

MARIA CURIE-SKŁODOWSKA UNIVERSITY

**DEVELOPMENT AND MODERNIZATION  
OF PEDAGOGICAL AND PSYCHOLOGICAL  
SCIENCES: EXPERIENCE OF POLAND  
AND PROSPECTS OF UKRAINE**

**Volume 2**

**Collective monograph**

Lublin, Poland  
2017

## CONTENTS

### **Kostina V. V.**

Model of professional competence of future social pedagogues and social workers to prevent maladjustment of pupils .....1

### **Kravchenko H. Yu., Annenkova I. P.**

Adaptive management of development of the department system of institutes for postgraduate education in Ukraine: theory and practice .....20

### **Кравченко Ю. Е.**

Вклад украинской школы позитивной экзистенциальной психотерапии и экзистенциального коучинга в развитие и модернизацию кросс-культурной психологической практики (на основе научных методов Висбаденской (Германия) и Венской (Австрия) школ психотерапии и коучинга) .....39

### **Крутий К. Л., Зданевич Л. В.**

Огляд емпіричних досліджень щодо стратифікації сучасного дошкільного дитинства .....56

### **Куліченко А. К.**

Питання про сучасний університет у педагогічній спадщині М. І. Пирогова.....71

### **Кучеренко С. В.**

Аналіз особистісних та метафоричного наративів мешканців тимчасово окупованої території Криму та шляхи їх деконструкції....88

### **Лукащук-Федик С. В.**

Міжсекторальне соціальне партнерство у збереженні репродуктивного здоров'я студентської молоді: досвід Тернопільського регіону .....107

### **Lukiianchuk A. N.**

Theoretical aspects of motivation of professional activity of pedagogical workers of professional educational establishments are on the basis of competitiveness.....133

### **Мартинець Л. А.**

Упровадження моделі управління освітнім середовищем професійного розвитку вчителів у загальноосвітньому навчальному закладі .....150

**Kostina V. V.,**  
*Candidate of Pedagogic Sciences, Associate Professor,  
Doctoral Candidate at the Department of Pre-School,  
Primary School and Professional Education  
H. S. Skovoroda Kharkiv National Pedagogical University, Kharkiv*

## **MODEL OF PROFESSIONAL COMPETENCE OF FUTURE SOCIAL PEDAGOGUES AND SOCIAL WORKERS TO PREVENT MALADJUSTMENT OF PUPILS**

### ***Summary***

*The article describes the essence of the concept of “professional competence of future social pedagogues and social workers to prevent maladjustment of pupils”. The conditions that ensure its formation are determined, as are its components and a reference model of a professional competence of a specialist is constructed. The experience of determining the level of readiness (professional competence) of future specialists in the social sphere is analyzed and summarized. A system of criteria and indicators was developed to determine the level of readiness of future social pedagogues and social workers to prevent maladjustment of pupils, also selected are diagnostic methods for its measurement.*

### **Introduction**

Numerous reforms of social development have led to the spread of various crisis phenomena, which have led to the emergence of a large number of people who have been maladjusted to the current realities of life. Particular attention needs to be paid to the spread of this tendency to children and young people, which has led to the emergence of children as representatives of the future generation, who, by virtue of their own behavior and socialization characteristics, cannot adapt themselves independently to the new conditions of life, to feel themselves as full subjects of social life, in particular in institutions of education system and other social institutions of society. Therefore, it is important for the society that the specialists should perform functions of preventing maladjustment of pupils, which allows to significantly reduce their number. The period of study is a stage of socialization of the child, when it obtains important characteristics for successful entry into a social life, provided that the social environment of an educational institution or a particular social institution is well adapted. This

led to the creation by the state of special social institutions that have a preventive function, and whose specialists require professional training, after which they can provide qualified assistance in preventing maladjustment of pupils, preventing the appearance of diverse deviations in the behavior of pupils through the creation of a training environment for their successful socialization.

A societal request for an active, creative, highly-qualified person necessitates the provision of such conditions of preparation that contribute to its self-realization, the full disclosure of individual abilities and opportunities, as well as the development of a high level of professional competence for a particular type of activity that can be achieved through the training of future specialists in a professionally-oriented educational system.

