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THE RESULTS OF THE PEDAGOGICAL EXPERIMENT FOR THE FORMATION FUNCTIONAL COMPETENCE OF SOCIAL WORKERS ON THE STREET SOCIAL WORK

***Abstract.** The article reveals the essence and specificity of the street social work and the functions of the street social worker caused by them. It is noted that the successful performance of the functions of the street social work is ensured by the appropriate competence of a specialist. The essence and structure of the functional competence of a street social worker is determined. The pedagogical conditions that ensured the effective formation of the students' competence while studying the special course "The Street Social Work: Theory and Practice" are determined. Didactic means of forming the functional competence of students in lectures, practical and field classes on the special course, during the independent work of students and so forth are highlighted. A criterion apparatus for diagnosing the state of its formation is disclosed. A method for diagnosing the level of formation of functional competence of the street social work in students is presented. This method is based on proven psychological methods, a specially developed test of academic achievement, and mathematical methods for summarizing the results. The results of the pedagogical experiment, directed on the formation of forthcoming social workers functional competence of the street social work, certifying the effectiveness of the implementation of the proposed didactic activities are presented.*

Introduction.

The street social work includes the mobile provision of social services and is intended to provide basic needs, the interests of a person in a period of personal or social distress by providing social, educational, socio-psychological, social, legal, medical and social support. So, the street social work is geared towards establishing contact, familiarizing potential clients with existing social services, sending them to social services, health care institutions, law enforcement bodies and so on. Clients of the street social work are usually citizens living in public places (streets, squares); they need to satisfy basic needs for food, clothing, shelter, security, but they are not clients of socially specialized services, public or state organizations. Despite the large number of such people, the street social work in Ukraine is episodic in nature and is carried out mainly in the framework of international projects.

The insufficient dissemination of the street social work in Ukraine is also indicated by the insufficient scientific and methodological publicity of its problems. Only a few theoretical and empirical studies on the street social work were conducted by such scientists as R. Kh. Vainola, E. M. Voronova, T. Yu. Zaitsevsky, A. I. Kapskaya, N. M. Komarova, M. P. Lukashevich, I. I. Migovich, T. V. Semigina, N. V. Tarasenko, G. L. Cherepanova, and others.

Professional training of forthcoming social workers in institutions of higher education on the street social work stems from , on the one hand, state standards, and on the other, an increase in the number of clients of the street social work (homeless people, drug addicts, representatives of the sex industry, etc.). Training of social work professionals in Ukraine is intended to ensure that the level of professional competence of forthcoming social workers is sufficient to help them to perform successfully various functions of the street social work, in particular, to identify families, individuals, children and teenagers in need of medical, legal, psychological, pedagogical and material assistance; to analyze and predict the fleeting trends in the requirements for the street social work and the possibilities of providing social services to its clients; improvement of technologies and methods of the street social work and many others. Therefore, the formation of the functional competence of forthcoming social workers on the street social work is considered one of the priority areas of their professional training in institutions of higher education in Ukraine.

1. The theoretical basis for the formation of the functional competence of the street social work in forthcoming social workers.

We consider that the street social work is a professional activity aimed at assisting individuals and social groups in overcoming personal and social problems by establishing and maintaining contact between them and specialists of social services, protection, correction and rehabilitation on the street.

The specificity of the street social work is determined by the following directions: assistance in establishing humane, ethically and healthy relations in the social milieu ; assistance in creating an environment of psychological comfort and safety of people in a separate territory; participation in the development of the socio-cultural milieu , the revival of folk traditions and culture; organization of events aimed at the development of social initiatives; development of social infrastructure taking into account the specifics and needs of customers of a particular territory; career guidance activities; rendering support (employment, patronage, provision of housing) to citizens who find themselves in difficult life circumstances, in particular in connection with forced migration; definition of tasks, forms, methods and ways of solving personal and social problems of clients (socio-economic, medical-social, psycho-social, legal, etc.); providing social guarantees for clients (surety); analysis of the level of social services for the citizens in a particular territory; attraction of various governmental and non-governmental organizations to solving problems of social customer service; implementation of social projects and programs on a definite territory; assistance in elimination and overcoming specific difficulties in the process of

