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DETERMINATION OF THE BASIC ELEMENTS OF THE MODEL FOR FORMING THE FUTURE SOCIAL WORKERS' READINESS TO WORK WITH SOCIALLY EXCLUDED YOUTH

PODSTAWOWE, WZORCOWE ELEMENTY FOMOWANIA PRZYSZŁYCH PRACOWNIKÓW SPOŁECZNYCH DO PRACY Z MŁODZIEŻĄ WYKLUCZONĄ SPOŁECZNIE

Streszczenie: Przedmiotem badań jest określenie głównych elementów modelu kształtowania przygotowania zawodowego przyszłych pracowników socjalnych do pracy z młodzieżą wykluczoną społecznie. Modelowanie jest traktowane jako proces krok po kroku, którego głównymi elementami są: cel, metodologia, organizacyjno-semantyczne i efektywne. Badanie polega na opracowaniu i opisanie elementów modelu mającego na celu ukształtowanie świadomej postawy przyszłych pracowników socjalnych, podniesienie komponentu motywacyjnego, a także wzbogacenie teoretycznego i praktycznego doświadczenia wybranej specjalności.

Słowa kluczowe: model szkolenia, gotowość przyszłych pracowników socjalnych, młodzież wykluczona społecznie, komponenty modelu.

Abstract: The subject of the research is to determine the main elements of the model for forming the professional training of future social workers to work with socially excluded youth. Modeling is considered as a step-by-step process, the main components of which are: goal-oriented, methodological, organizational-substantive and resultative. The study consists of the development and description of elements of the model, which is aimed at development of a conscious attitude of future social workers, increasing the motivational component, and also provides for the enrichment of the theoretical and practical experience of the chosen specialty.

Keywords: training model, future social workers' readiness, socially excluded youth, model components.

Introduction

Modern Ukraine is undergoing societal, economic and political changes. This stipulates a rapid growth of socially unprotected segments of the population, requiring a significant number of highly qualified specialists. The social stability of society requires from future social workers not only a high level of knowledge and practical experience, but also an awareness of the importance of professional activity, motivation and interest for self-development.

Problems of future social workers' readiness are constantly in the sphere of scientists' attention. However, the analysis of theoretical and practical researches indicates the absence of integral scientific works on the problem of preparing future social workers to work with socially excluded youth.

The purpose of the article is:

1. to develop a model for forming the future social workers' readiness to work with socially excluded youth;
2. to characterize the main elements of the model for forming future social workers' readiness to work with socially excluded youth.

Substantiation of the model of future social workers' readiness to work with socially excluded youth

The multi-faceted nature of the social workers' activities puts forward a number of requirements for their professional readiness, knowledge, formation of the work content. Therefore, the main goal of modern education becomes training of specialists who, firstly, have integrated knowledge in the sphere of social work, which allow them to study and solve comprehensive problems of people and society; secondly, who command the research logic, methods of forecasting in formation of social processes and are apt to develop their own activity models; thirdly, who know how to choose and apply adequate technologies in the process of providing social assistance. Readiness to work is a necessary component of the professionalism of modern specialists.

Let us note that the concept of "a model" comes from French «modele» and from Latin «modulus», meaning a measure, a sample, a norm, due to which there is a rather multi-faceted interpretation of it [Ozhegov: 1998]. Defining this concept, some scientists focus on its structural characteristic, considering the subordination and functional significance of elements, others emphasize the integrity and system organization of its components.

According to S. Perova, the model is applied in cases when, for some reason, it is difficult or impossible to study the original in natural conditions, when it is necessary to facilitate the process of a particular object researching. It is necessary for optimal simplification of structural and logical relationships of the object, elimination of random and unessential elements. In the study, the model performs the functions of a schematic representation of the phenomenon, is the result of an abstract generalization of practical experience, the correlation of theoretical ideas about the object and empirical knowledge about it [Perova: 2010]. K. Gnezdilova and S. Kasyarum note that at the researching of pedagogical processes the creating a model is the best method that gives certain information about the processes occurring in the so-called «living systems» [Gnezdilova, Kasyarum: 2011].

