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1.5. THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF FUTURE SOCIAL TEACHERS' TRAINING FOR SUSTAINABLE DEVELOPMENT OF SOCIAL GROUPS

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Abstract. *The relevance of future social teachers' training for sustainable development of social groups as well as the essence of the concepts "sustainable development of social group" and "social and pedagogical activity on the sustainable development of social groups" have been determined in the article. The essence, methodological, theoretical and methodical principles of future social teachers' training for sustainable development of social groups have been revealed. The essence and structural components of future social teachers' readiness for sustainable development of social groups are determined. The technology of future social teachers training for sustainable development of social groups, its program content, teaching and methodological support materials as well as pedagogical conditions that ensure the effectiveness of such training have been considered. The results of the experimental work proved the effectiveness and the feasibility of introducing the developed system into the practice of future social sphere specialists training.*

Key words: *sustainable development, social group, future social teacher, professional training, readiness, social and teaching activity, teaching and methodological support materials, technology, conditions*

Implementation of the strategy of civilization's sustainable development, which has been recognized by the world community as a leading strategy of the third millennium, requires combining efforts of various social groups, in particular children, youth, adults, families and communities, since solving global problems of mankind can not be achieved by the efforts of individuals.

However, nowadays these groups are not characterized by the harmony of their own existence, their representatives often have unstable personal and social position, they are not aware enough of the importance and urgency of joint activities both for solving their own problems and important social tasks. A significant number of problem social groups, as well as crisis phenomena, that are characterized for children, youth, adults, families (as important communities that make the basic social structure of society and determine the vector of its development), determine the relevance of moving social groups to the level of sustainable development. It is also noted in main international and state documents [1; 2; 3], which determine the activities of social institutions of society. A significant contribution to solving this problem can make social teachers, who, interacting in their professional activities with different social groups (children, youth, adults, family, representatives of "risk groups"), by their professional competence can and should become important actors of stimulating various social groups to sustainable development. At the same time, our observation both of graduate students and specialists of the centers for social services for

family, children and youth, as well as social teachers of educational institutions has shown that they are not ready enough to implement the system of work with a view to sustainable development of social groups, which requires purposeful training of future specialists in this direction. The analysis of recent publications. Analysis of numerous scientific papers, monographs, dissertations shows that the idea of sustainable development in socialpedagogical science is almost not used. Accordingly, the problem of professional training of future social teachers for sustainable development of social groups was not the subject of special scientific research. A holistic concept of moving personality, social group and society up to the level of sustainable development (which can be the basis for developing effective methods, strategies for its implementation, taking into consideration the specifics of a social group) is still not developed in pedagogical science. Thus, the relevance and socio-pedagogical importance of solving the problem of future social teachers' training to activities in the contest of sustainable development of social groups require a special study.

The purpose of the article is investigation of theoretical and methodological foundations of future social teachers' training for sustainable development of social groups. Methods. In accordance with the purpose of the article the following research methods have been used: analysis of scientific literature, international documents, the theory and practice of higher social and pedagogical education as well as of our own teaching activity with the view to substantiate the system of professional training of future social teachers for sustainable development of social groups; pedagogical experiment to identify the effectiveness of the program content, teaching and methodological support materials of the developed system; analysis of the experience of students' professional training in the context of sustainable development; observations, testing, analysis of products of creative activity and expert assessment method to identify the results of the work. The main material. The study of philosophical, sociological, cultural, psychological and pedagogical, socio-pedagogical aspects of sustainable development [6; 7] allows us to affirm that the concept of «sustainability» is the opposite of imbalance, disharmony and means the ability to provide sustainable progressiveness, harmony, integrity of development, the positiveness of its results on the basis of self-control, the ability to warn and on the basis of creativity solve the problems that arise. Accordingly, the sustainability of the development of social communities is possible provided the conscious life and cultural development of each individual as a key element of the social community of any level on the basis of its realization of the basic laws of effective life, as well as responsibility for their own destiny and the fate of society. Given the essential features of the social group as a phenomenon [4; 5], sustainable development of a social group is understood as steady harmonious progress of a social community on the basis of humanism, positive social interaction and solidarity, allowing for reaching the level of self-organization – the ability to ensure self-assistance and mutual-assistance, self-improvement, social creativity and unification of efforts aimed at the improvement of one's own and social life. Taking into account modern researches (I. Bekh,

