

Professional Training of Future Social Workers and Its Efficiency

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Abstract: The initiated research is aimed at solving the problem of increasing the effectiveness of future social workers' training. The research hypothesis is based on the fact that the effectiveness increase of such training at higher educational institutions by introducing certain pedagogical conditions can be predicted by means of their expert evaluation on the content blocks. The content blocks in the research include the circumstances that: affect the development of the motivational-value sphere of the personality of the future specialist; provide integrative character of professional training of future specialists; reflect the content of the teaching material, methods and technologies of its teaching, the means of interaction of the teacher with the students; provide practical orientation of professional training of future specialists; influence on obtaining experience of future professional activity; aimed at ensuring the self-education of future specialists and the development of their personal and professional qualities; are related to the creation of a special educational environment, monitoring the results of professional training of future specialists, taking into account the individual properties of students during the process of training, etc. Thirty-five experts from different organizations of Ukraine involved in the training of future specialists in the specialty "Social Work" took part in the expert assessment. The practical significance of the conducted research is that the received forecast on the effectiveness of the pedagogical conditions for their content blocks can be taken into account in further pedagogical experiments aimed at solving the problem of increasing the effectiveness of the training of future social workers.

Keywords: *social worker; professional training; effectiveness of professional training; pedagogical conditions; expert evaluation.*

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1. Introduction

Ensuring the effectiveness and quality of the professional training of future specialists is one of the most important problems of modern professional education, on which practitioners work continuously. If efficiency is a quantitative measure of achieving the goal of vocational training, taking into account the costs incurred for that, then quality is an effective indicator of the effectiveness of such training, which indicates that educational services meet the requirements of educational standards and the market of educational services. Since the effectiveness of the professional training of a future specialist is characterized by the ratio of the result of this specialist to the cost of his professional training, the assessment of effectiveness involves its correlation with the total costs laid in the process of preparation: material (for the training and material base and service staff), psycho-physiological (teacher and student), time (for educational activities), etc. Increasing the effectiveness of the internal, potential certainty of the process of professional training of specialists in higher education, turns into its external certainty – the quality of training. It is the increase in the efficiency of professional training of specialists that allows you to cross that "imaginary" line between the ability to acquire the necessary professional knowledge, skills, qualities and the ability to apply them in practical professional activity during this training.

Consequently, the relevance of the initiated study is conditioned by the need to predict the effectiveness of the future specialists' training, which will allow optimally utilizing the resources of higher educational institutions, which are necessary for their provision.

The definition of such a forecast in the aspect of the future social workers' training implies, on the one hand, the definition of the essence of its key categories, such as "professional training", "the effectiveness of professional training", "pedagogical conditions of professional training" for a common understanding by respondents, and on the other hand, – conducting empirical research and analysis of its results.

1.1. The aim and hypothesis of the research

Therefore, *the aim of the research* is theoretical generalization of pedagogical conditions for the training of future social workers at higher educational institutions for content blocks and experimental verification of their effectiveness.

The *hypothesis of the research* is based on the assumption that the increase of the effectiveness of the future social workers' training at higher educational institutions by introducing certain pedagogical conditions can be predicted by means of their expert assessment on the content blocks.

The initiated research will be based on the following working interpretations of its key categories.

Professional training of future social workers is considered as a purposeful process of knowledge, skills, skills, qualities and practical experience formation necessary for the successful resolution of the social work tasks as a future professional activity.

The training efficiency of future social workers is interpreted as the degree to which the results achieved by them correspond to the intended goals of training, that is, how the degree of correspondence of the students' acquired knowledge, skills, skills, personal and professional qualities with the requirements of social work, as well as available resources (material, psycho-physiological, temporal), having a high school to provide them.

Scientists (Caras, 2014, Chateaneuf, 2016, Frunza, 2018, Marc, 2014, O'Donoghue, 2018, Sandu, 2018, Unguru, 2017) have proven that knowledge of the requirements of professional activity in the social sphere is a prerequisite for the effectiveness professional training of future social workers, which, in turn, is the key to the effectiveness of their further professional activities in the profession.