The analysis of psychological and pedagogical researches on the problem of preparing future specialists for social and socio-pedagogical work with maladjusted pupils showed that the following aspects were studied: theoretical and methodological principles of professional training of future social pedagogues and social workers (O. Bezpalko, I. Zvereva, A. Kapska, O. Karpenko, G. Laktionova, L. Mischyk, V. Polishchuk, S. Kharchenko et al.); theoretical and methodological basis of general and special training of future social pedagogues and social workers for specific activity (S. Arkhipov, A. Biloliptseva, M. Vasilieva, O. Lisovets, M. Lukasiewicz, M. Malkova, I. Firsova, Z. Falynska, R. Chubuk, et al.). The aspects of the preparation of future social pedagogues and social workers for preventive work with pupils with deviant behavior are considered in the writings of S. Arkhipova, I. Kozubovskaya, G. Maiboroda, R. Novgorodsky, V. Polischuk, O. Tyutyunnik, O. Chusova and others. The formation of the professional readiness of future pedagogues and social pedagogues to work on the prevention of ill-treatment of children in the family is illustrated in the works of I. Galatyr, I. Manokhina, V. Prikhodko, L. Shpalchak and others. The preparation of future specialists in the social sphere for the prevention of maladjustment of pupils with special needs became the subject of scientific research by T. Maltseva, S. Netiosov, O. Rasskazova, P. Sklyar, V. Teslenko and others. O. Nakonechnaya, N. Sinyuk, M. Trukhan, O. Chernyshenko, et al., have done research in the area of preparation of future social pedagogues for preventive activities in social and educational institutions. At the same time, despite the large variety of research papers, the problem of determining the level of professional competence of future specialists in social sphere for prevention of maladjustment of pupils in

various social institutions is not sufficiently developed, which determined the need for its study.

### **1. Analysis of psychological and pedagogical research on the formation of professional competence of future social pedagogues and social workers to prevent maladjustment of students**

The result of the training of future social pedagogues and social workers for the prevention of maladjustment of pupils is the formation of their competence to a particular type of professional activity, which is an integrative entity, that determines their readiness for its implementation. This is due to new trends in the system of higher education related to its modernization in the context of the Bologna process, which requires the introduction of a comprehensive assessment of the professional and social preparedness of graduates of higher education institutions and the transition from evaluation of their knowledge to the assessment of competence.

As the analysis of modern research shows, the concept of “competency” is interpreted as a given norm, the requirement for training a specialist, and “competence” is considered as the formed quality, the result of activity, the “gain” of the student, and “professional competence” – as the basic characteristic of the activity of a specialist, including both content (knowledge) and procedural (ability) components and has the main essential features mobility of knowledge, flexibility of methods of professional activity and the criticality of thinking [1, p. 51]. Therefore, in order to determine the system (general and special) of competencies necessary for the preparation of future social pedagogues and social workers for the prevention of maladjustment of pupils, the mastery of which will enable them to form their professional competence for the specified type of activity, it is necessary to analyze the modern requirements for specialists of this specialty, as well as requirements connected with the specifics of prevention of maladjustment of pupils.

According to the Decree of the Cabinet of Ministers of Ukraine “On approval of the list of branches of knowledge and specialties under which higher education process participants are being trained”, social professionals who are supposed to prevent the maladjustment of pupils should prepare for the field of knowledge 23 “Social work” with the code and the name of specialty 231 “Social work” [12]. In accordance with the national qualifications framework, the future specialist has to acquire general and professional competencies in the course of vocational training, such as “the ability of a person to perform a certain type of activity, expressed through

knowledge, understanding, skills, values, other personal qualities” [15]. Also, this document describes the nine qualification levels that can be obtained during the learning process.

An analysis of the contents of the Standard of Higher Education for bachelor’s degree in specialty 231 “Social Work” of the field of knowledge 23 “Social Work”, approved by the order of the Ministry of Education and Science of Ukraine in 2016, allowed to determine that among special (professional, subject) competences of a specialist is specified “the ability to work on the prevention of social risks, difficult living conditions, prevention and solution of social conflicts” [19, p. 6–7], and among the programmatic results of training in the content of normative study, it is singled out “to practice prevention methods to prevent possible deviations in mental development, behavioral disorders, interpersonal relationships, to resolve conflicts, to prevent social risks and difficult life situations” [19, p. 10]. Consequently, the necessity of forming the readiness of future social pedagogues and social workers to prevent maladjustment of pupils is not in doubt, therefore, there needs to be a development of a criterion-diagnostic base, which will determine the appropriate level of professional readiness of future professionals in the social sphere to perform the specified type of professional activity.

In the psychology of work, which studies the conditions, ways and methods of forming a person as a subject of work, it is determined that “the profession is a specific form of activity, which is characterized by specific features of the goals, process, means of work and professional training of subjects of labor” [16, p. 401]. For a greater awareness of the important characteristics that need to be developed in the subjects of work – future social pedagogues and social workers, for the effective implementation of the prevention of maladjustment of pupils, one should analyze the scope of their future professional activities and form a psychological system of their activities.

Thus, according to the classification of types of work, social-pedagogical/social work can be attributed to: 1) mental labor (in terms of the nature of the workload of the subject and his or her efforts to fulfill the tasks of labor); 2) operational, creative, dynamic and diverse work (according to the characteristics of the purpose, workload, organization of the labor process); 3) labor in experimental conditions with increased responsibility for success in work, health of people, etc. (depending on the conditions of activity); 4) regulated or partly unregulated, individual and collective

(depending on the form of organization of activities in a particular institution).