socialization of people from disadvantaged families and social strata; identifying the causes of maladaptation; involvement in resolving potential and urgent conflicts; mediation between the client and the institution, family, environment, various social services, departments, administrative bodies; rendering psychological, psychocorrectional and other assistance to eliminate the client's crisis situation; taking measures for social protection and customer support; organization of socially significant activities of various types; identifying children who require immediate social intervention or are subject to adoption; establishment of an information base of kids available for adoption , guardianship ; identifying and keeping records of persons wishing to take to a family children who need adoption or guardianship; promotion among the people of various forms of education and care of children left without parental care; provision of advice to the administration, social workers of children's public institutions; assistance to governmental and non-governmental organizations in identifying the causes and factors of social disadvantage of specific families and children; interaction with specialists of various social services.

The client of the street social work is a person who uses the services of social services, organizations and institutions by interacting with a street social worker. It has been determined that the street social worker is a specialist who provides social, psychological, legal support and street assistance to unprotected representatives of the population (retired people , refugees, orphans, etc.), as well as people who are in a state of mental instability caused by objective factors(wars , environmental disasters, international conflicts, religious differences) and subjective (tragedy in the family, loss of property) factors, in order to establish contact between social service specialists and target group potentially interested in such services.

The street social worker is a social work specialist who provides social, psychological, legal support and street assistance to vulnerable people (pensioners, refugees, orphans, etc.), as well as people who are in a state of mental instability caused by objective (wars, environmental disasters, international conflicts, religious differences) and subjective (tragedy in the family, loss of property) factors, in order to establish contact between specialists of social service and the target group potentially interested in such services.

Analysis of the nature and specifics of the street social work allowed to determine the following functions of a street social worker: social assistance, assistance in overcoming the effects of natural disasters and social conflicts, social-compensatory, diagnostic, prognostic, precautionary -preventive, human rights, social-pedagogical, medical-social, social household, communicative, promotional and propaganda, moral and humanistic, organizational.

The functions that perform the specialist social work on the street, put certain requirement, which is reflected in *his functional competence* - qualitative characteristics based on professional knowledge, skills, and professionally important personal qualities of a

specialist, due to the multifunctionality of his professional activities and provide effective performance of functional duties in the area of responsibility.

The functional competence of a street social worker is based on his technological, interactive, interdisciplinary competences, success competencies, and the like. Each of these competencies presupposes that the student has the relevant knowledge, skills, personal and professional qualities that ensure the successful fulfillment of the functions of the street social work.

Thus, *the technological competence* implies acquaintance with social work as a professional activity, the essence and specifics of the street social work and its clients, the functions of a street social work; implementation of moral standards, ethics, legal framework of a social work; possession of its technologies and methods. *The interactive competence* is based on the need to establish contacts and exchange information with clients of the street social work, colleagues, interdisciplinary groups, and authorities; act even in the absence of understanding, coordinate goals and objectives, constructively resolve conflicts; carry out promotional activities and the like. *The interdisciplinary competence* implies awareness of modern theories of related sciences for solving the problems of clients of the street social work in particular, as well as social, pedagogical, and ethical problems of society as a whole. *The competence of success* is manifested in the attitude of the social worker to continuous self-development, the analysis of the achievements of other specialists and the application of the best practice of domestic and foreign social work, the planning of their professional development and self-control in their professional activities.

2. The state of formation of the functional competence of further social workers on the street social work.

The identification of the state of development of the functional competence of further social workers from on a social work included an analysis of their professional training, which was carried out in three directions: they carried out pilot diagnostics of teachers involved in the training of further social workers in the HEL, which was intended to find out the degree of their awareness of the essence of the street social work and its clients; they carried out pilot diagnostics of social service specialists providing social assistance to potential clients of the street social work in order to determine directions for improving the training of future social workers designed to create their functional competence of a street social work; analyzed the training of future social workers for the street social work in Ukraine and abroad. The analysis allowed to come to a conclusion about the need for purposeful professional training of future social workers in order to carry out the functions of the street social work, as well as to search for and substantiate the necessary didactic means of forming their respective functional competence.

