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CONTENT ASPECTS OF PROFESSIONAL PREPARATION FOR SOCIAL PEDAGOGUES IN FORMING ADOLESCENTS’ LIVING COMPETENCY

The article substantiates the necessity of professional training of future social educators for the formation of the vital competence of the younger generation in conditions of development of competently directed education. The substantive aspects of the future social educators’ preparation for the formation of adolescent’s life competence are singled out. The characteristics of the future social educators’ professional readiness, aimed at developing the life competence of the younger generation, are determined. The essence of the concepts of «life competence», «competently directed education» is revealed.

Key words: adolescent; competently directed education; future social educators; future social teacher; life competence; professional preparation.

Introduction. Social transformations at the stage of modern development of Ukraine require both every Ukrainian and the communities to show their independence in the course of their own life-building, social activity and responsible action, flexibility and ability to quickly adapt to changing living conditions, development of key vital competencies for the realization of life goals and plans, and thus lead to the reformation of all spheres of human life.

The educational system is undergoing substantial changes, which focuses on the introduction of a competent approach to the process of education and children’s upbringing today, the essence of which is the reorientation of the Ukrainian school from the general orientation towards the formation of the vital competence of the younger generation.

Competency-oriented education is intended to direct the children’s academic knowledge into practical action, to combine the development of their social potential with the implementation of individual needs, to promote the comprehensive and harmonious development of the individual, to equip students with key life competencies, and to stimulate self-reliance on designing their own life goals and their achievements. The modern school in the context of competence guidelines in education and in accordance with the Concept of realization of the state policy in the sphere of general secondary education reform «New Ukrainian School» for the period up to 2029 concentrates its efforts on the formation and development of the key competencies which are necessary for the successful self-realization of the individual in the younger generation; concentrates its efforts on creating favorable conditions for the comprehensive development of the each student’s personality capable for critical thinking; on creating conditions and opportunities for the formation of children’s innovative capacity, ability to change the outworld, to develop the economy on the principles of sustainable development, to compete on the labor market, to study throughout life, to set goals and achieve them, to work in a team, to communicate in a multicultural environment; on acquiring skills and abilities which are necessary for students for successful self-realization in professional activity, personal life, public activity; on the implementation of a new principle of partnership pedagogy, based on the cooperation of a student, teacher and parents (Concept of implementation of state policy in the field of reforming general secondary education «New Ukrainian School» for the period till 2029, 2016).

The combination of key competencies, vital skills and abilities of the individual is combined
with the concept of its vital competence in general. Life competence, in turn, reveals itself in the ability of the individual to determine life goals and ways to achieve them, to build a life strategy, readiness for life-creation, conscious and responsible attitude to fulfilling life and social roles, ability to solve their own life problems (Jermakov, Puzikov, 2005, p. 31).

According to the blighty scientists, L. Sokhan, L. Nesen, I. Jermakov (2003), life competence is defined as «knowledge, skills, life experience of the person, its life-creating abilities, necessary for solving life’s tasks and productive implementation of a life as an individual life project, which involves a conscious and responsible attitude towards the fulfillment by the person its vital and social roles» (p. 9).

Also, life competence provides the acquirement of personal competencies concerning the ability to integrate into a dynamic society; profitable self-presentation on the labor market; critical thinking and using the knowledge as an instrument for solving their own life-problems of varying complexity; generating the innovative ideas and making non-standard decisions with awareness of responsibility for them; ability to act in a team and implement productive communications, prevent and resolve conflict situations; purposeful use of its potential for self-realization and socially useful activity; awareness of life and health as the highest value; the ability to make a choice among the many alternatives that offers a modern, fleeting life (Jermakov, Nechiporenko, Prokopenko, 2008, p. 13).

Today, the student’s vital competence appears as a necessity for his successful life, productive personal self-realization, self-development, productive social interaction. It guides the child on the path of his personal development and development in aim of receiving and applying practical and vital skills, to plan her life, to determine life strategies and to find ways to achieve life’s success and the disclosure of life-giving potential. Therefore, the formation of the vital competence of the younger generation is a priority for the modern school, its vocation and renewed educational mission.

The development of pupils’ vital competence is the prerogative of social educators, because the specialists of this particular profile are called to direct the process of socialization, comprehensive and personal development of the child, to create favorable conditions for the child’s cultural experience to be taken as the basis for the formation of its outlook, to disclosure and development its life and creative potential, abilities to succeed in life in the main forms of social relations, the development of value orientations system, the design of individual way of life.