In accordance with the “four-level classification of professions” (Y. Klimova), social-pedagogical/social work can be attributed to: 1) professions such as “person – person” (P–P) (type of profession on the basis of differences of objective systems of professions); 2) transformational profession (P) – pedagogue; inventive profession (I) – educator (class of profession on the basis of the goals of labor); 3) occupations with the predominance of functional means of labor (F) (division of labor on the basis of basic means of labor); 4) work under conditions of high responsibility (M) (group of professions on the basis of working conditions (Y)). Taking into account the aforementioned characteristics of the field of work of future social pedagogues and social workers in the process of their professional selection and their training, will increase their readiness to perform professional tasks.

Researchers in the field of psychology proposed such elements of the psychological activity system [16, p. 402]: motives (material, cognitive, aesthetic, etc.); goals (form content and are displayed in results); programs (reflecting the idea of its content and process); information basis (collection of information about its implementation); decision-making processes (identification of a problem situation, nomination and choice of options for its solution and assessment); psychomotor processes (procedures of activity and its regulation); professionally important qualities (psychological peculiarities of the subject of work, reflecting the influence of a certain process of labor on a set of individual psychological qualities).

As S. Rubinstein noted, “in the process of labor not only is formed one or another product of the subject’s activity, but the subject itself is formed in labor. <...> Work requires <...> planning and control of execution, therefore always makes certain commitments and requires internal discipline <...> in work are developed and for work we need the will and arbitrary attention <...> always more or less significant role is played by knowledge and skills <...> intellectual, mental processes <...> And finally, to some extent, always presented in the work is the moment of the invention, of creativity” [18, p. 474–475].

Based on the above, we consider it necessary in the process of forming the professional competence of future social pedagogues and social workers to prevent the maladjustment of pupils, to develop the above-mentioned personal and professional characteristics of future specialists as an important condition for their further successful professional activities.

In the psychology of labor, the problem of the formation of a professional is revealed through the definition of the essence of the concepts of “professional” and “professionalization”. A professional is called [16, p. 407]: a specialist who, in a certain field of work, has reached a certain level of skill that is necessary for the effective performance of tasks; the subject of work, who has specific professional features that meet the requirements of this activity, are relatively stable (under certain conditions) and have pliant structure and provide the formation and implementation of an operational sphere that determines the required level of labor efficiency. As noted in the Ukrainian pedagogical dictionary, personality – in the broad sense – is a concrete, holistic human individuality in the unity of its natural and social qualities; in the narrower, philosophical sense – the individual is a subject of social activity, whose properties are determined by the concrete historical conditions of life of society [5, p. 243].

“Professionalization” is the formation of specific types of work activity of the individual on the basis of the development of a set of its professionally oriented characteristics (psychological, physiological, behavioral, work-related), providing a function of regulation of the formation and improvement of the subject. Researchers consider the professionalization of the subject of labor in four areas: as a process of socialization; as a process of personality development; as a professional self-realization of the individual; as a form of personality activity [16, p. 407]. Taking into account the aforementioned, in the process of modeling the educational environment for the training of future social pedagogues and social workers to prevent maladjustment of pupils, we have created conditions for the professionalization of future specialists in all four areas that contribute to the achievement of the following results: the assimilation of new professional social roles (specialist in preventive work with children and youth in educational institutions, specialist in preventive work with children and youth in specialized institutions of the system of social assistance, etc.), development of personal and professional qualities (humanity, tolerance, reflexivity, facilitation, etc.); manifestation of creativity in professional activity (through the development of their own preventive project tasks); development of social activity of future specialists (through organization of volunteer initiatives in the form of scientific activity).

Taking into account the specifics of the profession (on the basis of the classification “Work under conditions of high responsibility”), we consider it necessary in the process of training (during training sessions at the places of practice) to familiarize future specialists with signs of professional



deformation of personality in the process of professionalization and measures for its prevention in order to avoid professional burnout.

Psychological readiness for activity is a “mental state characterized by the mobilization of resources of the subject of labor on the operative and long-term performance of a specific activity or task” [16, p. 438]. The dynamic structure of the state of psychological readiness for complex activities is defined as a “holistic entity that includes the following characteristics: motivational (the need to successfully accomplish the task, interest in the activity, the desire to succeed and show themselves on the best side); cognitive (understanding responsibilities, work task, evaluation of its significance for the achievement of the final results of activity and for yourself personally (prestige, status), imagination of probable changes of circumstances, etc.), emotional (sense of professional and social responsibility, confidence in success, enthusiasm); strong-willed (self-management and mobilization of efforts, concentration on the task, abstraction from interfering influences, overcoming fear, doubts)” [16, p. 439]. For the formation of the state of psychological readiness for activity, the researchers determined the need for a consistent implementation of the following actions: awareness of their own needs, requirements of society, collective, or task at hand; awareness of the objectives of the task; comprehension and assessment of the conditions in which the activity will take place, actualization of experience in solving such problems; awareness and selection of the most rational ways of solving the problem; forecasting of own possibilities, level of aspirations and necessity; mobilization of efforts, self-persuasion about the successful achievement of the goal. In order to increase the effectiveness of pedagogical practice, we introduce the future social pedagogues and social workers to the above-mentioned sequence of actions during the organization of trainings for preparation for pedagogical practice.

