

UPDATING THE CONTENT OF SOCIAL WORK TEXTBOOKS IN THE CONTEXT OF INNOVATIVE EDUCATIONAL STANDARDS

Tetiana Opaliuk

*Doctor of Pedagogical Sciences,
Associate Professor of the Department of Social Pedagogy and Social Work of
Kamianets-Podilskyi National University named after Ivan Ogienko,
Kamianets-Podilskyi, Ukraine,
ORCID ID <http://orhid.org/0000-0003-1704-4184>,
e-mail: pidgorna87@ukr.net*

The article presents the results of analyzing the problem of the future social worker's educational standards and the possibility of their implementation in the context of a competent system of vocational education, updating the content of textbooks, manuals, which train students in specialty "Social Work». The necessity of a comprehensive approach to the introduction of educational standards, integrating general and special, professional and personal, is substantiated.

It's argued the position, according to which the modernization of the modern social worker's professional training system, in particular its content and technological support, in accordance with European and state quality standards, is a complex and multifunctional problem. It requires a comprehensive approach to its solution and concerns, first of all, coordination with the innovative system of social activity.

Educational standards of a social worker are studied on the basis of processes of integration, differentiation, as well as interaction of general and individualized. It is about finding a balance between objectively set standards of education quality and personality-oriented model of a competent specialist, which forms in accordance with the concept "I am a future social worker". In particular, emphasis is placed on the personal component of professional competence, which is provided through the integration of professional and personal in the educational process. The importance of the diagnostic component of the system is indicated. It allows not only to determine its qualitative indicators, but also to regulate the process, constantly comparing the results of specialist training with educational and quality qualification characteristics.

Also it was analyzed the complex of state educational standards in the field of social work, which integrate state and regional components, responding to specific demands of society. Generalization of the theoretical positions of competency education made it possible to analyze educational standards of social workers' professional training, adopted in 2019, features of their content and technological support, which should be reflected in different kinds of educational literature. It is emphasized, that the content and technological support of the implementation of educational programs should be aimed at the implementation of three blocks of competencies of future social workers, which are adequate to certain educational standards.

Keywords: social worker; manual; the textbook "Social work"; educational standards; competent education.

Formulation of the problem. The problems of modernization of vocational training of the modern social worker in accordance with the innovation standards, necessitate a comprehensive approach to the formation of a competent specialist, updating all its structural

components, focusing on the requirements of the state standard as a unified target for the development of the system, textbook, as a basic information format work with content. This helps to reconcile the general requirements of the profession with the personalized ability to achieve them. In particular, it is about forming an individual trajectory of professional development of a specialist based on the potential of each, responding to current problems of his professional development, as well as taking into account the level of structure of the structure components in the context of state standards.

This is fully addressed by the social worker training system. It is important to explore the possibility of updating textbooks and manuals from the point of view of raising the level of understanding of theoretical and practical foundations of competency education, aimed at ensuring quality standards that enable the future social worker (after all, as well as the teacher) to realize the essential basis of this educational paradigm, to use its opportunities to optimize vocational training. Standardization (through textbooks and manuals) and unification (through an individual development program) of qualitative indicators of social work, the competence of its future specialists, not only enhances the purposefulness of professional education, but also its diagnostics as the main regulatory mechanisms and benchmarks for quality assurance of the process.

Analysis of literary sources. General, theoretical and methodological problems of a competently oriented textbook, irrespective of the level and type of educational activity, have been the subject of research of such scholars as S. Arhipova, Baranovska, M. Holovko, T. Zasekina, A. Kapska, M. Nichkalo, V. Meleshko, M. Pidtyachiy, V. Redko, O. Topuzov, A. Khutorskaya and others.

Analysis of textbooks and manuals that provide professional training for future social workers, prepared by such authors as S. P. Arkhipova, M. P. Lukashevich, S. O. Kubitsky, T. V. Semygina, L.T.Tuptya, I.B. Ivanov, as well as collective manuals for students of specialty "Social work", edited by N. G. Nichkalo, T.V. Semigina, I. I. Migovich, Y.M. Shvalba testify to the general tendencies not only of modernization of the content of basic information sources for the students, but also approaches to work with it. At the same time, the share of practically oriented forms of work, methods and techniques of interactive educational activity increases.