In order to diagnose the levels of development of the functional competence of future social workers in the street social work, a criterion apparatus and a diagnostic method have been developed. Thus, the criteria for the formation of the functional competence of

students on the street social work were: "awareness - lack of awareness of knowledge", "flexibility - rigidity of skills" and "stability - the instability of the manifestation of professionally important and personal qualities." It should be noted that the criterion "consciousness- unconsciousness of knowledge" made it possible to determine if the further social worker has a concrete, clear understanding of the phenomena being studied, how he or she understands the patterns of their manifestation, as well as the tools for establishing relationships and relations between them, distinguishes essential and insignificant connections, and also understands the need to acquire knowledge of the street social work, has a variety of ways to obtain them. Therefore, the indicators of the criterion "awareness - unconsciousness of knowledge" were chosen the following : informality, personal significance of knowledge; efficiency, effectiveness of knowledge; knowledge transfer.

Thanks to the criterion "flexibility - rigidity of skills" it became possible to determine whether the future social worker is able to select correctly and apply technologies and methods appropriate to the problem of the client of the street social work of the client, and promptly correct them in accordance with the results. Indicators of the criterion "flexibility - rigidity of skills" were chosen the following : the ability to adapt, accommodate to the situation; skill compliance with official duties.

The criterion "sustainability - instability of the manifestation of professionally important and personal qualities" testified to the manifestation and activation of the necessary professional qualities of students that affect the ability to see the prospects for professional development; programming and forecasting the impact on the objects of social work of all social institutions of society. Thus, the indicators of this criterion were the following: stability of manifestation and activation of qualities.

According to each criterion, the levels of formation of functional competence of further social workers on the street social work were defined and characterized: sufficient, average, low.

Thus, a *sufficient level* of functional competence of students is characterized by the awareness of the importance of knowledge on the street social work; modern theories of related sciences; technologies and methods of a social work, its ethics and legal framework; keeping records. Future social workers with a sufficient level of development of functional competence on the street social work can quickly apply the knowledge gained in practice, transfer them from one situation of the street social work to others, successfully conduct various cases of clients. They successfully establish contacts and exchange information with clients of the street social work, colleagues, interdisciplinary groups, authorities, etc.; cooperate with various specialists to solve problems of clients, as well as social, pedagogical, ethical problems of the society as a whole; select appropriate technologies and methods of a social work in accordance with the category of clients and their situations; collect and analyze information for a full assessment of the situation of the client; develop an individual customer care plan and social diagnosis taking into account the risk of

recurrence; keep working records, prepare reports, letters; evaluate the achieved results, adjust the further work with the client. During their activity, they adhere to regulations, rules and agreements defining general requirements for a social work. The skills of students whose functional competence on the street social work has been formed at a sufficient level correspond to the norms of official duties, and their manifestation does not depend on the complexity of the client's problem. They are tuned to continuous self-development, their personal and professionally important qualities (politeness, emotional balance, observation, unselfishness, responsibility) are stable and active, and it contributes to the successful implementation of professional functions.

The average level of functional competence of students is characterized by their superficial or partial awareness of the importance of basic knowledge of the street social work; modern theories of related sciences; technologies and methods of social work; ethics and legal framework of social work. They do not always quickly apply their knowledge in practice, transfer it from one situation of the street social work to another; establish contacts and exchange information with clients of the street social work, colleagues, interdisciplinary groups, authority, which leads to individual mistakes in the process of performing professional functions. They are not always able to select appropriate technologies and methods of a social work in accordance with the category of clients and their cases; they have difficulties in managing several cases of different clients of the street social work simultaneously. The collection and analysis of information necessary for a full assessment of a client's situation, the development of an individual plan of client assistance and the establishment of a social diagnosis are not always systematic, taking into account the calculation of the risk of recurrence. The skills of future social workers with an average level of development of functional competence on the street social work correspond to the norms of official duties, but their manifestation usually depends on the complexity of the client's problem. Their personal and professionally important qualities are not always stable and active.