One of the common means of increasing the professional training efficiency of specialists in any field is the introduction of certain pedagogical conditions, that is, the creation of a variety of (external and internal) circumstances that are aimed at achieving the set didactic goals in the most optimal way, deliberately created by a teacher and positively affect the intellectual, physical, moral and professional development of future professionals. The external circumstances include: the content of the educational process and the objectivity of its evaluation; methods and pedagogical learning technologies; positive relationship between a teacher and a student; place of study, premises, climate, etc. Internal circumstances are characterized by the individual properties of the student, his interests, needs, motives, value orientations, abilities, experience, skills, skills, degree of activity, character, temperament, etc.

Thus, the pedagogical conditions that ensure the effectiveness of the professional training of future social workers at higher educational institutions are considered as a specially created set of interdependent and mutually conditioned circumstances, the introduction of which in the process of professional training of future social workers contributes to the

development of their personal and professional qualities, the formation of knowledge, and the skills needed to successfully perform the functions of social work as a professional activity.

2. Review of literature

Analysis of the pedagogical conditions used by domestic scientists to improve the efficiency of future social workers' training (Baraniuk, 2016, Bodnaruk, 2015, Voloshenko, 2016, Godlevska 2007, Danko, 2015, Ditkovska, 2013, Kolodiychuk, 2017, Mekchun, 2015; Savitskaya, 2015; Melnichuk, 2011), social pedagogues (Vitsukayeva, 2012; Mal'kova, 2006; Falinskaya, 2006; Spirna, 2009; Yaroshko, 2011) in various aspects of it allow us to generalize and systematize them according to the following content blocks:

2.1 Generalization and systematization of pedagogical conditions for content blocks

I. *Circumstances affecting the development of the motivation and value sphere of the personality of the future social worker:* the formation of a stable motivation to identify their own position in future professional activities (Viszukaeva, 2012); the formation of positive motivation and the needs of students to use ICT (Ditkovska, 2013); professional motivation as a process of formation of value orientations of students (Melnichuk, 2011); the transformation of training motives in a professional (Kolodiychuk, 2017); providing motivational and value attitude of students to prevention and correction work with adolescents of deviant behavior (Voloshenko, 2016); creating a positive motivation for students to master professional communication through the use of active teaching methods (Baraniuk, 2016); provision of professional motivation for future social workers to identify and achieve microactivity in the learning process (Bodnaruk, 2015);

II. *Circumstances that provide the integrative character of the professional training of future social workers:* the establishment of interdisciplinary connections between disciplines of vocational-oriented training; provision of integrative knowledge, skills and abilities of realization of subjectivity in professional activity (Vytsukaieva, 2012); integration of knowledge about the essence of prevention and correction work with adolescents of deviant behavior (Voloshenko, 2016); ensuring the integrity, continuity, variability and integrity of the training of specialists in shaping their professional culture (Spirina, 2009); providing an interdisciplinary approach integrating pedagogical, psychological, sociological and medical-biological aspects of the

interaction of students with deviant adolescents (Malkov, 2006); introduction of an integrative approach, in which certain principles, forms and methods of classroom and non-auditing educational activities interact in the process of vocational training (Yaroshko, 2011);

