Methodological Approaches to the Research of the Problem of Training of Future Social Workers

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Summary. The article analyzes methodological approaches to the research of the problem of training of future social workers. Are summarized the views of various authors who are dedicated to the study of general and specific academic approach to education. In particular, the nature of the problem, contextual, interactive, competency approaches highlighted the importance of these approaches to model building practice-oriented training future social workers.

Keywords: approach, the training of future social workers, practice-oriented training.

Introduction

Statement of the problem. Justification of the methodological principles of training of future social workers use technology to clarify design approaches that would provide practice-oriented nature of the training of future social workers to use design techniques.

Analysis of recent research and publications. During the study the theoretical and methodological principles of professional and meaningful qualities formation of future social workers, researchers have used various approaches to integrating them. Specifically, O. Karpenko applied sociosystematic, structural-activistic and synergetic methodological approaches; interdisciplinary approach, which necessitates the use of theoretical positions of other human sciences – sociology, psychology, ethnology, law, social work, etc. (Карпенко, 2008); L. Badylevych has used a systematic and active, integrational, project...
approaches (Бадылевич, 2004); N. Milutina – integrational active, design, humanistic, psychodynamic (Милютина, 2011); A. Galimova – active, humanistic, psychodynamic, existential, functional role (Галимова, 2010).

We believe that the development of practice-oriented psycho-pedagogical training of future lawyers also involves the integration of different methodological approaches.

The wording of article’s goals. The aim of the research the study of approaches to the development of principles of professional training of social workers to use design techniques.

The main material

The structure of training future social workers includes a set of blocks in several disciplines: in particular, those that make up our scientific interest - a series of basic sciences and the natural training of professional and practical training cycle disciplines of self-selection cycle education and free choice of courses a student in each of which presents both theoretical and practical components. Accordingly, this training must meet the requirements of systematic, fundamental, humanistic and be professionally and practically directed and only under the following conditions training future social workers will perform the tasks facing it. The success of students in acquiring preparedness professional work depends largely on the efficiency of the processes of reforming higher education social workers focus their training not only to acquire knowledge but also practical components – skills, professionally significant qualities. Thus, development of practice-oriented training future social workers must precede justification for its theoretical and methodological foundations, including – methodological approaches.

At the methodological level selection approach prioritizes the principles that underlie the design of the learning process, it serves the guidelines.

Note that the “approach” is today widely used concept, but its explanation and justification is given, usually in relation to the relevant context (learner-oriented, systematic, problem, etc.).

Appeal to scientific sources that tell you how certain pedagogical approaches, argues that the term “approach” is used in different contexts: personal approach, system approach, a professional approach and so on.

In particular, the “Ukrainian Pedagogical Dictionary” S. Goncharenko defined “personal approach” as value orientation (Гончаренко, 1997, 243), “systems approach” as a line in a special methodology of science (Гончаренко, 1997, 305); in the “Philosophical Dictionary” V. Shynkaruk systemic approach – one of the special methods of research (Філософський словник, 1986, 635). The dictionary definition of an overall net approach “approach – a combination of techniques, methods of examination of something, the impact on anyone, anything” (Словарь net [Електронний ресурс]). Wikipedia – the free encyclopedia, defines the approach as a view, the view of the position which the object
is seen; trend in science studies; unidirectional set of methods that do not go beyond the approach (Вікіпедія [Електронний ресурс]). The most complete concept of “learning approach” characterizes I. Zumn’ou, which defines it as: a) an ideological category that displays social instruction (installation) of the subjects as carriers of social consciousness; b) global and systematic organization of the educational process, including all its components and, above all, the same subjects teacher interaction: teacher (teacher) and student (student); c) the category associated with the concept of “learning strategy”, but broader, since in addition to strategy, it defines the methods, forms and techniques (Зимняя, 1997).

According to the concept of four levels methodological analysis I. Blauberg and A. Yudin, there are four levels of methodological knowledge: philosophical, scientific, and Specifically scientific own methodological level (Блауберг, 1973). By philosophical approaches include global approaches of understanding reality. General scientific approaches concerning several of the objects of science (system, functional, synergistic, personality, activity, etc.). Specific scientific approaches used for scientific knowledge specific object, such as education, methodological level are specific methods of science.