Teenagers are those who need the particular attention of social educators in the direction of forming the vital competence, because social and pedagogical work with children of this age is determined by the specifics of their mental and social development, vital authorities search tendencies, their thirst for independence, and adult life, their opposition to social rules and norms. The social and psychological development of adolescents is characterized by their desire for self-affirmation, the formation of social interests and life’s ideals, the search for ways to realize creative potential, a tendency to risky and demonstrative behavior, or, conversely, personal feelings and anxiety, asociality, uncertainty in their abilities.

A teenager is no longer a child, but nonetheless cannot be described as an adult, after all he still does not have stable motives of behavior and a clear understanding of the relationship of the individual’s freedom and responsibility. Therefore, an adolescent seeks authorities, answers to complicated questions about personal aspirations and observance of social rules, ways of solving conflicts of socialization, self-expression and self-affirmation (Kutishenko, 2010, p. 52).

The adolescents’ desire to be independent of adult’s thoughts, their own opposition to the society, the idealization of an adult life along with the lack of a life experience, frequent lack of support and understanding of relatives complicates the processes of their socialization and acquisition of vital competence.

Competent social and pedagogical support given to the adolescents on their way of gaining vital competence requires social pedagogues of specific vocational preparation, which would enable to organize effective adolescents’ help not only in solving questions of its social adaptation, but mainly – problems of choosing a life trajectory, life benchmarks and values, motivation for self-development, self-realization and manifestation of life-giving potential in the construction of one’s own life.

Therefore, the process of social educators’ professional preparation for the formation of the vital competence of the younger generation, namely adolescents, should be oriented towards the
The purpose of the article is to highlight the content aspects of professional preparation for future social pedagogues in forming adolescents’ living competency in the context of the competent reference points in education.

Content aspects of professional preparation for future social pedagogues in forming adolescents’ living competency. Scientists O. Bezpalko, V. Bocharova, R. Vainola, M. Galaguayova, M. Guryanova, I. Zvereva, I. Zimnya, M. Jevtukh, A. Kapskaya, O. Karpenko, L. Koval, S. Kogut, I. Kozubovskaya, V. Kuzminska, L. Myshchik, I. Migovich, L. Nikitina, V. Polischuk, A. Pometun, V. Prikhodko, Z. Falinskaya, S. Kharchenko, M. Yaroshko and others were engaged in research of theoretical and practical preparation and professional formation of social workers, particularly social educators.

The analysis of scientific researches of the future specialists’ professional preparation, including social workers and the education sphere workers, allows us to state the existence of allegations of the effectiveness of its polyaspect nature with the mastering of fundamental knowledge, the formation of readiness for the creative practical application of this knowledge, the development of personal qualities, all these in total provide future specialists’ readiness for their professional functions be successfully performed (Roghova, 2017, p. 300).

The future social educators’ professional preparation considering competent approach in reforming modern education needs a meaningful updating and accentuation of attention to mastering the mechanisms and means of forming the children’s vital competence by students.

Specific content of vocational education has to provide professional readiness, competence and skills for future social pedagogues concerning pedagogical work with adolescents, particularly in forming their vital competencies direction.

The content of the future social educators’ professional work training towards the development of the life-giving potential of adolescents concerns the study and mastery of students’ scientific knowledge in sociology, pedagogy, psychology and the patterns of the adolescent’s personality development; knowledge of the principles and methods of social and pedagogical work, categories of social work and social pedagogy; knowledge and understanding of the essence of life competence, its components and life-creation pedagogy; knowledge of the adolescents’ specific needs and interests, the essence of the circle of problems in the adolescent environment (contradiction between the sense of adulthood and responsible action, demonstrative behavior, the search for social communities for fulfilling the need of identification, educational apathy or overload, offenses, internet dependency and loss of social ties with reality, early sexual life and, as a consequence, early pregnancy and parenthood, search of non-standard means of self-expression and self-actualization, adjacent to social manifestations, etc.), the reasons for their occurrence and warning mechanisms; knowledge of the peculiarities of social and pedagogical work in different microsociums, with adolescents girls and adolescents boys, adolescents from dysfunctional families, adolescents with deviant behavior and offenders; knowledge of the functions of state and non-state institutions in the system of social and pedagogical activities, the foundations of state policy and social and legal protection for children and youth; knowledge of the current trends in the development of social processes and the latest pedagogical technologies capable to realize the modern school task concerning children, particularly adolescents, life skills through the educational process (technology of life-giving, method of projects, information technologies in education, social life practices, etc.) (Chepilj, 2012).