The theory and practice of professional training of social workers, including its standards

and quality indicators, as well as the creation of textbooks and other educational materials for it, have been the subject of research by such scientists as O. Bartosh-Pichkar, L. Vinnikova, N. Haiduk, N. Goryshna, I. Zvereva, O. Karpenko, S. Kohut, A. Kulikova, G. Leshchuk, N. Mykytenko, O. Pichkar, V. Polishchuk, O. Pryshlyak, L. Pundyk, N. Sobchak, V. Timenko, S. Kharchenko and others. We have a fairly consistent position on the interpretation of the essence of educational standards and the alternative of a competent approach to their implementation. At the same time, further scientific research requires problems of increasing the level of understanding of theoretical and practical bases of competency education as a content and technological basis for achieving educational standards in the system of professional training of future social workers. In this context, the textbook that accumulates the main, invariant approaches to the vocational training of the social worker, on the basis of which the various programs of development and self-development of each are formed, is of particular importance.

Purpose of the article: to analyze the problems of educational standards of the future social worker and to find out the possibilities of their content provision in the educational literature of students, the general implementation in the context of a competent system of vocational education.

Presenting main material. Basic educational standards are most closely associated with the processes of integration, differentiation, adaptation, and are dictated by the need to find a person-centered model of professional training, in which the student can take the position of a real subject of professional formation, mobilizing all available opportunities and focusing on common standards qualities that should form the basis of textbook creation.

Educational standards for the future social worker are determined, first of all, by the normative documents that regulate such sphere of activity as social work, among which the main are the laws of Ukraine, the governmental documents regulating this sphere of activity ("On education", "On the basics of social protection homeless persons and homeless children", "On Social Services", "On Social Work", "On General Principles of State Youth Policy in Ukraine", "On Social Work with Children and Youth", "On the social adaptation of people serving or having served sentences in the form of restraint of liberty or imprisonment for a limited period" and others. Educational standards in a concentrated form represent a

comprehensive view of quality professional activity, the requirements for the specialist as its subject, the organizer. “The professional training of future social workers in higher education institutions is carried out in accordance with the State educational standards, the implementation of which is conditioned by the need to ensure the established level of quality of higher education. The state field standards of training of specialists in social sphere contain general requirements for the quality of training and outline the range of professional skills and skills of specialists in social sphere” [1, p. 99].

So, first of all, it is an approach that determines the need for a comprehensive solution to the problem, according to which the model of vocational education with a different purpose is rethought, according to the criteria of training a specialist capable of qualified professional work. Thus, I.D. Zvereva states: “The purpose of professional training of future social workers in universities is to create an optimal educational space for professional and personal formation of a future specialist, to provide prolonged diagnostics in order to determine the level of professional training of educational qualifications specialization and future place of work [2, p. 234].

Emphasis on the personal component of the professional training of the social worker (professional-personal formation) points to educational standards related to the competences that are formed on the basis of "I-concept", integrating the professional and personal. Attention is also drawn to the diagnostic component of the system, which allows not only to determine its qualitative indicators, but also to regulate the process, constantly checking the results of the specialist's training with educational and qualification standards, specifically set goals and objectives. This means that all of these components of the system must be reflected in the textbook, defining the appropriate format for work on its content. All this in the complex should involve the formation of the integral competence of the future specialist in accordance with the defined quality standards.

It is possible to correlate educational standards with competencies by analyzing the variants of interpretation of the concept of "competence" presented by Khimynets V., referring to official, generally recognized interpretations that are most closely associated with the standards. The author first of all positions “... international definitions of the concept of competence: a) Council of Europe Educational Commission: interprets competence as the

ability to apply knowledge and skills acquired in learning in different situations; b) UNESCO: interprets the concept of competence as a combination of knowledge, skills, values and attitudes used in everyday life; c) International Standards Department: defines competence as the ability to perform an activity, perform a task, or work in a qualified manner. Experts from the DeSeCo (1997) short-term for the program “Definition and selection of competencies: theoretical and conceptual concepts”, define “competency” as the ability to successfully meet individual and social needs, act and fulfill the tasks of Khimynets V. A competent approach to professionalism teacher development [3].