III. *Circumstances reflecting the contents of the educational material, methods and technologies of its teaching, means of interaction between the teacher and the students:* the use of contextual learning and acmeological support of students during the practice in the educational process; conformity of the content and structure of the preparation of future social workers to the requirements of the modern information society; the optimal combination of traditional and innovative learning technologies (Ditkovska, 2013); use of a personal approach as the basic value orientation that determines the strategy of interaction between a teacher and a student; implementation of methods and technologies for the formation of professional communicative competence that meet the requirements of the future specialty and modern approaches to the professional training of specialists (Godlevska, 2007); integration and enrichment of the content of professionally oriented disciplines in the aspect of preparation for work with children with disabilities (Kolodiychuk, 2017); introduction into the process of training future social workers of situational and practical training on the implementation of prevention and correction work with adolescents in deviant behavior (Voloshenko, 2016); orientation of the content of vocational training to the formation of a complex of knowledge on the professional and communicative activities of future specialists in social work (Baraniuk, 2016); the assimilation by future social pedagogues a combination of psychological and pedagogical knowledge, values and formation of pedagogical skills and skills corresponding to qualification requirements; introduction of pedagogical technology for the formation of professional culture; using methods of active and interactive learning as a means of forming indicators of professional culture (Spirina, 2009); a combination of innovative and traditional methods as part of acmeological technologies in the training of future social workers to increase the level of readiness to apply acquired knowledge in the work; expanding the range of professional skills and skills of future social workers as a personal high on the path to professional development (Bodnaruk, 2015); creation of praxeologically oriented educational tasks for rational use of optimal technologies of social work in terms of their performance, success, and integrity (Savitskaya, 2015); deepening of theoretical knowledge, practical skills and skills of preventive and correctional work with pedagogically abandoned adolescents through various forms of educational process and non-auditing activities (Yaroshko, 2011).

IV. *The circumstances that provide practical orientation for the training of future social workers:* professional orientation of students for medical and social work (Danko, 2015); provision of a practical orientation of the professional training of students to work with children with disabilities (Kolodiychuk, 2017); organization of a unified continuous practical training; coordination of practical training according to the higher educational institutions scheme – the institution of social and socio-pedagogical sphere; establishment of business contacts of practice organizers with social workers; formation of the supervisory body (Falinskaya, 2006); the expansion of the practical-cognitive component of vocational training (Savitskaya, 2015); increasing the proportion of practical orientation of training sessions (Yaroshko, 2011).

V. *The circumstances affecting the experience of social work as a future professional activity:* conducting practical classes and organization of practice in medical and social institutions and services (Danko, 2015); actualization of personal and professional experience of working with children with limited health opportunities (Kolodiychuk, 2017); involvement of students in prevention and correction work with adolescents in deviant behavior in situations of real professional activity (Voloshenko, 2016); the acquisition of students' experience in professional communication activities through participation in various types of practice and extra-curricular work (Baraniuk, 2016); involvement of students in volunteering activities (Falinskaya, 2006; Yaroshko, 2011); providing direct practical work with pedagogically abandoned adolescents (Yaroshko, 2011).

VI. *The circumstances aimed at ensuring the self-education of future social workers:* using the potential of professionally oriented disciplines in non-teaching activities (Danko, 2015); organization of student self-education activities (Melnichuk, 2011); organization of self-educational educational-cognitive activity of the future social worker in the context of implementation of his program of self-development (Bodnaruk, 2015); directing students' self-education activities to optimize the use of social work technologies in the process of solving praxeologically oriented tasks (Savitskaya, 2015);

VII. *The circumstances aimed at the development in the process of professional training of personal and professional qualities of future social workers:* mastering by future specialists a tolerant style of communication as the basis for effective interaction with adolescents in deviant behavior (Malkova, 2006); formation of the professional identity of future social workers, their professional responsibility, etc. (Melnichuk, 2011).

VIII. *The circumstances related to the creation of a special educational environment:* the creation of an informational and educational environment in

the ZOO for the provision of comprehensive information support (Ditkovska, 2013); Creation of professionally-praxeologically oriented environment for the development of positive motivation of students for social work (Savitskaya, 2015);

IX. *The circumstances related to the monitoring of the results of the training of future social workers:* the choice of forms of control, ensuring its periodicity, taking into account the results of control to correct the educational process (Mekshun, 2015); monitoring indicators of the professional culture of future social educators and the direction of the educational process for their further development (Spirina, 2009).

