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# **SYSTEM OF TRAINING OF FUTURE SOCIAL PEDAGOGUES AND SOCIAL WORKERS TO PREVENT MALADJUSTMENT OF STUDENTS**

**Kostina V. V.**

## **INTRODUCTION**

The analysis of scientific research on the problem of professional education of specialists in the social sphere has shown that for the qualitative training of future social pedagogues and social workers in contemporary conditions, it is necessary not only to take into account the characteristics and demands of the sphere of professional activity, but also the challenges of the present, which requires increased flexibility, the social activity of future specialists, their readiness for the free use of innovations and new information and communication tools and Internet resources in their own professional activity. The above-mentioned complex challenges faced by higher social education require the construction of a new system of training future social pedagogues and social workers, which should take into account the progressive ideas of training future specialists in the social sphere, capable of performing complex tasks in conditions of constant change and risks.

Generalization and systematization of scientific literature on the problem of professional training of specialists in the social sphere suggests that the researchers have proved the need to develop its scientific and methodological basis as an important basis for introducing innovative changes, ensuring its improvement in quality and effectiveness. Therefore, in order to increase the efficiency of their professional training in the prevention of maladjustment of students in various social institutions, we consider it necessary to define its theoretical and methodological principles, which include the philosophical foundations (pedagogical paradigm, system of approaches and principles to be used in the pedagogical process) and the theoretical basis (conceptual ideas of the system of professional training of future specialists of social sphere for prevention of maladjustment of students and its corresponding model, as well as system of measuring the level of professional competence of future professionals in this activity).

## **1. Methodological aspects of designing the system of professional training of future social pedagogues and social workers for the prevention of maladjustment of students**

The analysis of modern scientific research has shown that the highest results in the process of professional education can be achieved through the introduction of a systematic approach to its organization, which allows to consider it as a system of interrelated elements and determine the didactic conditions of its organization.

In the academic explanatory dictionary of the Ukrainian language the notion “system” is given in the following meanings<sup>1</sup>: 1) the order caused by the correct, systematic arrangement and reciprocal connection of parts of something; 2) classification; 3) the form of organization, structure of something (state, political, economic units, institutions, etc.); 4) a set of any elements, units, parts, united on a common basis, purpose; 5) a set of principles that are the basis of a certain doctrine; 6) structure, which is the unity of naturally located and functioning parts; 7) a set of rocks, characterized by certain fossil fauna and flora – and the notion of “condition” is defined as “a necessary circumstance that makes possible the realization, creation, the formation of something or promotes something”<sup>2</sup>. Taking into account mentioned above, keeping in mind the specifics of our research, to create a model of the system of professional training of future social pedagogues and social workers to prevent maladjustment, the students focused on the first, fourth and sixth values and consider it as, on the one hand, a set of clearly defined complementary components, which will ensure the formation of the professional readiness of future social pedagogues and social workers to prevent the maladjustment of students in various social institutions and on the other – as important elements of the structure of the educational professionally-oriented space, which are logically located, function and create a single whole.

As O. Shtonda notes, “in didactics under conditions it is understood how and with what means the educational process functions”<sup>3</sup>. In the same way, under the didactic conditions of professional training of future specialists of the social sphere for the prevention of maladjustment of students we will consider a

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<sup>1</sup> Академічний тлумачний словник української мови: в 11 т. К.: Наукова думка, 1979. Т. 10. С. 295, 376. URL: <http://sum.in.ua/s/umova>.

<sup>2</sup> Академічний тлумачний словник української мови: в 11 т. К.: Наукова думка, 1979. Т. 10. С. 295, 376. URL: <http://sum.in.ua/s/umova>.

<sup>3</sup> Штонда О.Г. Дидактичні умови забезпечення наступності у навчанні студентів педагогічних університетів. *Педагогіка та психологія*. Харків, 2015. № 50. С. 40–47.