Researchers in the field of work psychology argue that “the development of the personality of a professional is positively influenced by the construction of the “image of I” as a professional, as well as the creation of an image of the professional as a reference model of his or her personality, the correlation of these two images and the assessment of their differences, the development of a strategy of approaching the reference model and the desire for that, is determined by one of the ways of the development of personality” [16, p. 409].

The generalization of the results of the above-mentioned researches made it possible to determine that in order to increase the effectiveness of the

training of future specialists in the social sphere in order to prevent maladjustment of pupils, it is necessary to identify important components of their professional competence and to create a reference model of a specialist who carries out the relevant activity.

## **2. Model of a professional social worker working on the prevention of maladjustment of pupils**

In order to create a reference model of a professional social worker working on the prevention of maladjustment of pupils, we analyzed the scientific literature on the problem of formation of professional readiness of future specialists for professional work, which allowed to identify the various components of their personal and professional competence. As S. Honcharenko notes, “the personality is a certain combination of mental <...> properties: orientation (needs, motives, interests, worldview, beliefs, etc.), features of temperament and character, abilities, peculiarities of mental processes (feelings, perceptions, memory, thinking, imagination, attention, emotional-volitional sphere)” [5, p. 243]. In the process of professionalization of a person’s personal characteristics, they acquire a professional orientation in the case of conscious and persistent activity.

R. Ovcharova developed models of professional competence of a pedagogue-psychologist and a professional activity of a psychologist in an educational institution, which contain the following components: professional knowledge, professional skills, professional qualities – by focusing on themselves, on children, on adults and on the process [10, p. 41–47]. The author combines all professional knowledge into three groups: theoretical-methodological, methodological and applied. Among the skills researcher distinguishes seven groups: gnostic, design, constructive, organizational, communicative, evaluative, reflexive. The author highlights the following among the important personal and professional qualities: 1) focus on children (affiliation, love and empathy towards children, benevolence, attentiveness, observation, patience, persistence, restraint, tact, pedagogical intuition, pedagogical optimism); 2) self-orientation (intellectuality, sociability, need for achievements and self-criticism, emotional stability and cheerfulness, self-confidence, self-sufficiency, 3) orientation towards adults (diplomacy, empathy for adults, self-control, comradeship, moral stability, erudition, competence, cultural empathy, authenticity, sincerity, openness to contact, sociability, attractiveness, initiative); 4) focus on the process (critical and independent thinking, prudence, sensitivity, feeling of novelty, non-standard thinking, creativity,

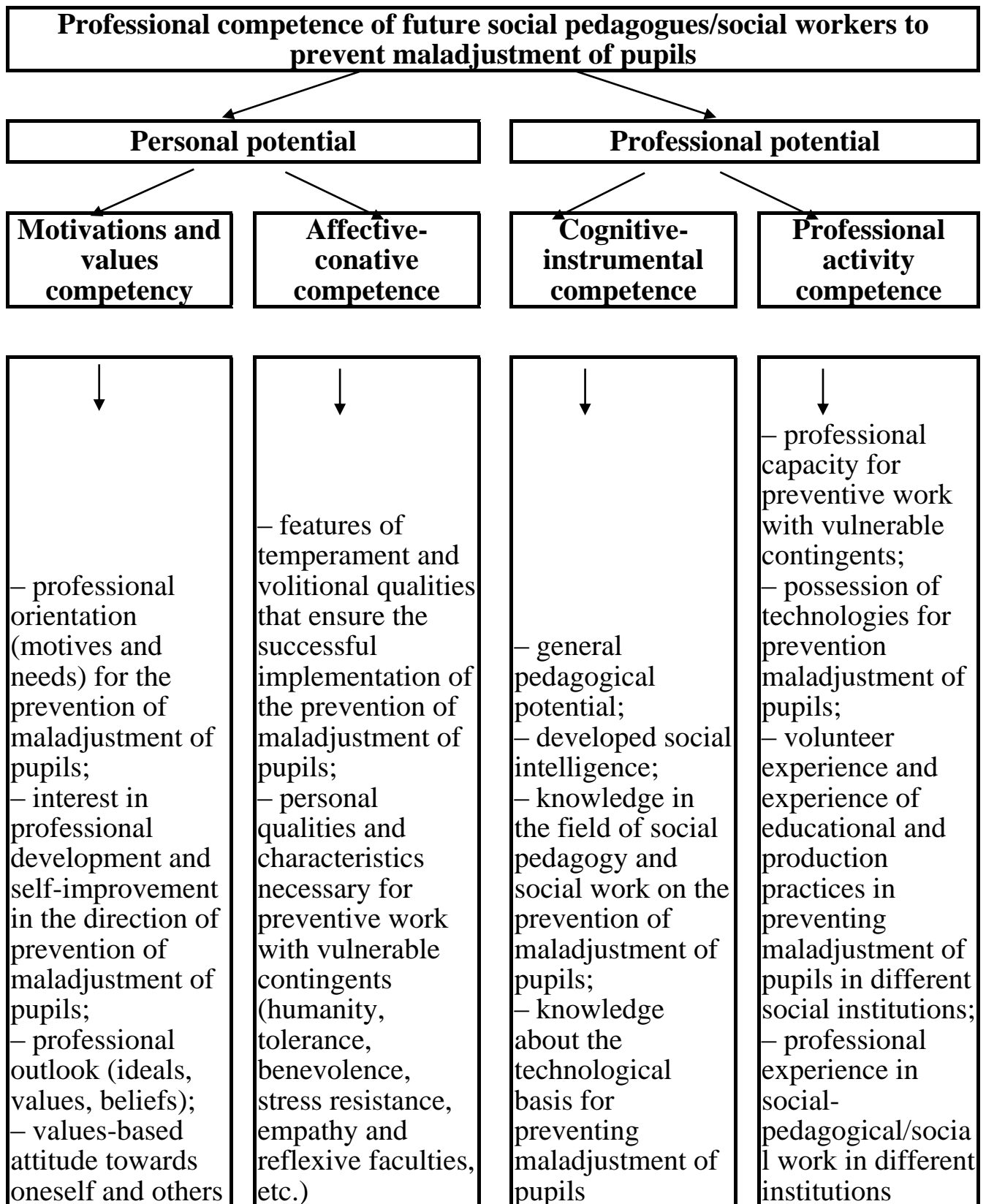
ability to perform a variety of work, easy task switching, resistance to monotony, tidiness and consistency, ability to teach others and conquer them, ability to co-operate , activity, responsibility).

