of the subjects of the pedagogical process, it is necessary to create such an educational social environment, which, according to its structure and variability of methods and forms of influence on the individual, would allow choosing adequate forms of work and actively influencing the educational environment of higher education institutions. This approach to solving the problem, in our opinion, requires the implementation of some measures:

a) strengthening the content and quality of social and humanitarian component training of the preservice social worker, which can be carried out at the expense of humanitarian disciplines, enhancing their social significance and creating new courses based on interdisciplinary relationships, which serves as a new impetus in the development of a comfortable social environment of higher education institutions;

b) creation of a technological social and pedagogical structure at the Institute of Social Work and Management through the democratization of the structure, social and educational institutions, vocational guidance center, youth center, public self-government bodies, and others.

Without a doubt, each of the named components needs some explanation. According to the State Branch Standard of the Ministry of Education and Culture of Ukraine for the speciality “Social Work”, the social and humanitarian cycle of disciplines is defined as a basic component of higher education (State Branch Standard of the Speciality “Social Work”, 2019). To a certain extent, this accounts for about 22.6% of the hours of the total educational load, the rest of the time, approximately 77.4%, is devoted to the training of a specific specialist, and therefore, his preparation for professional activity. Based on this distribution of study time, it can be predicted that the social training of a specialist should be equally responsible for both the graduating departments (they provide professionally-oriented and professional-practical training) and other humanities departments of the university, including social and organizational psychology, management, social pedagogy, philosophy, history of Ukraine, and others.

In our opinion, the social and humanitarian cycle plays a rather important role in the training of a specialist in the social sphere, as it allows training not a narrow-profile specialist in the social sphere, but a professional with broad erudition and professional knowledge. Such a vision of the educational process regarding the training of a specific specialist in the social sphere prompts the search for opportunities to expand the socio-educational space for self-realization and self-development of each individual in the conditions of a higher school. This will undoubtedly contribute to the development of the ability of the graduate, a preservice social worker, to freely engage in various types of activities, corporate activities, adequate career promotion.

Analyzing the results of research by domestic scientists (Arkhipova S., 2002);(Ziaziun I., 2000); (Kapska A., 2004) as well as the practical experience of social worker’s training in foreign higher education institutions, we discovered that the cycle of social and humanitarian disciplines was improved and productively correlated with other cycles such as natural and scientific and professional and practical. However, the experience of organizing the educational process over the past ten years allows us to say that it is still too early to talk about achievements in terms of their content training as a sufficiently completed, perfect process. During the comparative analysis of students’ answers (283) and teachers’ responds (24), it was found that 93.7% of the interviewed teachers are satisfied with both the courses content and the possible improvement prospect. The students' answers are somewhat different, in particular, only 51.6 % of respondents are satisfied with the named courses in terms of content and technology.

It can be assumed that the students’ expert evaluation, at least to a certain extent, speaks about the intellectual comfort within the educational environment, and that affects their intellectual and emotional state while doing a specific educational



course. At the same time, one cannot ignore some of the students' complaints about the lack of such a social environment in which they could self-develop and self-improve, constantly realize their needs. Students see in the concept of comfortable environment a unity of conditions, features, means that promote growth, strengths manifestation and weaknesses improvement, freedom of choice not only to select conditions, but also individual aspects of education.

The student's need to create a comfortable social environment at the university ranks among others in one of the first places, since the proper educational, scientific, and educational social environment is the basis on which the self-realization of the individual and its self-improvement actively introduces.

Considering the content of the professional activity of a social worker as a system of purposeful manifestation of professional skills for the achievement of a specifically defined goal, we perceive the essence of tasks through the client's activity and behaviour, and not through the social worker's activity. Therefore, the goals of professional activity in the social sphere are manifested in changes, shifts, development of a person, his ideas, understanding of the situation, his practical abilities and skills acquired in purposeful activities.

As for the definition of the pedagogical goals for preservice social worker's professional training, the transformation of social work goals into a system of educational tasks plays a special role in their specification. Moreover, the initial principles and mechanisms of goal setting in the educational process are determined mainly by the ratio of acquired knowledge, abilities and skills, on the one hand, and development, personality formation, on the other.

Thus, the formation of students' ability to carry out one or another type of activity is manifested due to the presence of specific professional skills. The manifestation of professional skills is the final result of purposeful management of the formation of the social worker's professional activity, which is carried out due to the transition from the general to the specific, from theory and analytics to methods.

If we speak about the social worker's professional readiness for activity, we believe that it is better to talk about personality traits, which can be judged by the following criteria: according to the success manifestation while mastering the profession and according to the degree of person's satisfaction with his work. This indicator of readiness reflects a set of psychological and physiological characteristics of a person, necessary and sufficient for him to achieve socially acceptable work.

So, the proposed vision of social and pedagogical technologies reflects the modern idea on the process of organizing the preservice social workers' professional training as a large-scale, integrative process from the standpoint of pedagogical science and practice. In the pedagogical sense, both groups of technologies, together with the outlined requirements for them, are instrumental and have an applied nature.

At the same time, they represent a kind of theoretical foundation on which it is planned to build a system of students' professional training for social work.

### **Conclusions and recommendations**

The active process improving the system of social professional education of Ukraine will be successful under one condition. It should highlight such social and pedagogical conditions in higher education that would not only change the educational space, but would enable to change fast the strategy and tactics of a new era specialist training for a new way of thinking and improve the main trends in the development of technologies for preservice specialists' training for the social sphere. Preservice social worker's professional training to deal with different categories of the population is a complex, multifaceted, current problem in contemporary conditions of education development. We do not reject the traditional system of training specialists of various profiles. However, the creation of a new educational environment, new potential approaches to the educational process organization in higher education institutions, the latest technologies that meet the basic requirements of the Bologna process. Moreover, the effective implementation takes place, to a certain extent, in new social and pedagogical conditions, which are reflected in scientific justification and development models of training students for professional activity. Optimizing the functioning of the educational environment as a social and cultural environment involves the comprehensive inclusion of social and cultural values. This understanding of educational activity allows transforming the traditional forms of student education into a wide field of social and cultural environment and social phenomena, into the vital activity of the social microenvironment, which generally contributes to self-determination, self-correction and self-affirmation of students in terms of their professional readiness. The theoretical analysis of existing pedagogical, philosophical, sociological and psychological approaches to determining the personality structure of a social worker and the study of the work experience of a higher school make it possible to reveal the content and structure of social work, its subject and his professional, psychological and personal qualities, which are reflected in the conceptual model of professional activities of a social worker.

Perceiving the social worker as an active subject who implements the strategy and tactics of the social and cultural policy of the state, his own strategy of actions and behavior, we made the assumption that the formation of professional and individual personality qualities should be considered a priority in the process of students mastering professional activities.

In addition, we came to the conclusion that it is in professional activity that a person reveals his sides most fully both as an individual and as a professional.

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