combination of factors of the organization of the process of vocational training, which allows them to ensure the development of their readiness for the appropriate kind of professional activity. The analysis of scientific literature on the problem of professional training of future social pedagogues and social workers showed that in order to increase its efficiency, the researchers developed and substantiated the necessity of introducing such didactic and organizational-pedagogical conditions into the process of vocational education: 1) taking into account a person-oriented approach in the learning process; creation of a social and educational environment for the implementation of knowledge, skills and professional-personal qualities; introduction into the process of preparation of the corresponding special course (Z. Bondarenko<sup>4</sup>); 2) creation of a positive emotional and beneficial personality-oriented content of the process of training for the formation and development of professionally-significant personal qualities of the student; application of a complex of methods and organizational forms of educational process; involvement of students in independent cognitive activity, self-correction and self-control; introduction of pedagogical technologies of self-actualization of students in the process of pedagogical practice; pedagogical regularities of the process of personal development (humanization of vocational training, involvement of students in the generalization and use of innovations, the priority of creative development) (R. Vainole<sup>5</sup>); 3) adjustment of the purpose and content of professional and pedagogical training of students on the basis of maximally taking into account the features of clients of social and pedagogical work; involvement of students in collective discussion of professional problems in the direction of professional specialization, compiled on the material of real life situations; active use of exercises of professional orientation, potential of pedagogical practice and independent work; the development of reflexive attitude towards work in a particular professional direction) (I. Galatyr<sup>6</sup>); 4) diagnosis of readiness for social-pedagogical activity at the level of motivational, structurally-substantive, operationally-active, evaluation and

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<sup>4</sup> Бондаренко З.П. Організація волонтерської роботи майбутніх соціальних педагогів в умовах вищого навчального закладу: автореф. дис. ... канд. пед. наук, 13.00.05; Інститут проблем виховання. Київ, 2008. 20 с.

<sup>5</sup> Вайнола Р.Х. Педагогічні засади особистісного розвитку майбутнього соціального педагога в процесі професійної підготовки: автореф. дис. ... док. пед. наук: 13.00.04; Національний педагогічний ун-т ім. М.П. Драгоманова. Київ, 2009. 44 с.

<sup>6</sup> Галатир І.А. Підготовка майбутніх соціальних педагогів до роботи з соціальними сиротами: автореф. дис. ... канд. пед. наук: 13.00.04; Інститут вищої освіти національної академії педагогічних наук України. Київ, 2012. 16 с.

reflexive aspects; ensuring the integration of disciplines of thematic blocks; intensification of the professional orientation of the content of educational activities of future social pedagogues on the basis of the implementation of technological approach; individualization of the content of the educational activities of future social pedagogues through its reflection (I. Dobroskok<sup>7</sup>); 5) realization of the person-oriented approach in improvement of qualification in the system of postgraduate education; use of interactive forms and methods of training for the purpose of development of professional adaptability; application of social and pedagogical support as a means of preparation in postgraduate pedagogical education; development and use of a special course “Training of professional adaptability” at Advanced Training Courses (G. Efremova<sup>8</sup>); 6) problem-modular training of future social workers as a holistic system of pedagogical organization of their social professional education through means of activating the integration process in mastering the students’ knowledge and technologies of their application in the social sphere (O. Karpenko<sup>9</sup>); 7) ensuring interdisciplinary approach in the content of theoretical training for interaction with clients, integrating pedagogical, psychological, sociological and medical-biological aspects of the problem; mastering the tolerant style of pedagogical communication as the basis for organizing effective interaction; realization in the process of preparing the technology of formation of professional readiness for interaction with clients, aimed at individual development of students of the features of interaction with certain social groups) (M. Mal’kova<sup>10</sup>); 8) organization of independent designing activities of future social pedagogues; development of an optional special course and introduction of innovative technologies in its study; integration of theoretical training, practical training and self-education of future social pedagogues) (N. Syniuk<sup>11</sup>); 9) stimulation of internal motivation to the

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<sup>7</sup> Доброскок І. Модель методичної системи підготовки фахівців із соціальної педагогіки в умовах вищого навчального закладу. *Нова педагогічна думка*. 2010. № 4. С. 31–33.

<sup>8</sup> Єфремова Г.Л. Підготовка майбутніх фахівців до соціально-педагогічної діяльності. Засоби навчання та науково-дослідницької роботи. Харків: ХНПУ, 2007. С. 39–47.

<sup>9</sup> Карпенко О.Г. Професійна підготовка соціальних працівників в умовах університетської освіти: науково-методичний та організаційно-технологічний аспекти: монографія / за ред. С.Я. Харченко. Дрогобич: Коло, 2007. 374 с.

<sup>10</sup> Малькова М.О. Формування професійної готовності майбутніх соціальних педагогів до взаємодії з девіантними підлітками: автореф. дис. ... канд. пед. наук: 13.00.05; Луганський національний педагогічний ун-т ім. Тараса Шевченка. Луганськ, 2006. 20 с.