Taking into account the affinity of the professional orientation in the activity of the practical psychologist of the educational system and the social pedagogue/social worker working on the prevention of maladjustment of pupils, we consider it necessary to use the above-mentioned elements in developing a model of professional competence (readiness) of future social pedagogues and social workers for this type of work.

S. Rubinstein argued that “the study of the mental image of the person includes three main issues <...> what he or she wants <...> the question of orientation, guidance and trends, needs, interests, ideals; <...> what he or she is able to do <...> the question of ability, talent of a person; what he or she is <...> the question of the character of a person <...> The character <...> connected with the question of <...> what is more significant for a person in the world? And what is <...> the meaning of life and activity? It is what is especially significant for a person, that acts ultimately as motives and goals of his activity and defines the true core of his or her personality” [18, p. 514].

On the basis of generalization and systematization of the above-mentioned components, we have constructed a reference model of professional competence (readiness) of future specialists for the prevention of maladjustment of pupils (see fig. 1), which will allow more comprehensively to build the process of their professional training, as well as perform professional selection of applicants for position of specialist in the prevention of maladjustment of pupils.

Thus, professional competence is considered by us as an integrated characteristic of a specialist in the social sphere, which is his resource that stipulates the development of his personal and professional potentials, defining the readiness for the prevention of maladjustment of pupils in various social institutions.



**Figure 1. Model of professional competence of future specialists of social sphere to the prevention of maladjustment of pupils**

### **3. Diagnosing the level of readiness (professional competence) of future social pedagogues and social workers to prevent maladjustment of pupils**

Summarizing the results of scientific research on the issue of preparing future specialists in the field of social assistance in different countries showed that the system of professional training has its own characteristics, depending on the social structure of the state, the specifics and standard of living of its citizens, therefore, in the preparation of social workers for preventive work with children and youth in different countries there are certain limitations [13, p. 166–167]: age (Switzerland, Finland, USA, Canada); certain educational level (USA, Canada, Australia); previous experience of practical social work (Germany, Switzerland, USA); skills of pedagogical work and the foundation of pedagogical culture (Russia); the presence of developed social intelligence, which allows you to understand the motivation of person's behavior and his or her essential personality traits (USA).

Comparison of the essence and peculiarities of the training of future specialists in the social sphere in Ukraine and abroad has made it possible to distinguish the following essential components of the professionalism of a future specialist who, regardless of his place of work, should always ensure the effectiveness of his activity: professional outlook, professional knowledge, skills and qualities, professional behavior, where the former is decisive in relation to the latter two.

Analysis of the scientific literature on the problem of diagnosing the level of professional competence of future specialists in the social sphere has allowed to highlight many interesting developments. Thus, O. Karpenko distinguishes five criteria and their corresponding indicators by which one can determine the level of formation of professional competence (readiness) of social workers [9, p. 176–78]: cognitive; operative; communicative; organizational; positional, or motivational – as well as four levels of development of students' readiness for social work (inadequate, primary, professionally-qualified, professionally-specialized). We consider it possible for the system of professional training of future specialists to prevent maladjustment of pupils to take as a basis the system of levels of the formation of professional competence developed by O. Karpenko and fill it with its own content, taking into account the specifics of the subject of research.