The low level of functional competence of students is characterized by the lack of awareness of the importance of basic knowledge of the street social work. They are not able to quickly apply their knowledge in practice, transfer them from one situation of the street social work to others, do not always adhere to moral standards, ethics and the legal framework of a social work. They do not know how to select technologies and methods of a social work, they do not always cooperate with various specialists to solve the problems of clients of the street social work. Usually they do not evaluate the achieved results and do not correct further work with the client; do not have the skills of psychological consultation. Therefore, their skills do not always correspond to the norms of official duties, and their manifestation depends primarily on the complexity of the client's problem. Professionally important qualities of future social workers, whose functional competence on the street social work has a low level of development, are usually inactive and are unstable: when

rendering assistance to the client, they may be not polite, emotionally unbalanced, and not observant, irresponsible.

Diagnosing the levels of formation of functional competence of future social workers on the street social work was carried out according to a specially developed methodology, which allowed revealing the manifestation of indicators of each of these criteria separately and the functional competence as a whole. Thus, to diagnose the knowledge and skills provided by the functional competence of future social workers for the street social work, an appropriate test was developed, containing four blocks, each of which corresponded to a specific competence of students: technological, interdisciplinary, interactive and success competence. Each informative block contained a case (a situational task) aimed at the development of an action program in accordance with the situation. A number of approved methods were used to diagnose professionally important and personal qualities provided by the functional competence of future social workers on the street social work, such as : “Diagnostics of interpersonal relations” (T. Liri, G. Leforge, R. Sazek), “16 RF - ”(R. Cattell questionnaire),“ Estimation of the level of sociability ”(V. Ryakhovsky),“ Diagnostics of the orientation of the personality of B. Bass ”(V. Smekal, M. Kucher).

Application of the mathematical apparatus allowed us to reveal the general level of formation of the functional competence of future social workers on the street social work with known levels of formation of individual indicators. Thus, at the final stage of the experiment, a sufficient level of functional competence of the street social work was detected in 7 (2.5%) future social workers, the average - in 64 (22.86%), and low - in 209 (74.64%).

For the implementation of the pedagogical experiment, we conducted a distribution of students in the experimental and control groups. Students of each HEIs - base experiment (Odessa National Polytechnic University, National University “Lviv Polytechnic”, Chernivtsi National University named after Yuri Fedkovich), who attended the optional special course “The street social work: theory and practice”, were classified as experimental, and all the rest became the members of the control group. So, the experimental group included 142 people, the control group included 138 people (the total number of students participating in the experiment was 280 people).

Statistical analysis of the results of diagnostics using the Wilcoxon-Mann-Whitney criterion showed that the students of the CG and the EG lack a statistically significant difference in the formation of the functional competence of the street social work in the ascertaining stage of the experiment.

3. The essence of the pedagogical experiment on the formation of the functional competence of future social workers on the street social work. The realization of the pedagogical experiment included the implementation of special pedagogical conditions into the process of training future social workers. *We regard the pedagogical conditions for the formation of functional competence of future social workers on the street social work as a*

combination of external and internal circumstances, the introduction of which into the process of training future social workers ensures the effective formation of their knowledge and skills necessary for performing the functions of the street social work.

The pedagogical conditions for the formation of the functional competence of forthcoming social workers in the street social work in the investigation were the following : facilitation support for the professional training of students for the street social work; organization of professional training of students for the street social work on the basis of interaction; the acquisition of practical experience of the street social work by students; motivating students to carry out the street social work based on ethical principles.