<sup>11</sup> Синюк Н.В. Формування готовності майбутніх соціальних педагогів до профілактики адиктивної поведінки учнів загальноосвітніх навчальних закладів: автореф.

appropriate kind of professional activity; the gradual learning of knowledge and the formation of appropriate skills and practical skills; enrichment of the content of practical training with special knowledge related to the direction of professional training; creation of a favorable socio-psychological climate to ensure the formation of professional experience (M. Trukhan<sup>12</sup>); 10) improvement of the content, forms and methods of classroom training for the appropriate type of professional activity; selection of appropriate organizational forms of non-auditing training; actualization of the potential of production practice in the context of training (O. Chernyshenko<sup>13</sup>); 11) designing purposeful professional training on the basis of the created and tested model; enrichment of the content of training, taking into account the specifics of social work clients; improving the technology of social work during educational and non-audited lessons; correction of acquired professional skills and skills during various types of social pedagogical practice and forms of professional activity) (L. Shpalchak<sup>14</sup>), etc.

The generalization and systematization of the aforementioned ideas, as well as their creative rethinking, taking into account the peculiarities of the professional work of social specialists in preventing the maladjustment of students in various socio-cultural centers, allowed to develop a conceptual model of the system of professional training of future social pedagogues and social workers to work on the prevention of maladjustment of students, reflecting its structure, process logic and projected result (see Table 1.1).

Thus, the analysis of the content of Table 1.1 allows us to determine the main components of the training of future specialists in the social sphere, which ensure the implementation of the author's concept based on the understanding of the prevention of maladjustment of students in various social institutions as a complex multidimensional phenomenon, the theoretical basis

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дис. ... канд. пед. наук: 13.00.04; Національна академія Державної прикордонної служби України ім. Б. Хмельницького. Хмельницький, 2014. 20 с.

<sup>12</sup> Трухан М.А. Формування готовності майбутніх соціальних педагогів до діяльності з розв'язання професійних конфліктів у закладах освіти: автореф. дис. ... канд. пед. наук: 13.00.04; Національний університет водного господарства та природокористування, Рівне, 2016. 20 с.

<sup>13</sup> Чернишенко О.І. Організаційно-методичні умови підготовки майбутніх соціальних педагогів до соціокультурної діяльності зі старшокласниками: автореф. дис. ... канд. пед. наук: 13.00.05; Національний педагогічний ун-т ім. М.П. Драгоманова. Київ, 2013. 22 с.

<sup>14</sup> Шпальчак Л.Я. Підготовка майбутніх соціальних педагогів до психолого-педагогічного супроводу дітей із дистантних сімей: автореф. дис. ... канд. пед. наук: 13.00.04; Прикарпат. нац. ун-т ім. В. Стефаника. Івано-Франківськ, 2016. 20 с.

of which is the humanist paradigm aimed, in a broad sense, at improving the quality of life of students through a focused, integrated, coordinated activity of social pedagogues and social workers, which is carried out at three levels (individual, micro and macro) and has its own specificity in terms of varieties (primary, secondary and tertiary) and creates conditions for improving the level of adaptation potential of students, reducing the effect of factors that hinder their successful adaptation.

Table 1.1.

**Model of the system of professional training of future social pedagogues and social workers to prevent maladjustment of students**

<b>Training components</b>	<b>Social pedagogues</b>	<b>Social workers</b>
	<b>Characteristics and features of training</b>	
Target	Formation of the professional readiness of future social pedagogues and social workers to prevent maladjustment of students	
Contents	Prevention of maladjustment of students: in the family; in educational institutions; after graduation.	Prevention of maladjustment of students: at family of “at risk” group; in the specialized social institutions of the social assistance system; in the specialized social institutions of the system of re-education
Activities	Preventive work at: Different types of primary education institutions (for gifted children, for children with special needs, etc.); Vocational school; evening schools; out-of-school institutions (circles, clubs of interest, theater studios, etc.); boarding schools	Preventive work at: Centers of Social Services For Family, Children and Youth; specialized social institutions for orphans and children deprived of parental care (shelters for children, social rehabilitation centers for children, social dormitories, etc.); specialized social institutions for students-offenders (schools and colleges of social rehabilitation, educational penal colonies); specialized social institutions for students with special needs (specialized centers and funds