X. *Circumstances related to taking into account in the process of professional preparation of individual properties of students:* taking into account the level of general training of students and their ability to study, cognitive activity, professional knowledge, professional skills and skills; taking into account personal characteristics of students, their ability to work, etc. (Mekshun, 2015).

Based on the characteristics of external and internal circumstances that determine the pedagogical conditions for increasing the efficiency of the professional training of future social workers, it can be stated that the content blocks I – IX cover external circumstances while the block X is related to internal ones. Such an imbalance between the external and internal circumstances that they introduce in the process of training future social workers by modern scholars of practice can be explained by the fact that the procedure for studying the individual properties of students related to their interests, needs, motives, value orientations, abilities, experience, skills, skills, degree of activity, character, temperament and other characteristics are rather tedious, although necessarily conducted during pedagogical experiments for the positive dynamics of the results of such training. On the other hand, taking into account the results obtained for the correction of the educational process is usually complicated by the large number of students and it is impossible to ensure an individual approach to each of them in the process of training.

3. Methods

To predict the efficiency of each of the isolated content blocks – the pedagogical conditions for the training of future social workers, – their expert assessment was conducted – a multi-year procedure involving the processing of experts' opinions by professionals in a particular industry (Korneshchuk, 2010).

Five experts from the Department of Pedagogy and Social Work of Yuriy Fedkovych Chernivtsi National University, 15 teachers of the Department of Social Work and Social Pedagogy of the Khmelnytskyi National University, 6 teachers of the Department of Social Work of Pavlo Tychyna Uman State Pedagogical University, 9 teachers of the Department of Psychology and Social work of Odessa National Polytechnic University. In total 35 experts were involved, among them: 5 doctors of sciences; 26 candidates of sciences; 4 teachers without a degree. All faculty-experts are directly involved in the training of future specialists in the specialty "Social Work" and have experience in pedagogical activities from 3 to 35 years.

The experts were asked to evaluate the effectiveness of the above-mentioned content blocks, expressing the pedagogical conditions for future social workers' training, according a 10-point scale from 1 (the least significant) to 10 (most significant) points.

In accordance with the scientific degree, a group of experts was divided into three subgroups. The first subgroup was assigned to the Doctors of Sciences; the second one – to the Candidates of Sciences (PhDs); the third one – to the teachers without a degree. Each expert from the first subgroup received 3 points, from the second group – 2 points and from the third one – 1 point.

According to the experience of pedagogical activity on professional training of specialists in social work at higher educational institutions, the group of experts was also divided into three subgroups. The first subgroup included experts with experience over 20 years; the second group – from 10 to 20 years; the third one – up to 10 years. Each expert from the first subgroup was assigned 3 points, the second group – 2 points and the third one – 1 point. The total number of points, depending on the scientific degree and the experience of pedagogical activity in the professional training of specialists in social work at higher educational institutions, was 136.

Subsequently, the scores for each expert were calculated separately, which allowed them to calculate the coefficients of competence.

4. The results of the research and their interpretation

A questionnaire of experts aimed at revealing their thoughts on the efficiency of the proposed pedagogical conditions for the professional training of future social workers has led to the rounding of the relevant units. Here are the results of calculations of the total number of points assigned to each of the blocks of pedagogical conditions (Table 1):

Table 1. Total number of points by blocks of pedagogical conditions

Pedagogical conditions (by content blocks)		Scores
I	circumstances influencing the development of the motivational-value sphere of the personality of the future social worker	6,497
II	circumstances that ensure the integrative nature of the training of future social workers	5,878
III	circumstances that reflect the content of the teaching material, methods and technologies of its teaching, the means of interaction of the teacher with the students	7,916
IV	circumstances that provide a practical orientation for the training of future social workers	7,275
V	circumstances influencing the experience of social work as a future professional activity	5,965
VI	circumstances aimed at ensuring the self-education of future social workers	4,672
VII	circumstances, aimed at development in the process of professional training of personal and professional qualities of future social workers	6,886
VIII	circumstances associated with the creation of a special educational environment	3,831
IX	circumstances related to monitoring the results of the training of future social workers	2,613
X	circumstances related to the taking into account in the process of professional training of individual properties of students	3,788