Therefore, regardless of the specification of content, competence is defined as an integral capacity for activity, which involves the activation of such personal entities as values, attitudes, and determines the willingness to apply the acquired knowledge in practice. Ability invariably denotes one's personal, psychological capacity for specific actions, integrating common standards of quality and personal experience that determines the individual way of achieving them. Of course, the content of the textbook should reflect the above-mentioned goal orientation.

The general tendency of defining and constantly modernizing educational standards is determined by the processes of constant harmonization of the general and specific, up to the achievement of a regionally, personally oriented variant of organization of the educational process. From this point of view, it is worth analyzing state educational standards in the field of social work that integrate state and regional components, responding to specific requests of the society.

The textbook "Social work" (edited by NG Nichkalo) states that "the state component of educational standards in the field of social work includes: general requirements for educational and professional program and educational and qualification characteristics of social workers; requirements for the mandatory minimum content of major higher education programs, conditions for its implementation, practice and final (final) certification of graduates; terms of mastering of higher vocational education programs in the specialty "Social work"; maximum training load. Accordingly, the regional component of state educational standards reflects the regional peculiarities of training future social workers and is determined by a higher education institution that prepares social workers independently [4, pp. 304-305].

The combination of general, regional and personal in the standardization of the system of vocational education of social workers contributes to the student's ability to form a clearer and more nuanced view of the profession and himself in it, to focus on the concept of "I am a future social worker", specific quality indicators. All of these positions should be reflected in the textbook and should provide for opportunities for self-determination of students within these levels of the vocational education system, and further on of professional activity as a social worker.

Understanding the theory of competency education, aimed at ensuring quality standards, enable the teacher and the student to understand the essential basis of competence education in the complex of dominant tendencies, patterns of its development, as well as knowledge of the structural organization, mechanisms, forms and methods of implementation in the educational process. Standardization and unification of the basic principles of competency education helps to organize the educational process more purposefully, focusing on socially recognized quality standards, meaning educational standards that guarantee the quality of future professional activity, ensure the competitiveness of the specialist in the relevant field.

These general characteristics are specified according to the national characteristics of the education systems, real experience of implementation of recognized European educational standards. From the above general positions on the definition of basic categories, as well as the differentiation of structural components and priorities for the formation of professional competence of a social worker, let's analyze the structure of competences defined by the state standard of higher professional education of Ukraine in the direction of training "Social work" [5], according to which a social worker in the process of training must master three blocks of professional competence.

The analysis of the general competences of the future social worker shows that more specific special competences are formed on a general basis, which determines the effectiveness of socialization, first of all, of the student himself as a future specialist. It is about his civic position, the effectiveness of his own social development, his ability to harmonize his relations with the social environment, being his subject and purposefully building his relationships with him on the basis of certain values and principles, effectively gaining a positive experience of life in civil society, that is the ability to act responsibly and consciously in the social sphere.

Textbook focusing on these innovative standards should not only represent and describe them and offer such forms of thinking to help students pass the aforementioned way, from familiarization with them to self-identification, self-determination in their context.

It should also be noted that the logic is, in fact, that you can help someone else solve socially significant problems if you, as a social worker, are not burdened with them (or able to solve them in a constructive and qualified manner). In addition, the theoretical component of education presented in the textbook should enable the student, as a future specialist in the field of social protection, to analyze their own experience of social formation and socialization in the complex of the most significant successes and problems that accompany it. The theoretical understanding of their practical experience provides not only the effectiveness of the theoretical knowledge received, but also appeals to them as a means of understanding professionally and personally defined realities, problems, specific situations of social assistance. This position is especially relevant in the system of competency-based, personally-oriented education, which is interpreted as the interaction of the experiences of the educator and the learner. In this context, the experience of socialization and the solution of social problems in one's life space cannot be overestimated.