Analysis of the results of scientific works of V. Polishchuk showed that the researcher determines such personal qualities of social pedagogue, which is the basis of his or her professional competence [14, p. 41]: creativity,

artistic, inspiration; empathy; warmth of soul; sincerity; initiative; flexibility and persistence; common sense. The author states that the individual style of a social pedagogue contains [14, p. 42]: manifestation of the personality of a specialist-professional in the activity; moral ideal of specialist in professional activity – formed attitude towards social work; the attitude of the specialist to self and the client, his/her work with him; the originality of the manifestation of professional skill in the activity; pedagogical tact and ethics in the process of social and pedagogical work; the results obtained.

During the research, I. Bogdanova identified and introduced the following basic conditions that contribute to the improvement of the training of future specialists in the social sphere: “The transformation of the educational process into a pedagogical workshop in which the future specialist is instilled with an attitude of research and creativity; the emphasis on the heuristic potential of the educational sphere in the formation of the innovative thinking of the future social pedagogue; the orientation of the pedagogical process to the development of navigational abilities of students, which enable the search for new knowledge, the ways of successful activity, technologies of social and pedagogical work, etc.” [2, p. 16]. The author argues that an important role in diagnosing the success of training plays the identification of levels of professional readiness, mobilization readiness and personal mobilization of the future social pedagogue. The researcher determines the “professional readiness” of future specialists for social and pedagogical activities by calculating the average score of student achievement success at the three educational qualification levels: a bachelor, a specialist, a master’s degree holder. “Mobilization readiness” is determined with the help of the points obtained as a result of the bachelor’s writing of a comprehensive state examination and the defense of diploma and master’s papers by specialists and masters, and “personal mobilization” is determined as a specific manifestation through the ability to design a self-study activity that allows future specialists to mobilize own efforts to achieve successful results due to self-management and self-education.

On the basis of the analysis and generalization of the results of the investigations of I. Bogdanova [2], O. Biloy [3], R. Vainola [4], S. Grishchenko [6], E. Dmitrieva [7], I. Ibragimova [8], O. Karpenko [9], V. Olefira [10], O. Pichkar [13], V. Polischuk [14], L. Reutova [17], A. Faber [20], and others was developed the system of measuring the level of professional readiness of future specialists of the social sphere for the prevention of maladjustment of pupils (see table 1).

Table 1

**Criteria, indicators and levels of readiness of future social pedagogues and social workers to prevent maladjustment of pupils**

№	Readiness Components	Readiness criteria	Readiness indicators	Readiness levels
1	Personal potential	Motivations and values	<ul style="list-style-type: none"> <li>– interest and need for prevention of maladjustment of pupils;</li> <li>– professional outlook</li> </ul>	<p>1) <i>insufficient</i> (the future specialist does not have motivation and interest in the prevention of maladjustment of pupils, has poorly developed professional outlook (undeveloped professional ideals, values, lack of professional beliefs);</p> <p>2) <i>primary</i> (the future specialist has poorly developed motivation and there is only an occasional interest in preventing maladjustment of pupils, poorly developed professional outlook (unclear professional ideals, values, unconscious professional beliefs);</p> <p>3) <i>professionally-qualificational</i> (the future specialist has sufficiently developed motivation and interest in the prevention of maladjustment of pupils, developed professional outlook (realized professional ideals and values);</p> <p>4) <i>professional-specialized</i> (the future specialist is highly motivated and interested in the implementation of activities and research on the prevention of maladjustment of pupils, a fully developed professional worldview (available professional ideals, values and professional beliefs))</p>
	Affective-conative		– the peculiarities of temperament and will, which ensure the successful	1) <i>insufficient</i> (future specialist has no volitional qualities that result in the manifestation of adequate professionally-required behavior in conditions of interaction with vulnerable contingents,

			<p>implementation of the prevention of maladjustment of pupils;  – personal qualities needed to work with vulnerable contingents</p>	<p>also has low indicators of stress resistance, empathy and other personality traits);  2) <i>primary</i> (future specialist has weakly developed volitional qualities that determine the manifestation of adequate professional behavior in the context of interaction with vulnerable contingents, not fully developed stress resistance, empathy, ability to reflect and facilitation);  3) <i>professionally-qualificational</i> (the future specialist has sufficiently developed volitional qualities that determine the manifestation of adequate professional behavior in the context of interaction with vulnerable contingents; fully developed humanity, benevolence, tolerance, stress resistance, empathy and ability to reflect and facilitation);  4) <i>professional-specialized</i> (the future specialist has high indicators of the development of volitional qualities that determine the manifestation of adequate professional behavior in the context of interaction with vulnerable contingents, fully developed humanity, benevolence, tolerance, creativity, stress resistance, empathy, ability to reflect and facilitation, the student demonstrates the ability to manage own behavior and positively influence the behavior of others)</p>
2	Professional potential	Cognitive-instrumental	<p>– general pedagogical potential;  – developed social intelligence;  – knowledge of the organization of socio-pedagogical and social activities</p>	<p>1) <i>insufficient</i> (future specialist has no general pedagogical potential and knowledge on prevention of maladjustment of pupils and implementation of technologies and methods of work in that direction, underdeveloped social intelligence (missing pro-social orientation of the individual, very low self-efficacy, absent emphatic interest and attitude of seeing value in others);  2) <i>primary</i> (future specialist has poorly</p>



