

I. ПРОФЕСІЙНА ПІДГОТОВКА ФАХІВЦІВ СОЦІАЛЬНОЇ СФЕРИ В СИСТЕМІ ВИЩОЇ ОСВІТИ

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PROFESSIONAL TRAINING OF SPECIALISTS OF THE SOCIAL SPHERE IN THE SYSTEM OF CONTINUOUS EDUCATION

The professional activity of specialists in the social sphere is specific, its patterns are determined by the theory of adult learning. Self-development and self-realization take place in the general context of the development of professionalism, which is what the joint activities of the subjects of professional education are aimed at. Specialists not only provide conditions for the professional development of others, but also acquire professionalism themselves in the process of interaction with those who are being trained.

Keywords: *personal development, principles of continuing education, training of social sphere specialists.*

The processes of globalization, informatization, democratization, humanization, the formation of market relations are factors of deep content and structure activities renewal in all social institutions, including educational ones. The problem of educating a responsible, talented personality, capable of realizing their own life values is becoming important in the system of professional training of social sphere specialists. This increases the requirements for the educational process in universities, which train a new generation of specialists, that correspond to the European standard of professional training.

The professional training of specialists in the social sphere problem is reflected in the scientific principles of: social pedagogy (O. Bezpalko, I. Zvereva, A. Kapska, L. Koval, I. Lipsky, A. Mudrik, A. Ryzhanov) social and pedagogical work with children and youth in various societies (A. Bespalko, A. Laktionova, V. Orzhekhovskaya, Yu. Polishchuk, S. Savchenko). The works of scientists R. Vainola, L. Mishchik, V. Polishchuk, S. Kharchenko and others are

devoted to the issues of professional training of the future specialist in the social sphere.

The system of training specialists in the social sphere is based on the principles of continuous professional education: humanization, humanitarization, democratization, continuity, integration, individualization and involves the professional development of the individuals, in particular social specialists.

The competence of specialists in the social sphere is formed and developed in the system of vocational education and indicates a high level of readiness of specialists to influence communication, relations between people, the situation in the micro-society, and dialogue on an equal footing [1].

Investigating the patterns of personality training in the education system as subjects of activity, S. Vershlovsky states that the educational sphere is subordinated to the leading goals of the individual: professional, family, socio-pedagogical. Therefore, education depends on the interests and abilities of the subject, his needs, which are determined by the life situation. It is necessary to focus on the practical result of training, which allows you to apply new knowledge and skills, acquire a new profession, improve your social or professional status.

Therefore, the specific functions of social specialists include:

- developed sense of responsibility;
- the need to care for others;
- the need to transfer their knowledge and their life experience to others;
- the ability to actively participate in professional activities;
- ensuring the purposeful impact of all social institutions on the behavior and activities of the client;
- participation in programming and forecasting the process of social development of a particular individual, micro-society;
- organization of socio-pedagogical activities of adults and children [2].

Education enriches not only the attitude of a person to the world around him, but also to himself. These two functions of education in relation to adults can be distinguished only conditionally. The ability to enrich objective activity is possible only if one's own «I» is enriched. On the other hand, a developed self-consciousness is a prerequisite for the active interaction of the individual with the environment [1].

Personal development in the educational process emphasizes S. Vershlovsky: knowledge and skills become personally significant, take into account new achievements of science in a certain area of professional activity, can be applied in subject-practical activities, have an integrated character because social specialists in practice solve more than one problem: psychological, social, medical, legal, environmental.

The principles of continuous education are justified by N. Protasova: actualization of learning outcomes, individual experience and development of individual educational needs, creation of conditions and freedom of choice, problem-situational organization of education, stimulation of creative potential development and the moral-volitional sphere of the individual. Natural, in her opinion, is also the interconnection of continuous education with active self-education, self-development, self-training [3].

In the works of L. Mishchik, the following tasks of continuous specialists education are defined: restoration, renewal, deepening of the necessary general educational and professional knowledge, skills and abilities, assistance in acquiring professional experience and professional adaptation, creating conditions for raising the general cultural level, developing intellectual and creative potential; overcoming existing stereotypes and changing professional and personal attitudes in accordance with modern requirements, as well as stimulating self-education and self-development of a specialist [3].

If a specialist in the social sphere recognizes himself as a professional, an active subject of social and pedagogical activity, then he pursues to embody himself in the professional sphere, which, in turn, determines the formation of educational needs. Acquired new knowledge, skills and abilities determine a qualitatively new level of professional activity.

The professional activity of specialists in the social sphere is specific, its patterns are determined by the theory of adult learning. Self-development and self-realization take place in the general context of the development of professionalism, which is what the joint activities of the subjects of professional education are aimed at. Specialists not only provide conditions for the professional development of others, but also acquire professionalism themselves in the process of interaction with those who are being trained.

Since a specialist, as a rule, is doing a specific job, his need for training will be fully connected with the main professional activity, as well as with the performance of other social roles, so he will pursue fairly specific, practical and realistic goals, he will relate to the educational process consciously and responsibly, that is, learns motivatedly.

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ПИТАННЯ ПЕРСОНАЛІЗАЦІЇ ВИРОБНИЧОГО НАВЧАННЯ ДЛЯ УЧНІВ З ОСОБЛИВИМИ ПОТРЕБАМИ

У статті розглядаються в науково-методичному плані питання розробки інноваційних педагогічних засобів навчання та застосування комп'ютерних навчальних програм, зокрема, використання мультимедійних засобів та елементів дистанційного навчання. З огляду на ситуацію, в якій зараз перебуває весь світ, багато механізмів контролю і процеси, встановлені в освітніх установах, перестали функціонувати належним чином. Це зумовило необхідність педагогам використовувати свій досвід і знання для продовження роботи: іноді на основі традиційного підходу; в іншому випадку спираючись на нові процеси професійного навчання.

Ключові слова: *особливі освітні потреби, виробниче навчання, професійні навички, інформаційні технології.*

Основне завдання технічної та професійної освіти на сучасному етапі — підготовка фахівців, здатних нестандартно, гнучко і своєчасно реагувати на зміни, що відбуваються в світі. Тому для підготовки учнів до професійної діяльності в майбутньому також використовуються інноваційні методи навчання. Ці методи включають проблемне навчання, яке передбачає оволодіння навичками вирішення проблемних завдань, на які немає однозначної відповіді, а також самостійну роботу над матеріалом і розвиток навичок застосування отриманих знань на практиці. Інноваційні методи навчання також включають інтерактивне навчання. Вони спрямовані на активне і глибоке засвоєння вивченого матеріалу, розвиток вміння вирішувати складні завдання. Інтерактивні заняття включають імітаційні та рольові ігри, дискусії, моделювання ситуацій [1].

Одним із сучасних методів є навчання через співпрацю. Його використовують як для роботи з соціальними партнерами, так і в невеликих групах. Цей метод має своєю місією ефективне засвоєння навчального матеріалу, розвиток здатності сприймати різні точки зору, здатності співпрацювати і вирішувати конфлікти в процесі спільної роботи