Also, a significant component of general competencies is related to the student's ability to learn effectively, which includes the ability to perform an effective intellectual activity, a productive organization of educational work, which should be somewhat algorithmized in the textbook. This is important not only for effective vocational training, but also for further activities, which must inevitably be linked to professional, personal development and self-education (lifelong education). This group of competencies form a kind of background for the acquisition of special competences that are the essence of the profession of social worker. And they provide the future specialist with a highly professional, formalized, functional approach, according to which a specialist masks certain typical behaviors, algorithms of activity, without resorting to deep analytical and synthetic activity as the basis designing justified decisions, taking into account objective and subjective factors.

Focusing on integrated competence as a strategic goal of vocational training, while constantly stimulating the development of the necessary general competences, mastering special professional competencies takes a fundamentally different perspective. For example,

the textbook should include positions that provide a person-centered understanding of the nature, meaning and types of social work. That is, they acquire not only general ideas about the profession, but also personal meanings related to its importance for the individual, the importance for the social development of a particular locality of a region, state.

The general professional context, with this concept of the textbook, gives the opportunity to form a holistic view of the complexity of social assistance, which provides an understanding of the organization and functioning of the system of social protection and social services, integrates socio-pedagogical, psychological, legal, medical, economic aspects. Obtaining specialized knowledge from these areas will not just be the accumulation of professionally valuable information, but the formation of a willingness to help people solve complex problems that are integrated in real life and do not fall into self-contained segments. And most importantly, the special knowledge presented in the textbook, in the context of general, form the ability to understand complex social processes, socio-psychological phenomena, identify the mechanisms of their implementation, the logic of the course in order to predict the natural course of events, the stages of the unfolding situation and identify possible options managing it.

In addition, it is important to have a comprehensive assessment of the social situation, the social problem not only from the point of view of objective and subjective circumstances and factors of influence, but also the potential opportunities directly of its subjects - people who are in difficult circumstances and in need of special qualified help. .

Features / criteria such as understanding people, believing in their ability, ability to help them take the position of an active subject, contribute to the formation of a situation where the client not only receives qualified advice and assistance, and in collaboration with a specialist feels a significant subject of their own life a space capable of mobilizing to solve important life problems. The range of social work opportunities is quite broad, providing not only direct assistance to the client, but also enhancing the resources of other social work subjects and partners to form and implement special social projects, ensuring stakeholder engagement and collaboration. Accordingly, the set of competences includes the ability to effectively manage in the social sphere, from setting goals, mobilizing opportunities to realize them, ending with diagnosis and evaluating the effectiveness of the process. This whole set of competences

should not only be reflected in the content of the textbook, but also dictate adequate forms of work with it, ensuring the efficiency and personal orientation of the knowledge obtained.

Conclusions. Therefore, the problems of the future social worker's educational standards in competent vocational education system concern both: the provision of understanding their essence in the context of the competence system of vocational education; knowledge of models and algorithms of their practical implementation. Theoretical and practical aspects of the issue should find appropriate content in the students' educational literature. The tasks are to strengthen in the educational literature the segment, that is responsible for the interpreting the essence of these complex processes by all subjects of educational activity, to organize joint search for adequate personally oriented models of ensuring their professional mobility.

The information support of forming professional competence of the social worker, fixed in the educational literature, provides personally oriented technologies of its processing. Knowledge and awareness of the essence of the competence of the social worker, the adoption of direct educational standards, defined in Ukraine, which are inherently framework, form the basis for the formation and conception of the competent system of professional training of these specialists in the conditions of functioning and development of each educational institution, as well as individual subject.

In view of these standards, the content, forms and means of professional training of students should be rethought, among which the textbook,

In view of these standards, the content, as well as forms and means of the students' professional training should be rethought, among which the textbook, such as "Social Work", that captures the basic content and algorithms of its work, are of particular importance. They should also serve as a benchmark for analyzing traditional educational programs, which are overwhelmingly formed on an information-reproductive basis, and identifying directions for their modernization, taking into account innovative educational standards. Accordingly, the content and technological support for the implementation of educational programs (textbooks, manuals) should be adequate to these standards, aimed at the implementation of certain blocks of competencies of future social workers in the framework of their professional development.