In general philosophical level, the study of training future social workers to the project activity (PPP) should rely on the provisions of the relationship between things and good, things and phenomena in the dialectic of general, special and individual, necessary and accidental as determinants of the formation processes and phenomena that are investigated.

In general scientific level during the study used a systematic approach to the development of the significant contribution made by T. Ilyin, V. Bespalko, I. Blauberg, P. Korolev, N. Kuzmin, E. Yudin, V. Yakunin and others.

Describing the systems approach, I. Blauberg see it as a definite direction methodology especially scientific knowledge and social practice, the fundamental methodological orientation of the study, the view from which is considered an object of study (method of determining the object), the concept or principle that guides the overall strategy of the study.

Advocating systematic approach to pedagogy, V. Bezpalko indicates: “Any process that occurs in certain conditions, together with these conditions are systemic. In systems distinguish elements – objects and their interactions, structure and function. Systems addressed by educational processes called pedagogical system. Thus, the systemic-structural approach to pedagogy is to ensure that education as an applied science studies educational system, their origin, existence and death as a natural historical process” (Беспалько, 1989).

Systematic approach in the context of our research is the basis for consideration of training future social workers to use technology as a design system that includes a base and training future social workers.

The idea of consistency and integrity training of future professionals of the social sphere (social protection areas) are closely related and synergistic approach that aims to
study and variable open systems synergy as the theory of self-organization. The approach developed by P. Anokhin, V. Budanov, A. Dobryakov, A. Knyazev, M. Kurdyumov, A. Rudenko, S. Sheveleva and others. Synergetic approach provides some level of dialogue with nature, society, by itself, as in the environment of instability, uncertainty, a problem of management development in a non-linear development of the world, and has an opportunity for personal choice of the most favourable way (Курдюмов, 1993).

It seems appropriate when developing guidelines for the preparation of future social workers to use design techniques to take advantage of the synergy of ideas with a view to motivating students to find their own learning strategies and professional self-development during this preparation.

Learner centered approach (I. Zyazyun, D. Levites, A. Petrovsky, V. Serikov, I. Yakymanska and others) provides priority of personal-semantic sphere of the student, including motivational value; cultivation of a unique student experience, including the experience of the educational process, joint learning experience in the process of teamwork; of the learning process, taking into account the individual characteristics of students; develop their independence in learning objectives and methods of their implementation; facilitative and coordination in relation to the position of teacher students.

Learner centered approach in our study we will use to create such conditions for training of social workers to use design techniques that ensure both personal and professional development of students, considering facilitation and position as a teacher, coach regarding students as well as a determining feature of interpersonal communication in the learning process of students in the university’s ability to exercise which is necessary to form.

Research training future social workers to use technology to design its appeal to researchers and active approach, the theoretical foundations laid by Mr. Halperin, B. David, A. Leontiev, A. Talyzina and others. According to A. Leontiev, all life is a system of activities that change each other (Леонтьев, 1975). In the opinion of the activity approach activity acts as a basis, the means and the first condition of the individual.

Creating social projects is an important area of professional activity of social workers and readiness to undertake design technology corresponds to one of the professional features – namely, the design, the implementation of which is to prepare the student in the process of getting the profession of “social worker”. Analysis of the design of the social worker’s advisable to carry out precisely the activity approach.

Along with these general scientific approaches should be used specifically scientific ones.

Modern studies of higher education specifically singled out a number of research approaches: a modular, technological problem, contextual, interactive, competence and so on. Briefly outline the nature of the approaches that we believe is more effective to apply in relation to humanitarian training, which also relates to prepare future social workers and taking into account the possibility that these approaches are opening it for the practical training of future social workers to use design technologies.
Problematic approach for learning – a way to organize the active interaction of the educational process (learners) of the problem presented by the curriculum (A. Matyushkin, M. Mahmutov and others). The essence of this approach – learning from problem situations, whereby conditions are simulated research students. Addressing these situations encourage students to seek the necessary training material. The student becomes an active subject of the educational process. In what may be problematic part – when a student solves the problem set by the teacher, or full – and when problems nomination is made by students. The advantages of such an approach is not only more profound, meaningful learning information, but also – more importantly – finding creative experience formulating and solving specific problems.