	(orphanages, boarding schools for orphans and children deprived of parental care, etc.).	for children with special needs).
Technology	<p>Stages and means of technology for the training of future social pedagogues and social workers for the prevention of maladjustment of students in various social institutions: <i>organizational and preparatory</i> (development and implementation of special courses for teachers “Fundamentals of professional training for the prevention of maladjustment of students”, preparation of agreements on cooperation with the bases of practice partnerships with universities network); <i>diagnostic-designing</i> (diagnosing the initial level of readiness of future social pedagogues and social workers to prevent maladjustment of students and designing their system of professional training (supplementing educational disciplines with studies on research topics, developing special courses “Designing a preventive social and educational environment for education and training institutions”, “Designing preventive social-educational environment of institutions of social assistance system”, <i>educational and active</i> (implementation of the developed system of training for future social pedagogues and social workers); <i>reflexive and evaluative</i> (re-diagnosing the level of readiness of future social pedagogues and social workers to prevent maladjustment of students and reflecting by them on further professional development).</p>	
Organization and direction	<p><i>Initial learning block</i> (managing the process of training by faculty while mastering the basics during study years 1–2); <i>theory-assimilation block</i> (the management of the training process by the faculty with the elements of co-management by the students during the implementation of the Individual Research Task during study years 2–3); <i>practical orientation block</i> (management by the methodists of the bases of practice, co-management of students during the</p>	

	practice tasks, as well as mentoring-advice from the practice managers at the 3rd year); <i>reflexive-generalization block</i> (co-management-mentoring by the leaders of scientific work, as well as formation of students self-management skills during the implementation of scientific research at study years 5–6)
Professional personal traits	humanity, benevolence, empathy, tolerance, reflexivity, general culture, heuristics, endurance, organizational skills, creative abilities, pedagogical cycle, facilitation, social design competence.
Monitoring & correction	Determination of the levels of formation of professional competence of future social pedagogues and social workers according to certain criteria and indicators

On the basis of analysis and generalization of the results of scientific researches on the research problem, the following didactic conditions for the implementation of the developed system of professional training for future social pedagogues and social workers for preventing maladjustment of students are defined: 1) ensuring the students' learning through the content of the courses and the features of preventive work with different categories of pupils depending on the specifics of social institutions, which contributes to raising the level of cognitive readiness for a particular type of professional activity; 2) use of ethno-cultural means as a source of social and educational influence in the prevention of maladjustment of students, which ensures the formation of future socio-cultural background for future specialists to solve problems and difficulties that arise in the process of socializing vulnerable contingents and laying the foundations of professional skills in educational work; 3) creation of reflexive and creative environments of volunteer practice within the network of affiliated institutions that contribute to raising the level of practical and personal readiness of future specialists; 4) stimulating the development of interest, motivation and value attitudes towards future professional activities by involving a student scholarly society in work, which allows, through the trainer's and instructive interaction between students and their scientific supervisors-trainers and the best student-scientists, as well as the implementation of volunteer initiatives, to acquire interesting professional experience – which will contribute to the creation of a professional-oriented educational environment, which involves the cohesive combination of

educational, scientific, creative, educational activities of students with practice of volunteering for social services and thus ensures the formation of professional competence of specialists to work in that direction.

In order to ensure the implementation of the first condition, the following important aspects are to be observed: a) in work with adolescents susceptible to deviant behavior, attention should be focused on such characteristics (actualization and formation of personal meanings of life, the functioning of the reflective action plan in relation to real time and the ability to predict the future and motivation of own actions; learning to own the actions of the organization of the time management in accordance with the formation of the time organization of the internal plans of the person, their coordination with dynamics of goals and meanings, gradual formation of self lifetime); b) working with orphans should familiarize future specialists with peculiarities of life in social dormitories, orphan centers at professional schools, orphanages and other institutions of the state welfare system, to teach them the basics of designing the educational environment of these institutions through its pedagogy; c) in work with pupils inclined to offenses – to familiarize students with the national concept of person-oriented education (I. Bekh) and elements of domestic and foreign experience in work on the prevention of maladjustment of students, as well as the consolidation of relevant skills and abilities in the practice of future specialists in different social institutions; d) working with students with developmental disadvantages – creating conditions for students to master the features of preventive work in the inclusive environment, studying the maintenance of prevention of maladjustment in the conditions of specialized state institutions of the system of support for people with special needs.

To ensure the implementation of the second condition, it is necessary to familiarize future specialists of the social sphere with the essence and peculiarities of the use of ethno-pedagogical means in educational work with students in the conditions of various social institutions and with their parents and pedagogical staff of social institutions in order to increase their pedagogical potential, which is important a condition for the prevention of maladjustment of students.

To implement the third condition with the institutions of the partner network of institutions, agreements were concluded that provide opportunities for future professionals to develop professional reflection and their creative abilities in

various areas of professional preventive activities with students and promote their successful professionalization in this direction.

In order to ensure the implementation of the fourth condition, within the framework of scientific work with students, a multi-directional work of a student's scientific society was introduced that creates conditions for attracting students to scientific activity, developing research skills and habits, the desire to gain professional experience in combination with new scientific developments, and also the formation of the need for constant self-improvement in the direction of professional activity.