Analyzing the scientific literature [Kremen: 2008] and [Martynenko, Khoruzha: 2002], we can allot the requirements that need to be taken into account in order to develop a model of future social workers' readiness to work with socially excluded youth:

1. The model shall be based on conceptual principles ensuring effective functioning;
2. The model shall reproduce all the features of the system;
3. The model reflects the process integrity and the interrelationship of the basic functions of the system;
4. The model shall be manageable and correspond to the real properties of the structural elements of the modeled system;
5. The model shall be effective and reproducible, subject to its systemic implementation and experimental verification.

When developing the model for training future social workers to work with socially excluded youth, it is necessary to take into account approaches of general scientific and methodological nature, since in their entirety they set the specifics of the systemic organization of the didactic process, including its components (goal, objective, principles, content, forms, methods, means, implementation conditions), as well as worldview categories of subjects of pedagogical interaction.

Designing of the model for professional training of social workers to the work with socially excluded youth is based on the theory of system approach and system analysis and provides for the determination of internal components taking into account the didactic principles of its functioning, the revealing the relationships between the model and the external environment; identification of the main content-related components of the model. The modeling process

is carried out in stages: setting the goal and the objectives; actually, the development of a model for training social workers to work with socially excluded youth; experimental approbation of the model; development of practical recommendations for improving of the process under study in higher educational institutions.

The relationship of the elements of the model for forming the future social workers' readiness to work with socially excluded youth

We have defined the following elements of the model of training social workers to work with socially excluded youth: goal-oriented, methodological, organizational-substantive and resultative.

In developing the goal-oriented element, we proceeded from the fact that the strategy of modern vocational education should be aimed at forming of a positive attitude and interest of future social workers to work with socially excluded youth; of an integral system of knowledge, skills and abilities in working with socially excluded youth; of promoting the development of professionally significant personal qualities in work with socially excluded youth. This determines a certain specificity of the studied process, which provides for a pronounced humanistic character.

The methodological element of the model is subordinate to the general purpose of professional training of future specialists in higher educational institutions, which includes systemic, competence, technological, subject-dialogical and activity approaches. At this, we consider the future social workers' readiness to work with socially excluded youth as the tunedness of future specialists to perform their professional activities in the process of communicative interaction of structural components to meet the needs of a socially unprotected category of the population. This is carried out with the help of principles of systematicity and consistency, creative approach, individual approach, accessibility, scientificity, humanism, voluntariness.

The organizational-substantive element of the model is the most inclusive one, including the components of the structure of readiness – motivational-emotional (demonstration in future social workers of a positive interest and motivation for professional activity, the ability to form a constructive dialogue, taking into account the needs and emotional state of a client), cognitive (knowledge of future social workers on social exclusion, the category of socially excluded youth, the reasons for the emergence of social exclusion), activity-related (a complex of future social workers' knowledge and skills to advise, rehabilitate, provide social assistance to socially excluded youth), reflexive-evaluative (a high level of tunedness to quality professional activity with a desire to self-education and self-improvement).

Let us consider the stages of formation of future social workers' readiness of to work with socially excluded youth:

- I. Preparatory stage provides for designing of the program of research, the task of which determines the development of criteria, indicators and levels of future social workers' readiness to work with socially excluded youth; the determination of the experimental base of research; formation of control and experimental groups; pickup of appropriate research methods and techniques.
- II. Summative stage - diagnostics of readiness levels in accordance with the task set on the determination of the state of future social workers' readiness to work with socially excluded youth.
- III. Formative stage - the implementation of the model, so the task is to design and implement an author's model of forming the future social workers' readiness to work with socially excluded youth.
- IV. Effective stage - the analysis of the effective model is performed in accordance with the task to re-check the state of readiness of higher education applicants from control and experimental groups, to compare the results of the research with the data of the summative stage.

The above-mentioned stages are studied using methods: theoretical (analysis, synthesis, design, study of documents, planning), empirical (survey, questionnaire, experiment, observation, and modeling), mathematical (quantitative analysis, comparison, generalization, statistics).