Thus, the degree of efficiency of the pedagogical conditions were arranged in the following way: circumstances reflecting the content of the educational material, methods and technologies of its teaching, the means of interaction between the teacher and the students (a total score of 7,916); circumstances that provide a practical orientation for the training of future social workers (total score 7,275); circumstances, aimed at developing in the process of professional training personal and professional qualities of future social workers (total score 6,886); circumstances influencing the development of the motivational-value sphere of the personality of the future social worker (total score 6,497); circumstances influencing the experience of social work as a future professional activity (total score 5.965); circumstances providing integrative character of the training of future social

workers (total score 5,878); circumstances aimed at ensuring the self-education of future social workers (a total of 4,672); circumstances related to the creation of a special educational environment (total score 3,831); circumstances related to taking into account in the process of professional preparation of individual properties of students (total score 3,788); circumstances related to monitoring the results of the training of future social workers (total score 2,613).

The coefficient values are given in Table 2.

Table 2. Results of expert evaluation of pedagogical conditions efficiency of future social workers' training

Pedagogical conditions (by content blocks)	Value coefficient
circumstances that reflect the content of the teaching material, methods and technologies of its teaching, the means of interaction of the teacher with the students	0,143
circumstances that provide a practical orientation for the training of future social workers	0,132
circumstances, aimed at development in the process of professional training of personal and professional qualities of future social workers	0,124
circumstances influencing the development of the motivational-value sphere of the personality of the future social worker	0,117
circumstances influencing the experience of social work as a future professional activity	0,108
circumstances that ensure the integrative nature of the training of future social workers	0,106
circumstances aimed at ensuring the self-education of future social workers	0,084
circumstances associated with the creation of a special educational environment	0,069
circumstances related to the taking into account in the process of professional training of individual properties of students	0,068
circumstances related to monitoring the results of the training of future social workers	0,047

The obtained results allow choosing to improve the effectiveness of the training of future social workers those pedagogical conditions (in terms of content blocks) that have the greatest impact on its efficiency, which is

their practical significance for practicing teachers. Unfortunately, in the analyzed works (Baraniuk, 2016; Bodnaruk, 2015; Vitsukaieva, 2012; Voloshenko, 2016; Godlevska 2007; Danko 2015; Ditkovska 2013; Koloidichuk 2017; Malkov 2006; Mekshun 2015; Melnichuk 2011; Pershko, 2011; Savitskaya, 2015; Spirina, 2009; Falinskaya, 2006; Yaroshko, 2011) the researchers did not aim to evaluate and compare the pedagogical conditions proposed by them. Moreover, this is not always possible, since all pedagogical conditions are usually implemented in pedagogical experiments in a complex, parallel to each other and have a complementary character. The research was conducted in which the pedagogical conditions aimed at increasing the effectiveness of the professional training of future social workers were analyzed in terms of content blocks, which allowed to obtain reliable results of the ranking, since experienced assessors who were familiar with the specifics of social work as professional activities, requirements that puts forward social work for such specialists, as well as the peculiarities of their professional training at higher educational institutions.

5. Conclusions

The conducted research allowed to present the author's own view on understanding of such pedagogical categories as "professional training of future social workers", "effectiveness of professional training of future social workers", "pedagogical conditions of professional training of future social workers"; generalize the pedagogical conditions that scientists introduce to improve the training of future social workers, in terms of content blocks; to conduct expert evaluation, which allowed to rank the pedagogical conditions (in terms of content blocks) on the degree of their effectiveness; get a reliable forecast that can be used in further pedagogical experiments aimed at increasing the professional training of social work specialists.

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