The content of the future social educators preparation must necessarily include the ability to form productive professional activities in the direction of forming the students vital potential: the ability to actively engage into preventing and solving complex and conflicting situations in the adolescent environment; the ability to work in a team and cooperate with all the participants in the development process and the personal development of adolescents; the ability to carry out on a professional level diagnostic, prognostic, corrective and developmental functions, counseling and mentoring help for adolescents; ability to act within the legal framework and protect the child’s interests; the ability to organize individual and group socio-pedagogical work with children; the ability to choose the appropriate and effective means of social and pedagogical influence and interaction with adolescents, use innovative pedagogical technologies and advanced pedagogical experience in
their practice; the ability of continuous personal and professional self-improvement, search and mastering of new knowledge and skills, engage in socially-beneficial, creative activities and make children admire your own example; the social pedagogue ability and readiness for a successful professional activity in a variety of (including new, atypical) situations, which require prompt updating of the acquired knowledge, skills and abilities, personal and professional qualities, their transfer to new conditions, and also expansion of own experience taking into account new educational realities; ability to increase their own vital competence. These abilities lead future social pedagogues to the mastery of such professionally necessary competencies as general scientific, general cultural, search-research, methodological, diagnostic, projective, organizational, life-creating, correctional and rehabilitation, health-saving, social, informational, self-educational, psychological, communicative, tutor, reflexive, politico-legal, prognostic, and integrative (Nechiporenko, 2013, pp. 291–293).

Social pedagogue in order to success carrying out his professional functions should be ready to develop the vital competence, life-giving potential of the child’s personality, its competitiveness, autonomy and responsible behavior. The effectiveness of certain content aspects of the future social educators preparation for the formation of the children’s vital competence should demonstrate such young social educators’ professional readiness, as the ability to organize socio-pedagogical work with children, which would facilitate their acquisition of practical knowledge and ability to independently solve life problems of varying complexity, define trajectories of own life-building; to organize the cooperation of students, their parents and teachers in the direction of forming the key competences of adolescents, finding the best ways for their personal development; organize classes on the development of pupils’ vital competence; to act as initiator and organizer of social life projects with the participation of children and youth; to orient in the modern tendencies of development of the teenage environment; provide advisory assistance to all participants in the pedagogical process regarding the motivation of students to self-development and self-improvement, creative self-realization; to increase their own professional competence, to study throughout life, to multiply the experience of social communications and to solve life’s problems; to organize social and pedagogical conditions that will promote the successful socialization of each pupil, the internal development of the child, achievement of his life goals, implementation of various models of behavior, flexible adaptation to different life circumstances; to create an atmosphere of safety, security and constant support on the way of child’s comprehensive development, its competent development; coordinate and provide assistance to adolescents in determining their own position of life, responsibility for decisions they make, self-actualization in overcoming obstacles; to create conditions for children’s learning of a conflict-free behavior, focused on a productive cooperation and a dialogue; to introduce innovative programs into the pedagogical process, methods and technologies of pupils’ key vital competencies formation, particularly adolescents.

Thus, social pedagogue while implementing social and pedagogical functions in forming the adolescents’ vital competence must organize his own professional activities with a mandatory reference point on the features of social and psychological development of adolescents, personally oriented, competent approach in education and upbringing. Social pedagogue, in terms of appropriate professional preparation, continuous self-education and professional self-improvement, focus on the personality of the child, a high level of communicative, tolerance, and ability to build interaction with adolescents on the basis of dialogue, in our opinion, is capable to organize and implement social and pedagogical support for the formation of the adolescents’ key life skills with appropriate performance (Jevtukh, 2002, p. 85).

**Conclusions.** Thus, the future social educators’ professional preparation to forming children’s vital competence, in our opinion, is an actual direction of vocational education in the conditions of development and formation of a competent approach to the education and upbringing of the younger generation. In our opinion, its meaningful content, which is characterized by dynamism and a tendency towards constant modernization, is able to provide a harmonious combination of scientific knowledge with the abilities of the professional action of social educators in the conditions of reforming the education system on the basis of a competent approach to the education and upbringing of children.

As the perspectives of further research, we consider the development of educational content and methodical providing of the qualitative future so-
cial educators’ professional training in higher elementary institutions in the direction of working with adolescents regarding their personal development and the formation of vital competence.

