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**FORMATION OF PROFESSIONAL READINESS OF FUTURE
SPECIALISTS IN SOCIAL SPHERE FOR PREVENTION
OF MALADJUSTMENT AMONG PUPILS**

The article analyzes innovative ideas on formation of professional readiness of future specialists in social sphere for the prevention of maladjustment of pupils. Substantiated is the choice of methods and means in the course of their preparation within the framework of the designed educational, which ensures the development of professionally significant personal characteristics and qualities and the increase of their professional competence level in preventive work with maladjusted pupils.

Keywords: *specialist in social sphere, prevention of maladjustment of pupils, formation of professional readiness.*

Introduction

The changes which are happening in Ukraine in the area of university education are based on necessity of taking into account latest world-wide tendencies in various spheres of common development in general and in the area of education in particular. Spreading of globalization processes, transformation of existing educational beacons, implementation of educational technology innovations is promoting the necessity of attentive study and summarizing of the experience of EU countries in the area of social work with the purpose of selecting effective ways and means of preventive work with maladjusted pupils and implementing them in the process of training of future specialists in social sphere.

Results

Analysis of science literature on issues in the area of training of future workers of social assistance in various countries have shown that the system of professional training has common sides and individual differences, dependent on the type of country's commonwealth system and differences of development and also on the standard of living of its citizens. O. Pichkar, based on analysis of training of social workers for preventive work with children and youth in different countries noted, that there exist certain limitations [4, p. 166-167]: age (Switzerland, Finland, USA, Canada); certain educational level (USA, Canada, Australia); previous

social work experience (Germany, Switzerland, USA); pedagogical skills and foundation of pedagogical culture (Russia); existence of a developed social intellect which allows to understand person's motivation and personal characteristics (USA). Author also highlights the following important characteristics of social intellect [4, p. 167]: social self-effectiveness; emphatic interest; pronounced estimable attitude to oneself and others. For the successful conduct of social work the social worker has to develop the following competency types [4, p. 168]: methodical, social, organizational. Also, in Great Britain, to special competency which has to be demonstrated by the social work specialist is attributed acknowledgement of values of social work. Comparison of essence and features of various systems of training of future social sphere specialists in Ukraine and abroad, has allowed to identify the following essential elements of professionalism of future specialist, which independent from the actual place of work always must provide effectiveness of their work: professional worldview, professional skills and qualities, professional conduct, where the first is the basis for the following two.

In philosophical dictionary compiled by M. Rosenthal the following definition is specified: «worldview – accumulation of principles, views and beliefs that set direction for work and relation to reality of an individual, social group, class or community as a whole» [7, p. 247]. Worldview consists of elements, which belong to all forms of social consciousness (philosophical, scientific, political, moral, aesthetic views) and has enormous practical sense for an individual, influencing behavior, life aspirations, interests, work and society, creating pre-conditions for its development. Analysis of scientific psychological and pedagogical literature on problems of forming professional worldview of future pedagogues allows asserting that in the related scientific environment there appeared a number of related terms: «pedagogical worldview», «professional pedagogical worldview». For example, in a thesis investigation made by I. Ibrahimova she clarifies the notion of «pedagogical worldview». Author highlights its main characteristics [2]: orientation on humanitarian values, personal and professional motivation, adherence to scientific principles, independence, activity and effectiveness. Due to demands of a modern changing world, the requirements for professional activity of social workers have also changed. During the times of globalization, increasing migration processes social worker must have ability to communicate with representatives of different ethnic groups and social strata to organize communal welfare activity, aimed at preventing cases of maladjustment among children and youth, that are brought forward by atypical social problems: war conflicts (between representatives of related ethnic groups); the proliferation of different maladies that have dangerous pandemic

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tendencies (drug addiction, computer addiction, AIDS, etc.). Given developed by I. Ibragimova system of meaningful elements of educational worldview of future pedagogues and specifics of modern professional activity of future specialists in social sphere focused on prevention of maladjustment among students, among the main characteristics of their professional worldview we highlight the following: humanistic orientation, personality-oriented professional motivation, adherence to scientific principles, social activity, creativity, flexibility, openness, effectiveness, ability for tolerant communicative interaction.