The introduction of these pedagogical conditions was carried out gradually. Thus, *the theoretical and methodological stage* of the formation of the functional competence of forthcoming social workers for the street social work was aimed at acquiring by students knowledge of a social work as a professional activity, the essence and specifics of the street social work and its clients, the function of the street social work, etc. The theoretical knowledge acquired by students at this stage became the foundation for their mastering the skills necessary for successful solvation of the problems of the street social work clients. This stage included the implementation of such pedagogical conditions as: facilitation support of students training for the street social work, organization of students professional training for the street social work based on interaction and motivation of students to carry out the street social work on ethical principles. At this stage, the formation of technological competence of forthcoming social workers took place , namely: knowledge of the ethics of a social work, the theory and practice of a social work in general and the street social work in particular, their technologies and methods; skills to select appropriate technologies and methods of a social work in accordance with the categories of clients and their situations, as well as such qualities as the desire to help, unselfishness, morality and responsibility.

The theoretical and practical stage of the formation of the functional competence of forthcoming social workers on a the street social work included a detailed study by students of certain theoretical positions of the street social work and modern related sciences, since the social worker needs to cooperate with various specialists (psychologists, police, lawyers , employees of various funds, medical workers, remedial teachers ,disability specialists, , representatives of public organizations, volunteers, etc.), as well as the formation of their practical skills of the street social work. So, at this stage, students received practical skills in applying their knowledge of the street social work. This stage was characterized by the implementation of the following pedagogical conditions, such as: acquisition of practical experience of the street social work and motivating students to carry out the street social work on ethical principles. At this stage, the formation of the interdisciplinary competence of forthcoming social workers took place, namely: knowledge of the basics of general, social, age, legal psychology and socio-psychological and socio-pedagogical diagnosis; skills to take into account the peculiarities of cognitive processes, mental states and

properties of the human psyche and to analyze the patterns of their behavior and activities; such qualities as emotional balance, endurance, observation, and the like.

The professional-communicative stage of the formation of the functional competence of forthcoming social workers for the street social work was intended to teach students to apply the knowledge and skills obtained at the previous stages in the process of direct communication and the exchange of necessary information, since social workers should establish contacts with clients and colleagues, act even in the case of a lack of agreement, coordinate the goals and tasks of the street social work, resolve conflicts constructively, to conduct promotional activities, etc. So, at this stage, there was the consolidation of acquired knowledge of the street social work, the skills and abilities of its conduct, as well as the development of personal and professionally important qualities necessary for this. This phase included the implementation of such pedagogical conditions as: facilitating support for students professional training to perform the functions of the street social work, motivating students to carry out the street social work on ethical principles, and organizing students professional training for the street social work on the basis of interaction. At this stage, the formation of interactive competence of further social workers took place, in particular: knowledge of the basics of constructive communication, techniques of verbal and non-verbal communication, theoretical foundations of supervision, rules of teamwork; interpersonal skills with clients and colleagues, as well as such qualities as interpersonal skills, visual appeal, distribution and switching attention.

The functional stage of the formation of the functional competence of future social workers for the street social work was due to the acquisition by students of the skills of obtaining new knowledge, the use of technologies, methods and experience of the social work in general and the street social work in particular, as well as planning their professional development and self-control in their professional activities. This stage envisaged the implementation of such pedagogical conditions as: facilitation support for the training of students to perform the functions of the street social work, motivating students to carry out the street social work on ethical principles and gaining practical experience of the street social work. At this stage, the formation of the competence of success occurred, namely: knowledge of their strengths and weaknesses, the basics of management and self-management, characteristics of the image of a social worker; skills to set personal goals, independently and responsibly make decisions on solving professional problems, as well as such qualities as dedication, perseverance, efficiency, creative approach to the performance of functional duties.

Such a sequence of stages in the formation of the functional competence of future social workers in the street social work was due to the multifunctional professional activity of the street social worker, which requires appropriate professional knowledge, skills, habits and important personal qualities necessary for the successful implementation of the functions of the street social work in the area of responsibility.

Note that each of these specified stages was forwarded primarily to the formation of students relevant competence (technological, interactive, interdisciplinary, success competence, etc.), but cannot be considered separately from other stages, just as cannot be considered separately other structural components of the functional competence of students for the street social work.