A. Brushlinsky, I. Glazkova, T. Dmytrenko, H. Popova, I. Prokopenko, V. Tatenko and others) there have been determined factors influencing the dynamics of social group development are revealed (objective, subjective, personal, human, factors of differentiation and integration), internal barriers on the way to such development (motivational, mental, operational, individual psychological and socio-psychological), as well as components of sustainability of social group development (spiritual-value, intellectual-world-view, subject-activity, personal, social). Given the leading role of the influence of internal factors on the dynamics of the social group, the main conditions for the sustainable development of the social group are determined. Firstly, it is the progressive development of the individual as a responsible subject of his own life, capable of conscious self-creation of his own life, determination of the main directions of his development, control and correction of his results, prevention of crisis situations, effective creative response to the challenges that arise in life. Secondly, it is formation of the individual as an active social subject who realizes his own affiliation with solidarity social communities of different levels – families, communities, nations, civilizations and consciously acts for their positive development, increasing the level of integrity and consolidation. Thirdly, it is the ability of representatives of the social group to social creativity, joint activity, association as an effort within the group, and different social groups for the purpose of sustainable progressive development of society. These conditions became the basis for determining the main directions of the social teacher's activity in the sustainable development of social groups. The social and pedagogical activity oriented at the sustainable development of social groups is a specially organized system of purposeful influences on the motivational and value-based, outlook and activity-behavioral orientation of a social group aimed at the intensification of the processes of its self-development and selforganization, at allowing its representatives to realize themselves as the subjects of the processes that take place, at forming a stable personal social position. This activity is carried out at different levels of the hierarchy: realization of state social policy; establishment of social partnership, joint activity of various social subjects in order to stimulate social groups to sustainable development; realization of socioeducational, educational, preventive activity of social teacher; individual acquaintance of representatives of various social groups with specific developmental methods, ways of self-organization, development of subjectivity, etc. It is proved that the effectiveness of such activity is ensured by the establishment of the processes of organization, management and communication [8, p. 102-103], which are the basis of the stages of the technology of social and pedagogical activities on the sustainable development of social groups (motivational-value, developmental-activity, stage of self-development and self-government). Effective implementation of such activities requires special training of future social teachers, forming their readiness for activity in the context of sustainable development. Taking into consideration the works of O. Bezpalko, M. Vasilieva, R. Vaynola, A. Kapskaya, H. Popova, A. Ryzhanova the training of future social teachers for sustainable development of social groups is defined

as a purposeful, specially organized, pedagogically guided process of students' acquisition of sustainable outlook principles and a system of knowledge and skills that allow them to exercise a convincing influence on the values, motives, beliefs, decisions, actions of representatives of various social groups, the process of gaining experience of development and realization of the system of social and pedagogical activity aimed at sustainable development of social groups, which simultaneously provides for future specialists' sustainable development and self-development (spiritually and value-oriented, personally and socially-oriented, professionally and creativity-oriented). The conceptual framework of future social teachers' training for the sustainable development of social groups are systemic-synergetic, civilizational-cultural, personal-social, activity-oriented, subject-activity-oriented, resource and competence-creative approaches, which ensures the integrity and effectiveness of the specified process [8; 9].

Accordingly, the readiness of future social teachers for sustainable development of social groups is a stable integrative personal and professional ability, based on the acquired motivational, theoretical and practical values, significant personal and professional qualities and manifested in the active creative social and pedagogical activity aimed at sustainable development of social groups, considering the specific characteristics of different of them. Motivational-axiological components of this readiness includes steady professional orientation of future specialist on social pedagogical activity, his value attitude to professional preparation for activities on sustainable development of social groups, formation of values of sustainable development. Competence-creative components reflects completeness and character of the assimilation of the system of methodological, theoretical and technological and methodological knowledge necessary for successful activity in the sustainable groups; the formation of the system of skills to carry out professional activities in the context of sustainable development; capacity for professional creativity; activity in professional self-disclosure. Personality-reflexive component of future social teachers' readiness for sustainable development of social groups is characterized by the development of professional and personal qualities (humanistic orientation, responsibility, creativity, initiative, communicative, sustainable person-social and facilitation professional position), necessary for effective social and pedagogical work on the sustainable development of social groups; the formation of strategic thinking; the desire for professional self-improvement on the basis of reflexivity and evaluation activities; students' self-esteem about the formation of their respective readiness. The technology of future social teachers' training for sustainable development of social groups with stages: professional-motivational, cognitive-ideological, creativity and activity-oriented, reflexive and self-creativity-oriented and appropriative methods ensures the formation of the readiness of future social teachers for activity in the context of sustainable development. Thus, the professional-motivational stage of technology is aimed at forming a stable professional focus on social and pedagogical activities for sustainable development of social groups, a system of values and motives as well as the development of