		<p>for the prevention of maladjustment of pupils in various social institutions;  – knowledge of the technological basis of implementation of prevention of maladjustment of pupils</p>	<p>developed general pedagogical potential and knowledge system for the prevention of maladjustment of pupils and technological bases of work in the indicated direction, they are fragmented, there is poorly developed social intelligence (almost missing expressed pro-social orientation of the individual, low self-efficacy, almost absent empathic interest and attitude of seeing value in others);  3) <i>professionally-qualificational</i> (the future specialist has fully developed general pedagogical potential and knowledge on the prevention of maladjustment of pupils in various social institutions and the application of technologies and methods of work in this direction in various social institutions, sufficiently developed social intelligence (expressed pro-social orientation of personality, high self-efficacy, possesses empathic interest and attitude of seeing value in others);  4) <i>professional-specialized</i> (the future specialist has fully developed general-pedagogical potential and system of knowledge on the prevention of maladjustment of pupils and application of technologies and methods of work in this direction in various social institutions, he or she demonstrates knowledge of system-forming links between them and interest to conduct analysis of research prevention of maladjustment of pupils)</p>
	Professional activity	<p>– professional skills and skills in the prevention of maladjustment of pupils (gnostic; predictive;</p>	<p>1) <i>insufficient</i> (the future specialist has poorly developed individual professional skills in the prevention of maladjustment of pupils in different social institutions; there is no experience of volunteer initiatives and practices for the prevention of</p>

			designing; organizing communicative; evaluating); – experience in social- pedagogical and social prevention work	maladjustment of pupils in different social institutions); 2) <i>primary</i> (the future specialist has a poorly developed system of professional skills for the prevention of maladjustment of pupils in various social institutions; there is a fragmentary experience of preventing maladjustment of pupils in different social institutions during educational practices); 3) <i>professionally-qualificational</i> (the future specialist has a fully developed system of professional skills for the prevention of maladjustment of pupils in various social institutions; possesses volunteer experience and experience in preventing maladjustment of pupils in different social institutions during educational and hands-on practices); 4) <i>professional-specialized</i> (the future specialist has fully developed system of professional skills for preventing maladjustment of pupils in different social institutions, there exists volunteering experience, successful completion of practical work, as well as professional experience in preventing maladjustment of pupils in different social institutions while working in a position of social pedagogue or social worker)
--	--	--	--	--

To diagnose the criteria and indicators of future social pedagogues and social workers' preparedness to prevent maladjustment of pupils, we selected the following basic diagnostic methods: 1) to identify the interest and need for professional activities in the prevention of maladjustment of pupils and social orientation of the individual ("Differential-diagnostic questionnaire"; "Interests map"; method of diagnostics of socio-psychological instructions of the personality in the motivational sphere (O. Potemkina); to identify the level of the formation of their professional worldview ("Value orientations" by M. Rokicha); 2) to identify the features of temperament and character (the 16 factor personality questionnaire (Test

R. Cettel)), the personal differentials (adapted by the V. Bekhterev scientific research institute), three-factor personal questionnaires); 3) to reveal the features of the emotional-volitional and personal qualities necessary for carrying out professional activities for the prevention of maladjustment of pupils (a method for determining neuropsychiatric resistance, the risk of maladjustment during stress “Forecast”, diagnosis of empathy (I. Yusupova), the method of detection and assessment of communicative and organizational skills, identification of communicative tolerance, identification of benevolence, methods for evaluating emotional and volitional qualities); 4) to identify the level of cognitive competence in the prevention of maladjustment of pupils (questionnaires “Socio-pedagogical competence in the prevention of maladjustment of pupils”; “Competence of a social worker in preventing maladjustment of pupils”, “Technological competence in preventing maladjustment of pupils”); 6) to identify the level of practical competence for the implementation of professional activities for the prevention of maladjustment of pupils (a method for assessing a student-trainee during practice in social institutions).

### **Conclusions**

Analysis and synthesis of scientific literature on the problem of development of professional competence of future social pedagogues and social workers to prevent maladjustment of pupils allowed to determine that: 1) the concept of “professional competence of future social pedagogues and social workers” is an integrated characteristic of a specialist, which is the result of the process of professional preparation and represents his or her personal professional resource, which involves the development of his or her motivationally-valued, affective-conative, cognitive-instrumental and professionally-active potentials and certifies his or her readiness to perform professional activities; 2) the formation of a reference model of professional competence of a specialist and the construction of a system for measuring it (identification of criteria, indicators of readiness of future specialists for carrying out preventive activities with pupils, presented at the appropriate levels, and also selection of necessary methods for their diagnosis) is important in shaping the professional competence (readiness) of future social pedagogues and social workers to prevent maladjustment of pupils.

A promising direction for further research is the definition of the level of professional competence of future social pedagogues and social workers to prevent the maladjustment of pupils in various social institutions in the process of their professional education under experimental conditions.