As you can see, each previous stage of the formation of functional competence of future social workers on the street social work provided the possibility of moving to the next stage, provided for the implementation of certain pedagogical conditions and was associated with specific competences related to the structure of the investigated competence.

The implementation of the pedagogical conditions for the formation of the functional competence of future social workers in the street social work was carried out by introducing into the process of professional training of future social workers a special specifically tailored course “The street social work: theory and practice” (provided for 4 credits of study time). The basic tasks of the special course were the following: to highlight the theoretical foundations of the street social work in Ukraine and abroad; to reveal the essence and specifics of the street social work; to determine the functions of a social worker when working on the street; to familiarize students with the basic methods, forms, technologies and techniques of the street social work; to develop a submission of the holistic image of a street social worker, his functional competence; to acquaint students with social organizations with which street social workers cooperate.

As a result of studying the special course, students received:

- *the knowledge* of the theory and practice of the street social work, in particular its technologies and methods; specificities of assistance for clients of the street social work; knowledge of the image of the street social worker and the like.

- *the ability* to comply with the ethical norms of social work in the process of performing professional functions; to select appropriate technologies and methods of the street social work in accordance with the category of clients and their situations; to collect and analyze information to fully appreciate the situation of the client, to develop an individual plan for helping the client, to evaluate the results achieved and correct further work with the client; to keep working records, prepare reports, letters; to comply with legislation, regulations and agreements that define the general requirements for social work; to work under the supervision of a manager or a more experienced colleague; to cooperate with colleagues, interdisciplinary groups using appropriate professional terminology, power; to possess a consulting technology for solving various social and psychological problems of clients and the like.

In addition, the special course “The Street Social Work: Theory and Practice” was aimed at developing among students such *qualities* as: kindness, love for people, desire to help, responsiveness, a feeling of empathy and mercy, selflessness, honesty, decency, morality, responsibility; communication, politeness; visual appeal; distribution and

switching of attention, its concentration; emotional balance, endurance, attentiveness, observation, perception, optimism; responsibility, dedication, perseverance, efficiency, ability to learn, a creative approach to performing functional duties.

Lectures on the special course were conducted using such traditional types of lectures as introductory (on the topic: "Genesis and Development of the Street Social Work"), informational (on the topics: "Methodology of the Street Social Work", "Functional Aspect of the Street Social Work", "Sociological Methods of the Street Social Work", "Socio-Pedagogical Methods of the Street Social Work") and concluding (on the topic: "Socio-Pedagogical and Socio-Psychological Support for Clients of the Street Social Work"), and also nontraditional - binary (on the topics "Peculiarities of the Street Social Work in the Sphere of Healthcare, Education and Culture", "Models of Social Protection of the Population in the Context of the Street Social Work"), problematic (on the topics: "Social and Psychological Methods of the Street Social Work", "Social and Legal Activities of a Street Social Worker", "Individual Street Social Work", "Principles and Norms of the Street Social Work"), lectures and conferences (on the topics: "Clients of the Street Social Work", "Individual Street Social work"), and others.

At lectures and practical parts of the special course, such teaching methods as Case-Study, business games ("Organization of training for the street social work", "6 hats", etc.), training exercises ("Active Listening", "I-Messages " etc.) and motivational exercises ("Guide to Others", "Image of the Street Social Worker ", "Three Qualities", "Intelligent Protection", etc.) were widely used. Thus, the use of Case-Study, allowed to teach students to handle with the unique and atypical situations inherent in real street social work, to develop decision-making skills in them. Business games included the interaction and communication of students among themselves as part of the implementation of defined roles and were aimed to develop their ability to interact. The training exercises were aimed at: support and creation of group dynamics; mutual support and feedback - the expression and understanding of feelings in the process of communication, interpersonal positions in communication; normative and value development of the group; active listening and I-Message; joint decision making; persuasive behavior, the development of students' skills of their position argumentation and the like. Motivational exercises increased the self-esteem of future social workers, stimulated their work on themselves, prompted them to achieve professional success.