strategic thinking of specialists. The purpose of cognitive-ideological stage is the mastering by future specialists necessary knowledge for activities in the contest of sustainable development, deepening their professional outlook, strengthening the system of values and beliefs, forming stable personal-social and facilitation professional position of students. Creativity and activity-oriented stage is directed at developing the system of professional skills as well as gaining by students the experience of activities for sustainable development of social groups in the process of practical, research, socio-educational, volunteering. It is also important to develop students' ability to professional creativity that is an important condition for the effectiveness of social and pedagogical activities with a view of sustainable development of social groups. Reflexive and self-creativity-oriented stage of technology is focused on: deepening, generalization and systematization, creative application of knowledge, improvement of professional skills; further development of strategic thinking and formation of a stable reflective position of students; exteriorization of professional and creative achievements of future specialists. The program content, teaching and methodological support materials include content modernized program of vocational-pedagogical disciplines (such as "Introduction to specialty", "Socialization of personality", "General pedagogics", "Technologies of social and pedagogical work", "Socio-pedagogical activity in educational institutions", "Social support of the family", "Management of social and pedagogical work", "Fundamentals of professional creativity in the social sphere", "Advertising and information technologies", "Methodology and organization of work with children's and youth organizations", "Methodology of organization of volunteer movement", "Methodology of social and pedagogical activity", "Actual problems of social pedagogy and social work" and others). Moreover, these materials include the program and teaching support materials of the course "Methodology of organization of social work with different social groups"; special course "Socio-pedagogical activity aimed at sustainable development of social groups"; Volunteer activity program for improving the quality and content of volunteer activities; a programme of activities of the Theater-studio of socio-pedagogical clowning as an innovative form of professional training of future social teachers and an unconventional form of socioeducational and correctional-rehabilitation activities in the context of promoting social groups to sustainable development. In details this form of work is presented in author's previous publications [8, p. 214-216, p. 257-260, p. 386-392; 10]. They also contain teaching tasks to support a specialty practice course, practice in social services, children's health camps, general education and higher education institutions. Pedagogical conditions that ensure the effectiveness of future social teachers' training for the sustainable development of social groups have been defined. They are: implementation of the idea of sustainable development in the content of professional training of future specialists throughout the period of study; creation of a spiritually rich developmental and creative educational environment; strengthening of the practical orientation of training of future specialists; encouraging students to selforganization and self-management by their own activities and development;

deepening the professional competence of teachers in ensuring the training of students in the appropriate direction [8; 11]. Professional training of future social teachers for sustainable development of social groups is carried out in various types of activities in a higher educational institution (educational, socio-educational, practical, research, self-education), which provides students with the experience of social and pedagogical activities in the specified direction, their access to the level of sustainable development and selfdevelopment. Such training is taking place in the process of studying the cycle of professionally-oriented disciplines throughout the period of study according to the programs, enriched with the problems of sustainable development, through the introduction of a special course "Social-pedagogical activity on the sustainable development of social groups", in the process of organizing practical, science and research work, as well as due to special organization of extra-curriculum educational and volunteer activity of students by their involvement in the activities "Volunteer" workshop and the theater-studio of social-pedagogical clowning.

Conclusions and results. Implementation of the developed system contributed to significant changes in the formation of motivational-axiological, competence-creative and personality-reflexive components of future social teachers' readiness for sustainable development of social groups. Thus, students were characterized by a stable professional focus on social and pedagogical activities, high level of activity in professional self-declaration, original creative approach to solving professional problems, significant development of communicative-stimulating and organizational and managerial skills, stable humanistic orientation, responsibility, personal-social and facilitation professional position, aiming at the formation of a system of values and the development of meaningful personal qualities from representatives of different social groups. This confirms the effectiveness of using the complex of means of program content and teaching and methodological support of the training of future social teachers for the sustainable development of social groups, in particular the significance of the special organizing systemic volunteer and social and educational activity of students in various social spheres, which is a powerful means of their spiritual, personal, social, professional and creative self-development, acquisition of practical experience, a vivid example of professional creativity, aimed at achieving positive socially meaningful results [10]. All this proves advisability of the developed system introduction into the practice of future social sphere specialist training.

Prospects for further research is the study of the problem in the aspect of developing educational and methodological support for the process of professional development of practicing social teachers, as well as identifying the specifics of future social workers' training for ensuring sustainable development of "risk groups" representatives.

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1.6. CONCEPTS OF MODERNIZING THE FUNCTION OF PLANNING WITHIN THE FRAMEWORK OF NEW EDUCATIONAL PARADIGMS

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Abstract. *The article focuses on theoretically substantiating new concepts of the function of planning content. It has been emphasized that consistency is an evolutionary process of the educational system in quality terms, which expands its horizons, and hence, planning. It has been explicated that the content of the planning function is integrity of two conceptual domains: the source and target ones, which is expressed conceptually; locally it is an implementation of professionally specific management activities, a tool to achieve specific goals in a specific organization. There has also been a certain interdependence of directive, indicative and strategic planning determined. Developmental strategies of an educational establishment have been outlined. It has been proved that modern managers have to be innovatively educated, able to reasonably select modern technologies that will really contribute to realizing new meanings of management, and having both a conceptual and a local vision of planning, understanding the logic of his/her actions as for applying the modern range of specific methods.*

Key words: *conceptual, local, source and target understanding of planning, consistence, plan, directive, indicative and strategic planning.*

The modernization of the educational process in the State makes manag-