The effective element provides for the substantiation of criteria of formation of future social workers' readiness to work with socially excluded youth:

- I. Personality-motivational criterion reflects a positive interest of future social workers in the professional activities and the totality of motives in professional attitude towards the work with socially excluded youth; demonstrates the specifics of readiness and positive motivation of students - future social workers to professional activities in the form of the work with socially excluded youth.
- II. Cognitive criterion reflects knowledge about the nature and specifics of the specialty "Social Work", the profession of a social worker, the phenomenon of social exclusion, categories of persons belonging to socially excluded youth, forms, methods and technologies in working with socially excluded youth; demonstrates the causes and analyzes the upgrowth of socially excluded youth.
- III. Activity-practical criterion reflects the ability of future social workers to apply the acquired knowledge and skills in working with socially excluded

youth; demonstrates the level of development of skills to carry out professional activities in work with socially excluded youth.

- IV. Orientation-evaluative criterion reflects the ability of future social workers to self-determination and the desire for professional self-realization; demonstrates the level of commitment for high-quality professional activities with socially excluded youth.

Let us characterize the level of future social workers' readiness to work with socially excluded young people according to the components of the structure of readiness formation.

I. Low (nominal) level:

1. Motivational-emotional block - the future social worker is not motivated to work with socially excluded youth:
 - does not show interest in working with socially excluded youth;
 - does not strive for self-improvement of one's own knowledge, skills and abilities to work with socially excluded youth;
 - the lack of professional self-determination of students - future social workers to work with socially excluded youth;
 - does not wish to participate in various activities to master the use of the latest methods and technologies for working with socially excluded youth;
 - does not strive for self-education and self-development in the context of social support.
- 1.2. Cognitive block - a higher education applicant has a poor understanding of the specifics of professional activity;
 - knows the basic concepts and categories of the specialty "Social Work" at the tactical level;
 - almost does not apply the acquired knowledge in work with socially excluded youth;
 - poorly learns educational material related to work with socially excluded youth;
 - knows ethical norms and values in work with socially excluded youth at a low-level.
- 1.3. Activity block - the ability to acquire, disseminate and develop the acquired skills in work with socially excluded youth is carried out at the initial level;
 - the ability to systematize, summarize, analyze, classify educational material in work with socially excluded youth is carried out at the primary level;
 - the ability to solve situational problems in work with socially excluded youth is carried out at the initial level;

- does not hold discussions and debates in class;
- does not strive for orderliness, concentration, responsibility, independence in work with socially excluded youth;
- the ability of future social workers to advise, correct, rehabilitate socially excluded youth is of a reproductive nature;
- does not strive for creative activity in work with socially excluded youth.

1.4. Reflexive-evaluative block - the ability to adequately assess one's own capabilities in work with socially excluded youth is not formed;

- the awareness of the specifics of professional activities with socially excluded youth is small;
- one's own mistakes and the desire for self-improvement in work with socially excluded youth is without much self-awareness;
- the awareness of responsibility for the results achieved and their consequences in work with socially excluded youth is at the level of duty;
- does not show a desire for professional suitability in work with socially excluded youth;
- an insufficient awareness of future social workers of the importance and significance of professional activities with socially excluded youth.

II. Average (satisfactory) level:

2.1. Motivational-emotional block - the future social worker is incompletely motivated to work with socially excluded youth;

- shows little interest in working with socially excluded youth, although he understands his practical significance in the social sphere;
- does not fully strive for self-improvement of one's own knowledge, skills and abilities to work with socially excluded youth;
- a significant degree of professional self-determination of students - future social workers to work with socially excluded youth;
- does not always want to participate in various activities to learn the latest methods and technologies of working with socially excluded youth;
- partially strives for self-education and self-development in the context of social support.

2.2. Cognitive block - a higher education applicant does not always understand the specifics of professional activity;

- partially knows the basic concepts and categories of the specialty "Social Work";
- systematically updates knowledge in working with socially excluded youth;
- learns educational material related to work with socially excluded youth at the middle level;

- replenishes knowledge of ethical norms and values in work with socially excluded youth.