Independent work on the special course included various creative tasks: compilation of a brief vocabulary- directory for the street social workers; preparing a discussion on a defined topic; preparation and holding on social events, students' scientific conferences; conducting a questionnaire or survey; making reference notes on the topic; conducting scientific observation; preparation and holding on mini-lectures; drawing up a list of documents regulating the activities of a street social worker, etc.

The results of diagnosis at the final stage of the experiment showed positive changes in the formation of the inspected competence of students who participated in the formative experiment. Statistical processing of the obtained quantitative results of the assessment of the levels of formation of the researched functional competence showed their statistical significance. A comparative analysis of the levels of development of the functional competence of future social workers in the street social work in the experimental and control groups at the ascertain and control stages of the experiment is presented in Table. 1.

Table. 1

A comparative analysis of the levels of development of the functional competence of future social workers in the street social work in the experimental and control groups at the ascertain and control stages of the experiment (in %) .

<i>Levels of functional competence</i>	Experimental group		Control group	
	Ascertaining snapshot	Final snapshot	Ascertaining snapshot	Final snapshot
<i>Sufficient</i>	2,82	46,48	2,18	8,70
<i>Average</i>	23,24	44,37	22,46	26,81
<i>Low</i>	73,94	9,15	75,36	64,49

The results showed a significant increase in the number of students with sufficient and average levels of formation of functional competence of the street social work in the experimental group as compared to the control. The dynamics of the level of formation of the functional competence of future social workers on the street social work in the experimental group for a sufficient level is + 43.66%; for an average level is + 21.13%; for a low level is -64.79%.

The number of future social workers increased in the experimental group . This fact shows that they have got deep and solid knowledge on the street social work, modern theories of related sciences, technologies and methods of social work, its ethics and legal framework; the ability to apply acquired knowledge in accordance with the category of clients and their situation. Their personal and professionally important qualities are manifested stably and actively, that contributes to the successful performance of the functions of the street social work. Similar positive changes were not recorded in the control group . The dynamics of the high level of development of the functional competence of future social workers for the street social work amounted to + 6.52%; the average level to + 4.35% and the low level to -10.87%.

To clarify the differences between the indicators in the experimental and control groups on the levels of formation of the functional competence of future social workers for the street social work, the Wilcoxon-Mann-Whitney test was used. At the ascertaining stage of the experiment, a statistical analysis of the results of diagnostics (with the application of this criterion) showed that the students in the experimental and control groups did not have a statistically significant difference in its formation.

Statistical processing of the received quantitative results of the assessment of the level of formation of functional competence of students in the street social work after the formative experiment showed the statistical significance of positive changes in its formation among students of the the experimental groups. The results showed the effectiveness of pedagogical conditions and the achievement of the goal of a pedagogical experiment.

Conclusions.

The pedagogical experiment on the formation of functional social competence in the street social work for future social workers was carried out within the framework of the research work of the Department of Psychology and Social Work of Odessa National Polytechnic University "Theoretical and methodological foundations of professional training of future social workers at the HEI" (№ 0113U001461).

The theoretical basis of the conducted pedagogical experiment was the definition of such core research concepts as: "the street social work", "a street social worker", "a client of the street social work", "functional competence of the future social worker on the street social work", "pedagogical conditions of formation in future social workers of the functional competence of the street social work". The development of the criterion apparatus, the appropriate methodology of diagnosing the levels of formation of the functional competence of students for the street social work, made it possible to identify the state of their professional training for such work at the beginning and in the end of the pedagogical experiment. The practical implementation of the pedagogical conditions for the formation of functional competence of students on the street social work took place in the framework of a specially designed special course "Social Work: Theory and Practice" using the latest teaching methods for future social workers. Diagnostics at the final stage of the experiment showed that the number of students with a sufficient level of functional competence on the street social work in the experimental group increased from 2.82% to 46.48%; in the control group, from 2.18% to 8.70%, and that confirmed the effectiveness of the imposed pedagogical conditions.

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