## References:

1. Бедь В. Компетенційний підхід в процесі модернізації ВНЗ / В. Бедь, М. Артёмова // Український науковий журнал «Освіта регіону». – 2011. – № 5. – С. 43–52. – [Electronic resource]. – Access mode : <http://social-science.com.ua/article/691>.
2. Богданова І. Процес підготовки майбутніх фахівців соціономічної сфери / І. Богданова // Науковий вісник Південноукраїнського національного педагогічного університету імені К.Д. Ушинського. – 2016. – № 1(108). – С. 13–18.
3. Біла О. Підготовка майбутніх фахівців соціальної сфери до проектування професійної діяльності: теорія і практика : [монографія] / О. Біла. – О. : Астропринт, 2013. – 424 с.
4. Вайнола Р. Педагогічні засади особистісного розвитку майбутнього соціального педагога в процесі професійної підготовки : автореф. дис. ... докт. пед. наук : спец. 13.00.04 «Теорія та методика професійної освіти» / Р. Вайнола. – Потава, 2009. – 44 с.
5. Гончаренко С. Український педагогічний словник / С. Гончаренко. – К. : Либідь, 1997. – 376 с.
6. Грищенко С. Самовдосконалення майбутніх фахівців соціальної сфери : [монографія] / С. Грищенко. – Чернігів : ЧНПУ, 2011. – 328 с.
7. Дмитриева Е. Формирование профессионального педагогического мировоззрения будущего учителя : дисс. ... канд. пед. наук : спец. 13.00.08 «Теория и методика профессионального образования» / Е. Дмитриева. – Астрахань, 2003. – 175 с. – [Electronic resource]. – Access mode : <http://www.dissercat.com/content/formirovanie-professionalnogo-pedagogicheskogo-mirovozzreniya-budushchego-uchitelya#ixzz4TBm1Pw00>.
8. Ибрагимова И. Формирование педагогического мировоззрения будущего учителя в вузе : дисс. ... канд. пед. наук : спец. 13.00.01 ; 13.00.08 / И. Ибрагимова. – Челябинск, 2002. – 163 с. – [Electronic resource]. – Access mode : <http://www.dslib.net/.../formirovanie-pedagogicheskogo-mir>.
9. Карпенко О. професійна підготовка соціальних працівників в умовах університетської освіти: науково-методичні та організаційно-технологічні аспекти : [монографія] / О. Карпенко ; за ред. С. Харченко. – Дрогобич : Коло, 2007. – 374 с.
10. Овчарова Р. Практическая психология образования : [учеб. пособие для студ. психол. фак-тов ун-тов] / Р. Овчарова. – М. : ИЦ «Академия», 2003. – 448 с.

11. Олефір В. Психологія саморегуляції суб'єкта діяльності : дис. ... докт. психол. наук : спец. 19.00.01 «Загальна психологія, історія психології» / В. Олефір. – Х., 2016. – 428 с. – [Electronic resource]. – Access mode : <http://www.pdpu.edu.ua/doc/vr/olefir/dis.pdf>.
12. Перелік галузей знань і спеціальностей [Electronic resource]. – Access mode : <http://zakon4.rada.gov.ua/laws/show/266-2015-p>.
13. Пічкарь О. Підготовка соціальних працівників до профілактичної роботи з дітьми і молоддю у Великій Британії / О. Пічкарь // Підготовка соціальних працівників/соціальних педагогів до профілактики адиктивної поведінки молоді : матер. Міжнар. наук.-практ. конф. – Черкаси : Черкаський нац. ун-т, 2004. – С. 164–175.
14. Поліщук В. Становлення професіоналізму соціального педагога на основі компонентів індивідуального стилю його діяльності / В. Поліщук // Молодь і ринок. – 2011. – № 4. – С. 38–43.
15. Про затвердження Національної рамки кваліфікацій : Постанова Кабінету Міністрів України від 23 листопада 2011 р. № 1341 [Electronic resource]. – Access mode : <http://zakon4.rada.gov.ua/laws/show/1341-2011-p>.
16. Психологія : [учебник для гуманит. вузов] / под общ. ред. В. Дружинина. – СПб. : Питер, 2001. – 656 с.
17. Реутова Л. Профессионально-педагогическое мировоззрение и педагогическая действительность / Л. Реутова [Electronic resource]. – Access mode : [http://superinf.ru/view\\_helpstud.php?id=3134](http://superinf.ru/view_helpstud.php?id=3134).
18. Рубинштейн С. Основы общей психологии / С. Рубинштейн. – СПб. : Питер, 1999. – 720 с.
19. Стандарт вищої освіти з підготовки бакалаврів за спеціальністю 231 «Соціальна робота» галузі знань 23 «Соціальна робота» [Electronic resource]. – Access mode : <http://mon.gov.ua/content/.../231-soczialna-robot-a-bakalavr.doc>.
20. Фабер А. Мистецтво спілкування з дітьми: удома та в школі / А. Фабер, Е. Мазліч. – пер. з англ. – К. : Країна мрій, 2012. – 240 с.