

INNOVATIVE TRAINING OF SOCIAL WORKERS AS A SCIENTIFIC PROBLEM

Аннотация. В статье раскрываются основные характеристики профессиональной подготовки социальных работников к инновационной деятельности. Обосновываются дополнительные возможности применения инновационных технологий в учебном процессе.

Ключевые слова: инновационная подготовка социальных работников, инновационные технологии, кейс-технология, проектная технология, технология, «мастер-класс».

Annotation. The article describes the main characteristics of the training of social workers to innovative activity. Substantiates the use of innovative technologies in the learning process.

Keywords: innovative training of social workers, innovative technologies, case technology, design technology, the technology of “master class”.

Essential changes occurring in social sphere induce to improve the system of professional training of future social workers, as they have to be ready for positive changes and innovation application of social work in different areas of society. It is clear that the training of such specialists is possible due to the innovation in social education.

The introduction of innovations in the system of training of future social workers must rely on conceptual framework of innovations in social work and innovations in the sphere of education. For the last time, increased attention to innovations in social education system dictated by trends in economic and social development of the country, the needs of integration of education and science, the theory and practice of social work. There is ambiguity in understanding the essence of “innovation training” in contemporary researches through definition of three major aspects such as the organization of educational process on innovative principles of integration of education (credit-module system), the introduction of innovative learning technologies and the real possibilities of the use educational information technology.

The scientific and theoretical basis for the innovative development of education, philosophy of education individual innovation ideas are described in the works of Andrushenko V.P., I. Zyazyun, V.P. Delia, etc.; substantiation of necessity the use of certain forms of professional training are in the works O.I. Shapran, V.M. Olekseenko, V.V. Dokuchaeva, V.I. Luhovui, O.A. Dubasenyuk, I.M. Bohdanova et al.

Significant results of the research of theoretical and methodological principles of professional training of future specialists in the social sphere are in scientific works R.H. Vajnola, A.J. Capška, O.G. Karpenko, S.J. Kharchenko and others. Modern approaches to

innovation in social work are reflected in the works of N.M. Platonova, M.U. Platonov, A.E. Puz̆kov etc.

Prepare for innovative activity, in particular for teaching activities revealed in the writings of V.A.Adolf, N.F.Ilyina, V.A.Slastenin, M.V.Klarin. Is considered training to other types of innovative professional activities, namely economic (M.V.Artyushina), the management of educational institutions (N.A.Romanenko, N.V.Vasylenko). However, this problem is not considered in preparation of future social workers to innovative professional activities, despite the need to address the real contradiction between the needs of social practice in innovation and insufficient professional training on the principles of innovation.

In this context, the problem of training future social workers to innovate is very important.

The purpose of this article is to study the characteristics of innovative professional training of social workers.

Today, necessity of innovation in the social sector is beyond any doubt. Innovation processes in the social sphere is objectively caused by trends in theory and practice of social work and modernizing social services.

At the same time, the actual exercise training on traditional principles only partially meets the current requirements of future professional social workers. Innovation as part of professional social activities aimed at improving the delivery of social services and provides subjective qualitative changes.

Implementation of training based on innovative technologies will promote the formation of future professionals in social innovation potential and increase their level of preparedness to implement innovative professional.

Theoretical analysis of scientific literature of the innovation training in higher education proves that modern approaches to innovative vocational education have clearly defined historical-pedagogical innovation background. Thus, according to V.P.Deliy [1, p.18-47], historical and pedagogical analysis of innovation processes in vocational education, which reveals the foundations of educational innovations should be implemented consistently, namely, from ancient times (Confucius, Democritus, Socrates, Plato, Aristotle), as formulated first principles in innovative pedagogy (the unity of tradition and innovation; openness, dialogue, cooperation, creativity) and the first educational institutions on the basis of creating an innovative learning environment (Academy of Plato and Aristotle Likey), and the emergence of modern pedagogical innovation (V.Shatalov, E.Ilyin, I.Volkov, Sh.Amonashvili).

The following analysis identifying features in innovative training of social workers, we believe exercise in the context of the phenomenon of «Educational Innovation», this will enable us to decide the nature of innovation in education, structuring and functionality of innovative processes, the specifics of social innovation and innovation in education, selection for clas-

sification. Note that the classification of innovation, and therefore its unique educational innovations occur because the number of attributes and their dependency on the application in a particular area of education (content, technology, organization, management) [2, p.13] lead to the creation of new classifications of innovation. Thus, the combination of such features as innovative potential and scale transformations (for I.M. Bohdanova) allowed O.I. Shapran [2, p.13-15] to propose their own classification of structurally complex types of innovation of vocational education:

- modification-local, modifications, modular, system-modification (alternative update);
- combinatorial-local, combinatorial modular, combinatorial-system (combinatorial improvement);
- local radical, radical, modular, radical system (radical update).

Thus, on the basis of the magnitude of change presents innovative technologies vocational education [2, p.15]:

- *system* presented as person-oriented information and credit-modular technology that make global changes in the educational process are alternative to the traditional educational system;
- *modular* presented as a technology of creativity, games and interactive technologies that provide educational system component changes, consider the traditional and innovative approaches to the educational process;
- *local* representation as design technology, goal-setting and Life-Creative, training techniques that promote modernization, modification and rationalization of the traditional educational system.

As we can see, innovative vocational education is provided by the relevant technologies (methods) of the educational process, including the various forms and methods of active learning: distance learning through Internet network, Web-workshops, Web-lectures, online conferences, lectures, seminars, dialogues and debates, role or business game. We consider this approach should provide future professionals innovation activity through social transformation of passive learning information on obtaining extensive knowledge and skills and abilities. But some technologies of active and intensive training, in our opinion, are not included in the present classification, such as case-technology, technology “master class” but they fully reflect the professional social workers in case management clients.