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СОДЕРЖАТЕЛЬНЫЕ АСПЕКТЫ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ
СОЦИАЛЬНЫХ ПЕДАГОГОВ К ФОРМИРОВАНИЮ ЖИЗНЕННОЙ
КОМПЕТЕНТНОСТИ ПОДРОСТКОВ

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В статье обоснована необходимость профессиональной подготовки будущих социальных педагогов к формированию жизненной компетентности подрастающего поколения в условиях развития компетентностно ориентированного образования. Выделены содержательные аспекты профессиональной подготовки будущих социальных педагогов к формированию жизненной компетентности подростков. Определены характеристики профессиональной готовности будущих социальных педагогов, направленной на развитие жизненной компетентности молодого поколения. Раскрыта сущность понятий «жизненная компетентность», «компетентностно ориентированное образование».

Ключевые слова: будущий социальный педагог; жизненная компетентность; компетентностно ориентированное образование; подросток; профессиональная подготовка будущих социальных педагогов.

ЗМІСТОВНІ АСПЕКТИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ
СОЦІАЛЬНИХ ПЕДАГОГОВ ДО ФОРМУВАННЯ ЖИТТЕВОЇ КОМПЕТЕНТНОСТІ ПІДЛІТКІВ

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У статті висвітлено сучасні тенденції реформування української освіти в напрямку впровадження компетентностного підходу у процес навчання та виховання підрослиального покоління. Розкрито сутність та головні характеристики компетентностно спрямованої освіти, які полягають у переорієнтації школи із загальноосвітньої спрямованості на демократизацію і гуманізацію освітніх процесів, особистісно орієнтоване навчання дітей, розвиток їх ключових життєвих компетенцій, творчого потенціалу й потреб у безперервній самосвіті і самовдосконаленні. Проаналізовано актуальність набуття дітьми життєвої компетентності задля успішної життєдіяльності, результативної особистісної самореалізації, саморозвитку, продуктивної соціальної взаємодії. Особлива увага звертається на формування життєвої компетентності підлітків, спеціфіка вікового, психологічного та соціального розвитку яких у сучасності з явищами сучасного підліткового середовища ускладнює цей процес. Обґрунтовано необхідність професійної підготовки майбутніх соціальних педагогів до формування життєвої компетентності підрослиального покоління. Адже в умовах розбудови компетентностно спрямованої освіти її безперервна розвиткова робота, яка в процесі професійної діяльності продемонструє здатність ефективно формувати життєву компетентність
дітей, створювати сприятливі умови для їх всебічного та особистісного розвитку, розкрити тва та примноження їх життєвого та творчого потенціалу. Виокремлено актуальні змістовні аспекти професійної підготовки майбутніх соціальних педагогів до формування життєвої компетентності підлітків, серед яких знання й розуміння сутності життєвої компетентності, її складових, специфіки потреб та інтересів підлітків, основ педагогіки життетворчості, педагогіки партнерства, новітніх педагогічних технологій. Визначено характеристики професійної готовності майбутніх соціальних педагогів, спрямованої на розвиток життєвої компетентності молодого покоління, а також сутність поняття «життєва компетентність», «компетентнісно спрямована освіта». Запропоновано модернізацію змісту фахової підготовки майбутніх соціальних педагогів в контексті компетентнісних орієнтирів в освіті.

Ключові слова: життєва компетентність; компетентнісно спрямована освіта; майбутній соціальний педагог; підліток; професійна підготовка майбутніх соціальних педагогів.

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ПРОЕКТИВНІ ТЕХНОЛОГІЇ В ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ПРАЦІВНИКІВ СОЦІАЛЬНОЇ СФЕРИ

У статті розкрито зміст і специфіку застосування проектування, проектної діяльності у практичній діяльності фахівців із соціальної роботи, розглянуто функції проектування в соціальній роботі. Дано визначення понять «інновація», «соціальна інновація», «інноваційні соціальні технології», «проектування», «проект». Розглянуто історичні витоки ідей проектно- го навчання. Визначено роль проектування в діяльності майбутніх фахівців соціальної сфери. Визначено з позиції практики соціальної роботи, проектування – як складову менеджменту діяльності соціальних служб, складову самоменеджменту фахівців з соціальної роботи та соціальну технологію спрямовану на прогнозування та здійснення соціальних нововведень. Також визначено взаємозалежність ефективності діяльності фахівців із соціальної роботи, його професіоналізму від здатності до проектування та впровадження соціальних інновацій.

Ключові слова: інновація; проект; проектування; соціальна робота; технології.

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