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Тетяна Опалюк, доктор педагогічних наук, доцент кафедри соціальної педагогіки і соціальної роботи, Кам'янець-Подільський національний університет імені Івана Огієнка, м. Кам'янець-Подільський, Україна

ОБНОВЛЕННЯ ЗМІСТУ ПІДРУЧНИКІВ З СОЦІАЛЬНОЇ РОБОТИ В КОНТЕКСТІ ІННОВАЦІЙНИХ ОСВІТНІХ СТАНДАРТІВ

У статті представлено результати аналізу проблеми освітніх стандартів майбутнього соціального працівника та можливості їх реалізації в контексті компетентнісної системи професійної освіти, оновлення змісту підручників, навчальних посібників, за якими здійснюється підготовка фахівців цієї сфери. Обґрунтовано необхідність комплексного підходу до запровадження освітніх стандартів, інтегруючи загальне та спеціальне, професійне та особистісне. Аргументовано позицію, відповідно до якої осучаснення системи професійної підготовки сучасного працівника соціальної сфери, її змістово-технологічного забезпечення, відповідно до європейських та державних стандартів якості, є складною та багатофункціональною проблемою. Вона потребує комплексності підходу до її вирішення й стосується насамперед узгодження з інноваційною системою соціальної діяльності. Освітні стандарти соціального працівника досліджено на основі процесів інтеграції, диференціації, взаємодії загального та індивідуалізованого. Ідеться про пошук балансу між об'єктивно заданими стандартами якості освіти та особистісно орієнтованими моделями компетентного фахівця, що реалізуються згідно з концепцією «Я – майбутній соціальний працівник». Зокрема, акцентовано увагу на особистісний складовій професійної компетентності, що забезпечується за рахунок інтеграції професійного та особистісного в навчальному процесі вищої школи, освітній діяльності в цілому. Вказано на значення діагностичної складової системи, що дає змогу не лише визначати його якісні показники, а й регулювати процес, постійно звіряючи результати підготовки фахівця з освітньо-кваліфікаційними характеристиками якості.

Також проаналізовано державні освітні стандарти в галузі соціальної роботи, які

інтегрують державні й регіональні компоненти, реагуючи на конкретні запити соціуму. З означених позицій вивчено освітні стандарти (прийняті у 2019 р.), відповідно до яких соціальний працівник у процесі навчання повинен оволодіти трьома блоками професійних компетентностей. Наголошено, що й змістово-технологічний супровід реалізації освітніх програм повинен бути спрямованим на реалізацію цих блоків компетентностей майбутніх соціальних працівників, тобто адекватним визначеним освітнім стандартам.

Ключові слова: соціальний працівник; навчальний посібник; підручник «Соціальна робота»; освітні стандарти; компетентнісна освіта.

Татьяна Опалюк, доктор педагогических наук, доцент кафедры социальной педагогики и социальной работы Каменец-Подольского национального университета имени Ивана Огиенко, г. Каменец-Подольский, Украина

ОБНОВЛЕНИЕ СОДЕРЖАНИЯ УЧЕБНИКОВ ПО СОЦИАЛЬНОЙ РАБОТЕ В КОНТЕКСТЕ ИННОВАЦИОННЫХ ОБРАЗОВАТЕЛЬНЫХ СТАНДАРТОВ

В статье представлены результаты анализа проблемы образовательных стандартов будущего социального работника и возможности их реализации в контексте компетентностной системы профессионального образования, обновления содержания учебников, учебных пособий, по которым осуществляется подготовка специалистов данной сферы. Обосновывается необходимость комплексного подхода к внедрению образовательных стандартов, интегрируя общее и специальное, профессиональное и личностное. Обобщение теоретических позиций образовательных стандартов в контексте компетентностного образования позволило проанализировать принятые в 2019 году образовательные стандарты профессиональной подготовки социального работника, особенности их содержательно-технологического обеспечения.

Ключевые слова: социальный работник; учебное пособие; учебник «Социальная работа»; образовательные стандарты; компетентностное образование.