Let's substantiate the expediency of choosing the scientific approaches on which the process of professional training is based. The use of a systematic approach to the process of training future social pedagogues and social workers makes it possible to identify certain invariant elements of the system, as well as to identify integrated system-linking relationships in the system and the relationship between them, which ensure the improvement of the quality of specialists training. Systemic approach provides an opportunity to consider the process of preparing future social pedagogues and social workers to prevent maladjustment of students as a complex dynamic system, to identify the features of its components, to know the nature and mechanisms of the links between them, and on this basis, to build its model and scientific and methodological support that will contribute to optimal achievement of the planned result.

Taking into account the peculiarities of social assistance, the basis of which is the search and activation of the resources of the individual and his social environment, as one of the main approaches in the process of training future specialists in the social sphere, we have used a resource approach that allows us to find and rely, in the process of implementing the process of professionalising future social pedagogues and social workers, on the personal resources of students as a basis for the development of professional qualities and abilities.

Along with the system-based and the resource-based, we used a competency-based approach to optimize the whole process of professional education and to ensure the development of important characteristics in the training of a specialist adapted to the working conditions in the modern social sphere. We consider the competency-based approach as a means of updating the content of professional education, which introduces the essential adjustments in the organization of the process of training future specialists in

the social sphere, strengthens its practical orientation and educational orientation on the basis of the allocation of relevant general and special competencies, which will increase the level of professionalism and performance of social pedagogues and social workers in performing their professional duties in accordance with the social need for prevention of maladjustment of students. This provides the opportunity to form a qualitatively new model of training future specialists in the social sphere that is needed by subjects of pedagogical education (students, teachers), users of social services (disadvantaged pupils and their families) and modern society. Such a model can be attributed to a socio-personal, that is, that corresponds to the needs of modern users of educational services receiving social education; an order of a society that needs competent specialists in the social sphere; and a state capable of providing on this basis a high-quality education that meets world standards.

Personalized-activity approach allows, on the one hand, to take into account the personality and individual characteristics of each student for the development of an individual educational trajectory in the process of its preparation for the prevention of maladjustment of students. On the other hand, it provides for the enhancement of the activity of future specialists of the social sphere in the course of their professional training, which contributes to their personal readiness to carry out activities for the prevention of maladjustment of students.

To ensure the formation of an active, creative personality of future specialists in the social sphere, ready not only to use well-known ways and means in preventive activities with students, but also to develop new innovative services in social work, we used a dialog approach that involves the construction of pedagogical interaction of all equally valued subjects of professional education and training institutions as common effort, accompanied by an exchange, mutual enrichment and the growth of their joint professional experience.

The use of synergistic approach in the process of training future social pedagogues and social workers will allow them to create conditions for the formation of holistic nonlinear thinking, development of creative abilities, flexibility and mobility in making responsible decisions during the prevention of maladjustment of students.

Dialogical and personalized-activity approaches in their interconnecting form create the essence of the humanistic methodology, which is the basis for the training of future specialists in the social sphere, because its application to

the selection of content, methods and means of pedagogical interaction in the process of professional training contributes to the formation in future specialists in the social sphere of such super-important personal-professional characteristics as: humanity, tolerance, interaction, benevolence, etc.

Since culture is understood as a universal characteristic of human activity, as a way of its implementation, the above-mentioned approaches are related to culturological. Formation of a culture of professional activity of a specialist in the field of social sphere in the process of his or her professional training is an actual task of the system of professional education, therefore the use of cultural approach is very relevant in the preparation of future social pedagogues and social workers as important specialists in the social sphere, able to carry out socio-educational effect on individual students. And in their environment, adding to the strengthening of the factors contributing to the adaptation of students to the environment and reducing the effect of negative factors contributing to exclusion of students. Students learn and develop in a specific socio-cultural environment belonging to a certain ethnic group. In this regard, it is important to prepare future specialists in the social sphere for performing professional activities in a certain socio-cultural environment, relying on its important cultural peculiarities is the use of the ethno-pedagogical approach, which allows future social pedagogues and social workers to form an educational environment based on the use of the principles of the national culture, as well as maximize the educational opportunities of this environment in preventing maladjustment of students.

Specialists of the social sphere, who carry out prevention of maladjustment of students, should provide comprehensive assistance, therefore the use of the anthropological approach in the process of their professional training will help in the comprehensive study of a person and will provide an opportunity to interact with professionals of related professions (psychologists, lawyers, pedagogical workers, medical workers, etc.) within multidisciplinary teams in the course of their work.