The basis of innovative professional social worker is the integration paradigms of social work, which aims to create opportunities for innovation in the relationship of theory and practice in solving difficult life circumstances of vulnerable groups.

Therefore, the preparation of innovative professional social workers should be considered as an integrated learning system, which is aimed at creating innovative potential of

future professionals of the social sphere. Systemness, in this case, acts as an indicator of the effectiveness of training of social workers to innovate.

Characteristic features of innovative training future social workers we consider:

- 1) innovative meaningful vocational training;
- 2) innovative technology and methods of training;
- 3) organizational support for innovation training.

The first feature - the innovative content of professional training of social workers, it should be noted that it considers firstly, the specificity of training in social work, as the content of training program is fully consistent with the specificity of professional social work. Second, action-oriented training programs, as in every training program of training in "Social Work" shows relationship of existing main basic theoretical principles of modern social work practice social work with different groups and clients in different sectors of society. Thus, the value becomes meaningful innovation of training programs that provides high flexibility and adaptability training to social demand state and private social institutions.

The second feature - innovation of technology and methods of training provided by the appropriate method of implementation of the educational process. It should be noted that the effectiveness of innovative technologies in the context of preparation for future social workers to innovative professional activities provided certain components that are implemented through learning activities of students. We define the stages of innovation model of future professionals of the social sphere, which can be used both consistently and variant:

The first stage - reproductive, during which there is an individual or group work traditionally proposed to address problems;

The second stage - an innovative, during which there is an individual or group work to create a "new" problem;

The third stage - a discussion, during which there is discussion of a possible problem solving;

The fourth stage - the game, during game play which is offered solutions to problems. Taking into account the set algorithm for learning activities students future professionals of the social sphere, we consider it is necessary to identify additional opportunities to increase the level of technological training. Meets the current requirements of innovative technologies in the learning process first of all case technology, because it contains a combination of features:

- the study of life situations where one of the components of problems is the behavior of different groups;
- presenting, interpreting situations regarding the scope of the professional interests of a social worker;
- search and use theoretical knowledge in a dynamic situation;

- develop an algorithm of actions to take concrete decisions;
- the application of theoretical knowledge, concepts and methodologies established in specific situations.

Thus, the use case technology provides an optimal combination of theoretical studies (reproductive and innovative content) and practical skills (and controversial game content), which is especially important to prepare future professionals for innovative social profession.

The following innovative technologies, in our opinion, can serve design technology. Its introduction in the educational process will allow future specialist social development carry specific social projects that integrate design strategies according to the specific characteristics of social objects and apply lessons learned for self-development and professional self-improvement and formation of innovative potential of future specialists. Specificity of design technologies for types of projects (research, search, creative, prognostic, analytical) generally allows variant algorithm applied in the training of students as:

- the presence of significant social problem requiring research and creative ways to find solutions;
- compliance with social projects take into account the theme of training modules and didactic aims of class;
- there is a real significant result, which provides guidance on a specific group of clients of social work;
- compliance with security clearance and to clearly define the criteria for the organization of experts and self-project activities, results, benefits and bugs.

So, prepare for the implementation of innovative professional tools technology design ensures awareness and understanding of the importance of social projects: do not confuse single action to address pressing social issues or implementation plans with social projects.

The expediency of application of technology «master-class» in the professional training of specialists of social sphere in the context of preparation to the innovative professional activities, we see in the conditions of generalization and dissemination of the results of passage of an industrial practice. Master class allows students not only to present the “own activities” during an internship, but also convey “personal experience” as happens:

- direct discussion of the proposed experience with the case in terms of social and non-governmental organizations (analysis of case-situation);
- statement of the problem the task and its solution;
- find solutions to customer problems as participants in the master class and master.

A positive result of the master class can be viewed as future professionals of the social development of the “new” instruments “ for solving the client’s problems presented in the case of situation, formation of the internal motivation, self-improvement, self-development. It

is quite technologically complex process, which benefit both broadcast technology experience should be able to demonstrate specific methodological procedure or method, method of case management, technology, social work according to a certain group of customers or clients to a particular problem. The sequence of the master class should be based on the tasks that participants organize activities to address the problem, but within each task participants totally free: they need to make choices choices of achieve goals, work pace.

We also consider it appropriate to introduce into the learning process modification training technologies (thematic, integrated, etc.), including personality oriented training as a system of continuous professional development process that allows self-development, self-correction and self-identity. Training technology can not only learn certain aspects of behavior and professional, but also rebuild them, thus made a gradual transition professional development specialists at a higher level. Provide this process, both traditional and active learning methods and forms of teaching the subject. Under the context of preparations for the innovative professional training social services they need to be integrated into training programs and seminars, which will be presented concrete practical exercises, challenges and modeling algorithms occupational situations.

Another feature of future social workers to innovative professional we identified organizational innovation of teaching. The official introduction of the principles of credit-modular system in the learning process actualized search for new organizational forms and methods of training the social sphere. However, this search should not violate general logic of the process of preparation of social workers. Therefore, forms and methods should be relevant to certain common technologies [2, s.209]: professionally oriented, information-reflective, professional practice, professional and developmental.

Obviously, the priority and promising organizational forms of the learning process are considered traditional forms of learning in combination with information and remote forms.

Thus, innovation is defined characteristics enable the learning process with their help prepare students for future careers in the social sector.

The prospect of further research, we see in the justification and development of the theoretical-practical model of training of specialists of social sphere to the innovative professional activities.

Література

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