Problematic approach to the study of problems of training future social workers to the project activity involves the use of problematic situations in the course of training, which appears as an urgent task.

Contextual approach (A. Verbitsky) is introduced into the learning process of a professional context: the form and content of the learning process must meet their future careers. That is, the training of future social workers should include their real professional work. A special role is played by active learning methods to simulate certain conditions of professional activity. And student and teacher while becoming equal partners in joint activities, participant’s simulated professional situations.

Features that provide various types of training practices, the curriculum and programs (sightseeing <…>) we have used in their study, including contextual approach to training future social workers. Testing of existing skills and qualities should be exactly in real situations of future professional social workers.

Since the practice-oriented training future social workers to use technology to improve the design exactly practical aspects that can be achieved not only increasing intensification of training, and above all – the saturation of the learning process interaction, interactive approach urgency is interactive approach (O. Pometun), cooperative learning, training in cooperation (V. Dyachenko). Game studies, case studies – methods used in line with this approach, it is appropriate to use and to provide training future social workers practice-oriented character.

Of particular note in line with objectives of the study deserves a competency based approach (N. Bibik, L. Vashchenko, I. Zumnya, A. Hutorskoy and others), which are increasingly used by researchers pedagogic problems, according to which learning outcomes are seen as some holistic, professional and personally meaningful personality traits to assess learning outcomes.

It seems appropriate to also use role-based experimental approach developed by O. Kotykova to provide practice-oriented nature of the system of psycho-pedagogical training of future lawyers. Underlying this approach is the author’s idea of synthesis and experimental approaches to the role of training future specialists.
The basis of the experimental approach was the concept of “experience”. The experimental approach was once founded John Dewey and later his ideas are reflected in the research and D. Kolba, R. Fraya, their concept of experiential learning, namely learning through experience (Kolb, 1984). The basic idea is reflected in the representation of the learning process (learning) as a particular cycle in which specific experiences (SE) as another stage of learning is changing – reflective observation (RO), then abstract conceptualization (AC) and active experimentation (AE). To effectively teach the student should be able to a particular activity, as determined by these modi learning.

Role approach was used by O. Kotykova in order to develop ways of acquiring experience in the process of experiential learning (Biddle, 1986).

The researcher carried out the integration of competence, and experiential and role approaches that have been used as the basis to justify specific methodological copyright experiential-role approach to the development of practice-oriented psycho-pedagogical training of future lawyers to form the students multirole professional competence (Котикова, 2010). This approach can be used in the preparation of future social workers.

Since the ability of the design project activity involves owning technology, a key specific methodical approaches in the study of technological approach should act.

The technological approach is to use clear, algorithmic training programs that lead to more or less guaranteed results achieve their educational goals (Беспалько, 1989; Кларин, 1989; Селевко, 1998). This approach is particularly useful in mastering certain standard ways of actions and procedures that constitute the algorithms and linear motion.

**Conclusions**

Modern scholars to address the problems of training future professionals use several approaches, perform their synthesis, resulting in a justified and applied in new ways to prepare them.

Summary of the views of different authors, which are devoted to the study of general and specific academic approach to education, allowing a conclusion that: in the classification of approaches to training future professionals in higher education researchers use different criteria; trend towards integration of different approaches to reflect the specificity of the phenomena studied. In particular, the nature of the problem, contextual, interactive, competency approaches highlighted the importance of these approaches to model building practice-oriented training future social workers.

The basis of the development model of practice-oriented training future social workers assigned problem, experimentally-role approach that integrates competency, role and experimental approaches and technological approach that provides guaranteed results achieve their educational goals.
References


Metodologinis požiūris į problemas apmokant būsimuosius socialinius darbuotojus taikyti projekto technologijas profesinėje veikloje

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Santrauka

Straipsnyje apžvelgtas metodologinis požiūris į problemas apmokant būsimuosius socialinius darbuotojus taikyti projekto technologijas profesinėje veikloje. Apibendrinti įvairių autorių švietimo moksliniai tyrimai, skirti probleminio, kontekstinio, interaktyvaus, kompetencijos metodų analizei, jų svarbai kuriant būsimųjų socialinių darbuotojų mokymo modelį.

**Esminiai žodžiai:** požiūris, būsimųjų socialinių darbuotojų mokymas, į praktiką orientuotas mokymas.