2.3. Activity block - the ability to acquire, disseminate and develop the acquired skills in work with socially excluded youth is carried out at a satisfactory level;

- the ability to systematize, generalize, analyze, classify educational material in work with socially excluded youth is sufficiently formed;
- the ability to solve situational tasks in work with socially excluded youth is not fully formed;
- partially conducts discussions and debates in class;
- does not always strive for organization, concentration, responsibility, independence in work with socially excluded youth;
- the ability of future social workers to advise, correct, rehabilitate the socially excluded youth is of productive nature;
- the desire for creative activity in work with socially excluded youth is sufficiently formed.

2.4. Reflexive-evaluative block - insufficient awareness of one's own possibilities in work with socially excluded youth;

- a partial awareness of the specifics of professional activities with socially excluded youth is partial;
- analyzes one's own mistakes and draws appropriate conclusions for self-improvement in work with socially excluded youth;
- the awareness of responsibility for the results achieved and their consequences in work with socially excluded youth is at a significant level;
- shows the ability to strive for professional suitability in work with socially excluded youth;
- tries to understand the importance and significance of professional activities with socially excluded youth.

III. High (optimal) level:

3.1. Motivational-emotional block - the future social worker is motivated to work with socially excluded youth;

- clearly formed interest in working with socially excluded youth;
- strives for self-improvement of one's own knowledge, skills and abilities to work with socially excluded youth;
- conscious understanding of professional self-determination of students - future social workers to work with socially excluded youth;
- actively participates in various activities to master the latest methods and technologies to work with socially excluded youth;

- always strives for self-education and self-development in the context of social support.
- 3.2. Cognitive block - a higher education applicant clearly understands the specifics of professional activities;
- knows the basic concepts and categories of the specialty “Social Work”;
 - constantly updates knowledge in work with socially excluded youth;
 - qualitatively learns educational material related to work with socially excluded youth at the fundamental level;
 - demonstrates knowledge of ethical norms and values in work with socially excluded youth.
- 3.3. Activity block - the ability to acquire, disseminate and develop the acquired skills in work with socially excluded youth is carried out at a high level;
- demonstrates the ability to systematize, summarize, analyze, classify educational material in work with socially excluded youth;
 - is able to solve situational tasks in work with socially excluded youth;
 - constantly conducts discussions and debates in class;
 - strives for orderliness, concentration, responsibility, independence in work with socially excluded youth;
 - the ability of future social workers to advise, correct, rehabilitate socially excluded youth is of a creative nature;
 - strives for creative activity in work with socially excluded youth.
- 3.4. Reflective-evaluative block - a high degree of awareness of one's own capabilities in work with socially excluded youth;
- the awareness of the specifics of professional activities with socially excluded youth;
 - realizes and analyzes one's own mistakes, draws appropriate conclusions for self-improvement in work with socially excluded youth;
 - assesses the responsibility for the achieved results and their consequences in work with socially excluded youth at a significant level;
 - persistently strives for professional suitability in work with socially excluded youth;
 - a sustainable manifestation of awareness of the importance and significance of professional activities with socially excluded youth.

The implementation of the model of future social workers' readiness to work with socially excluded youth as a result determines a high level of readiness.

Thus, the description of modeling the process of forming the future social workers' readiness to work with socially excluded youth is aimed at developing

a conscious attitude of higher education applicants to increasing positive interest in the chosen specialty, mastering the basics of the profession, enriching practical experience and striving for professional self-realization.

Conclusion

Modeling proves to be an effective method in the context of studying the system of forming the future social workers' readiness to work with socially excluded youth. The model of future social workers' readiness to work with socially excluded youth consists of the following elements: goal-oriented, methodological, organizational -substantive and resultative.

The goal-oriented element of the model involves defining goals and objectives for forming of the social workers' readiness to work with socially excluded youth. The methodological element ensures the compliance of the model with used approaches and principles. Organizational -substantive element provides for ordering and ensuring the interrelationship of purpose, content and formation of stages of future social workers' readiness to work with socially excluded youth. The resultative element provides for determining the criteria and levels of social workers' readiness to work with socially excluded youth through various forms, methods and means of readiness monitoring.

The result of the modeling method is the development of an effective, theoretically reasoned and realistic for the practical implementation model for forming the readiness of future social workers to work with socially excluded youth.

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