The introduction of the basis of the acmeological approach in the process of professional training of specialists in the social sphere creates conditions for the gradual ascent of future social pedagogues and social workers to their own professional acme as a permanent goal and, at the same time, an ideal of professional education, which creates conditions for building their own trajectory of professional growth of each individual student, taking into account his or her capabilities and abilities. Applying the axiological approach

in the process of training future social pedagogues and social workers to prevent maladjustment of students allows future professionals, even in the process of learning, to build a certain hierarchy of professional values that will increase their motivation both to the process of professional training and to its results – the formation of readiness before carrying on a professional activity, relying on a humanistic paradigm, taking into account the values of all subjects of professional interdependencies and society as a whole.

The use of the above-mentioned approaches in preparing future social pedagogues and social workers to prevent maladjustment of students will help form the basis for the implementation of the developed system of their professional education and the formation of readiness for the implementation of appropriate professional activities.

Prevention of maladjustment of students in various social institutions involves the implementation of a comprehensive professional activity of various specialists aimed at preventing the appearance of possible deviations in the behavior of students, which may lead to their maladjustment: the common, which is mainly carried out at the level of institutions where students are studying, and special, conducted by employees of the social services and specialized institutions in the event of specific problems that cannot be solved by the socio-psychological service of a comprehensive educational establishment. In order to form in the future social pedagogues and social workers the readiness for comprehensive prevention of maladjustment of students, there becomes necessary their professional preparation for the implementation of specific preventive activities with pupils in different social institutions, which combines the opportunities of universities (their educational, upbringing and research subsystems) and other social institutions of the partner network (subsystem of institutions of education and training, social assistance and additional education, specialized institutions) comprehensive training specialists to address the problem of prevention of maladjustment students.

Within the academic disciplines of professional training, according to the above-mentioned system, it is developed its appropriate educational and methodological support that will enable within the educational activity of the higher educational establishments to create a professional-oriented educational environment that will contribute to the formation of the motivational, cognitive and personal readiness of future social pedagogues and social workers for work

to prevent the emergence and spread of maladjustment of students in various social institutions.

Within the framework of socio-pedagogical practices (at the third, fourth and fifth / sixth years of study at the partner universities from the university network), conditions must be created for the future specialists in the social sphere to master practical skills and skills, which will ensure the formation of the personal and practical components of the readiness of the specialists of the social sphere to work in specified direction.

It is envisaged that the development of the concept and organization according to its activity among students within the student's scientific society and the "Volunteer" student society, will provide improvement of the personal and motivational components of the readiness of future social pedagogues and social workers to prevent the maladjustment of students in various socio-cultural centers.

Therefore, in order to increase the level of professional readiness of future specialists in the social sphere for a comprehensive solution to the problem of preventing maladjustment of students, we have developed a system of professional training for future social pedagogues and social workers, which allows them to form their readiness to work with pupils to prevent their maladjustment in various social institutions, creating opportunities for their professional self-determination based on their own desires and abilities in the process of professional education.

The result of the training of future social pedagogues and social workers for the prevention of maladjustment of students is the formation of their general and special professional competencies to a particular type of activity that is an integrative entity that determines their readiness for its implementation. This is due to new tendencies 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. The Tuning project, which aims to ensure "Harmonization of Educational Structures in Europe", states that in order to implement a student-centered approach to education, learning outcomes should be defined by identifying a clear set of competences "considered useful and necessary for academic, professional and / or vocational areas. <...> Results of learning determine the scope, as well as the level or standard of competence, including the knowledge



that the student must develop. The exact amount of credits assigned to the individual component, or program as a whole, reflects the amount of time required for the student to achieve the relevant learning outcomes. Successful mastery of these learning outcomes is checked at the end of the learning component or step-by-step program as a whole”<sup>15</sup>.

As shows the analysis of modern studies, 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, “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 critical thinking<sup>16</sup>. Therefore, in order to determine the competencies necessary for the training of future social pedagogues and social workers to prevent the maladjustment of students, the mastery of which will enable them to form their professional competence for a particular type of activity, relied on modern requirements for specialists in this specialty, as well as requirements related to the specifics of prevention of maladjustment of students. On the basis of analysis and systematization of the results of scientific researches, we have constructed a model of professional competence of future specialists of the social sphere, which carry out the prevention of maladjustment of students and identify the following components<sup>17</sup>: motivational-value (formation of interest, needs and professional outlook, which provide the development of personal orientation to the implementation of professional activities to prevent the maladjustment of students in various social institutions); affective-conative (development of emotional and behavioral personal potential of future specialists, which will ensure the formation of their ability to manage their own professional behavior as the basis for effective work with vulnerable contingents for the prevention of maladjustment of students); cognitive-instrumental (the formation of social intelligence and the system of knowledge

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<sup>15</sup> Методичні рекомендації для розроблення профілів ступеневих програм, включаючи програмні компетентності та програмні результати навчання / пер. з англ. Ю.М. Рашкевича. Київ: ТОВ «Поліграф плюс», 2016. 80 с.

<sup>16</sup> Бедь В., Артёмова М. Компетентнісний підхід в процесі модернізації ВНЗ. *Освіта регіону*. 2011. № 5. С. 43–52. URL: <http://social-science.com.ua/article/691>.

<sup>17</sup> Kostina V. Model of professional competence of future social pedagogues and social workers to prevent maladjustment of pupils. *Development and modernization of pedagogical and psychological sciences: experience of Poland and prospects of Ukraine*: Collective monograph. Lublin: Izdevnieciba “Baltija Publishing”, 2017. Vol. 2. P. 1–19.

on identifying the factors that cause the emergence of child and youth maladjustment, as well as the technological basis of the organization of socio-pedagogical and social activities for the prevention of maladjustment of students in various social institutions as a prerequisite for the formation of professional self-awareness and the success of future work specialists); professional activity (development of professional skills and abilities to implement multi-level activities for the prevention of maladjustment of students in various social centers, as well as accumulation of experience and skills of pedagogical and social work as the basis for professional self-determination and development of professional style of future specialists). For the monitoring of changes, an appropriate system for measuring the level of professional readiness of future social professionals for the prevention of maladjustment of students at the four levels (inadequate, basic, professionally-qualified, and professionally-specialized) was developed<sup>18</sup>.

## **2. Methodical provision of training of future specialists in the social sphere to prevent maladjustment of students in various social institutions**

To effectively implement the developed model of the system of professional training of future social pedagogues and social workers, the following methodological support was designed and experimentally verified, which allows using the complex of methodical influences on students, to form their professional competence for the prevention of maladjustment of students: 1) for the development of motivation and outlooks of future specialists introduced organization of the work of a volunteer group of a student scientific society (SSS) of future social pedagogues and social workers (providing opportunities for the development of social activity of future specialists through the implementation of voluntary help in practical social work at the partner network of schools and universities); 2) for the development of emotional-volitional characteristics and professionally important personal qualities of future specialists – the implementation of the training “Professional Skill of a Specialist in the Social Sphere in Working with Vulnerable Contingents” is envisaged (assisting in increasing the level of practical readiness of future specialists to perform professional tasks for the prevention

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<sup>18</sup>Kostina V. Model of professional competence of future social pedagogues and social workers to prevent maladjustment of pupils. *Development and modernization of pedagogical and psychological sciences: experience of Poland and prospects of Ukraine*: Collective monograph. Lublin: Izdevnieciba “Baltija Publishing”, 2017. Vol. 2. P. 1–19.

of maladjustment of students); 3) for the formation of a system of professional knowledge and skills – supplementing the academic disciplines of the cycle of professional training with thematic sections on the subject of research in accordance with the curriculum and curriculum courses, as well as the development of special courses for future social pedagogues and social workers in accordance with disciplines of specialization (ensuring the mastering of the fundamental professional skills in work on the prevention of maladjustment of students in various social institutions); 4) to improve the system of professional skills and accumulate experience – developed practice programs in educational institutions and social services at study year 4 and 5; for the formation of professional behavior and individual style of future specialists – conditions were created to ensure the work of the student scientific society (SSS) of future social pedagogues and social workers (creating conditions for students to carry out continuous pedagogical interaction with students at the bases of the partner university network within the framework of scientific research); which is clearly presented in Table 2.1.

Table 2.1.

**Educational and methodical provision of the system of professional training of future social pedagogues and social workers to prevent maladjustment of students**

№	Training system component	Educational and methodological support of the system of professional training	
		Future social pedagogues	Future social workers
1	Motivational	The program of the work of the volunteer group of the SSS of future social pedagogues and social workers, which involves the development in future specialists of interest and needs for the implementation of the appropriate type of professional activity on a voluntary basis.	
2	Personal	Training “Professional Skill of a Specialist in the Social Sphere in Working with Vulnerable Contributors” promotes the acquisition of the psychological readiness of future professionals in the social sphere to work in the environment of potential risks and to prevent the emergence of signs of their professional inability and professional burnout.	

3	Cognitive	<p>Addition of educational disciplines of the cycle of professional training “Introduction to the specialty”, “Social pedagogy”, “Theoretical and methodological foundations of social and pedagogical activity”, “Social design”, “Management of social and pedagogical work”, “Guardianship and care”, “Technologies of social-pedagogical work”, “Technology of social work abroad”, “Ethno-pedagogy”, “Formation of a healthy lifestyle”, “Social work in Ukraine”), development of a special course “Designing of preventive social and educational environment in institutions of education and upbringing”.</p>	<p>Addition of the academic disciplines of the cycle of professional training “Introduction to a specialty”; “History and Theory of Social Work”; “Social Institutions”; “History and Theory of Social Education”; “Fundamentals of social and legal protection of minors”; “Workshop in the social sphere”; “Socio-pedagogical work in educational institutions (with a workshop)”; “Social-pedagogical design”; “Theory and Methodology of Social Work with the Family”, “Management of Social Work”, “Social Work in Specialized Social Institutions”; “Applied technologies in social work”; “Prevention of risks in social work”, development of a special course “Designing a preventive social and educational environment for institutions of social assistance system”.</p>
4	Practical	<p>Practical training programs in educational institutions and social services at the 4<sup>th</sup> and 5<sup>th</sup> years of study, which allow to master practical skills to accumulate experience of practical social and socio-pedagogical work on prevention of maladjustment of students in various social institutions.</p> <p>The concept and the annual plan of the work of a student scholarly society (SST) of future social pedagogues and social workers, which is the basis for</p>	

		<p>educational and non-educational work with future social pedagogues and social workers.</p> <p>Methodical materials for writing and protecting scientific research, which provide future specialists with the necessary tools in carrying out research activities on the research problem.</p>
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The analysis of the content of Table 2.1 gives an opportunity to find out the possibilities of using the projected various elements of methodological provision for the training of future social pedagogues and social workers to prevent the maladjustment of students and to determine their importance in the training of specialists in the social sphere, which must prevent the maladjustment of students in various social institutions of regular system of education and also social assistance system, creating conditions for the implementation of a comprehensive prevention of the above problem on the level of different social institutions.

## CONCLUSIONS

The analysis and synthesis of scientific literature on the problem of developing the professional competence of future social pedagogues and social workers to prevent the maladjustment of students allowed to determine that: 1) its philosophical basis is based on the principles of humanism, systemicity, reflexivity, facilitarity, development of research activity, creativity and critical thinking of the future specialists, problem centering, dialogue in the interaction of subjects of the pedagogical process and is based on such conceptual approaches (systematic, comprehensive, personal-active, dialogical, cultural, ethno-pedagogical, axiological, anthropological, acmeological, synergistic, competence-based, resource-based); 2) professional competence of future social pedagogues and social workers is an integrated characteristic of specialists, which is the result of the process of professional training and represents their personal and professional resource, which involves the development of motivational-valued, affective-conative, cognitive-instrumental and professional-active competencies and confirms readiness to carry out professional activity on the prevention of maladjustment of students; 3) to the system of forming the professional competence of future social pedagogues and social workers, we include the possibilities of the higher educational institutions (educational, upbringing, scientific research subsystems) and other social institutions of

the partner network (subsystem of education and training institutions, social assistance and additional education, specialized institutions), which provide training of specialists for a comprehensive solution to the problem of prevention of maladjustment of students; 4) on the basis of analysis and generalization of the results of scientific research, several important directions in preventive work with future specialists of the social sphere are identified, the results of which determined their readiness for the following aspects: prevention of social orphanhood and child abandonment; prevention of addictive behavior of students; prevention of deviant (aggressive, conflict, etc.) behavior; prevention of deviations in pupils with special needs; features of prevention in various social institutions.

### **SUMMARY**

The article describes the essence of the concept “The system of professional training of future social pedagogues and social workers to prevent maladjustment of students”. On the basis of the analysis of the results of scientific research on the problem of the training of future social pedagogues and social workers, components were identified and a conceptual model of the system of their professional training for preventing maladjustment of students was created, as well as conditions ensuring its implementation were identified. The system of principles and scientific approaches to the process of professional training of future specialists of the social sphere, which is the methodological basis of the author’s concept of designing the pedagogical process, is substantiated. The theoretical aspects of the organization of a holistic pedagogical process are outlined. The systematic methodological support for the implementation of the developed model, which allows creating a professionally oriented educational space for the development of professional competence of future social pedagogues and social workers to prevent maladjustment of students in various social institutions, is selected and systematized. The significance and characterization of the methodical potential of each of the elements of the complex of means in the process of professional training of future social pedagogues and social workers for the corresponding type of activity is revealed.

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