E. Dmitrieva defines the professional pedagogical worldview as a system of attitudes, beliefs, values and ideals of the teacher, dynamic and based on philosophical, psychological, educational, economic, legal scientific knowledge, which are determining the direction of teacher's career and are reflected in his or her independent personal position [1]. Analysis of E. Dmitrieva research suggests that in the formation of professional pedagogical worldview of the future teacher there exists a sequence of interrelated phases: orientation, appropriation and transformation. Because important part of the work of specialist in social sphere for prevention of maladjustment of students in different social institutions, is both implementation of teacher education and education of children and young people, it is considered appropriate in the formation of a professional worldview of the future experts in social sphere to identify above-named interdependent steps with the following content: orientation (formation of the students focus on positive activities for the prevention of maladjustment of pupils in different social institutions, the formation of a need for professional improvement in the above-named direction); assignment (mastering by students of humanistic values, ideals, modern tactics in the area of social work related to prevention of maladjustment of pupils, testing existing foreign and domestic approaches and forming own opinions regarding the prevention of maladjustment of pupils in affiliate network facilities environment) and conversion (formation of readiness of students for self-development of professional worldview of the future specialists in social sphere on a personal level and for creative self-improvement).

L. Reutova defines professional pedagogical worldview as integral personal formation, which is dynamically developing and consists of a system of attitudes, beliefs, values and ideals of the teacher, based on philosophical, psychological, educational, economic, legal scientific knowledge that together determine orientation of teacher's professional training and activity and is reflected in the increase of professional identification [5]. The researcher notes that the formation of teacher's professional worldview implies development of tolerance for others' way of life, behavior, customs, feelings, ideas, opinions, beliefs, faiths. We share

the author's idea of the importance of the formation of professional pedagogical worldview for future specialists in social sphere that have to implement prevention of maladjustment of pupils in different social institutions because an important area of their professional activities is to create conditions for the development of sociality of both students and their social circle through pedagogical development of social environment, which is a prerequisite for their successful adaptation to it. Given what is mentioned above regarding professional training of future specialists in social sphere for work of prevention of maladjustment among pupils, we consider it necessary to introduce students to issues of philosophy of education as key component in building their worldview and also to possibilities of enhancing their pedagogical culture and pedagogical consciousness.

The analysis of the training of teaching staff in prevention of maladjustment of pupils at home and at school in the United States and Canada allows to distinguish effective means allowing to increase their level of professionalism. A. Faber and E. Mazlish provide an opportunity to familiarize with unique communication strategies that help children and teenagers solve daily problems and enjoy the learning process [6].

V. Olefir developed a structural model of the intellectual-personal potential of self-regulation of the subject of activity. The author states that «self-regulation of the subject is based on the intellectual-personal potential as an integral entity that has a nonspecific manifestation in the context of situations of uncertainty, achievement, pressure, mediating their influence on the success of various activities and psychological well-being of the individual» [3, p. 143-144]. Taking into account the aforementioned, during the process of training future specialists in social sphere for the prevention of maladjustment of pupils, it is necessary to develop their intellectual and personal potential as a necessary resource that will ensure success of their work with complex contingents and in conditions of uncertainty.

Discussion and conclusions

On the basis of analysis and generalization of scientific literature, the following components of the professional readiness of future specialists in social sphere for prevention of maladjustment of pupils are identified: motivational (the formation of interest in the implementation of professional activities for the prevention of maladjustment of pupils in various social institutions); cognitive (the formation of a system of knowledge for the identification of factors that cause the emergence of child and youth maladjustment, as well as the organization of socio-pedagogical and social activities for the prevention of maladjustment of pupils in various social institutions as a prerequisite for the formation of professional outlook of

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future specialists); practical (development of professional skills for implementing multi-level activities for the prevention of maladjustment of pupils in various social centers, as well as experience and skills of pedagogical and social work and the foundation of pedagogical culture); personal (development of intellectual personal potential of future specialists, which will provide effective activities for the prevention of maladjustment of pupils).

Consequently, based on the results of analysis of domestic and foreign studies, it can be argued that the formation of professional readiness of future specialists in the social sphere to prevent maladjustment of pupils in various social institutions has to ensure, with the help of a specially designed educational environment, the development of their professional outlook and professional skills of intellectual and personal potential, as the basis for the identification of professionally acceptable behavior in the process of practical training within higher education institutions and social institutions of the partner network, which will contribute to increase in their resources for work with the specified contingent and the success of their further practical activities.

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Валентина Костіна. Формування професійної готовності майбутніх фахівців соціальної сфери до профілактики дезадаптації учнів.

У статті проаналізовано інноваційні ідеї з формування професійної готовності майбутніх фахівців соціальної сфери до профілактики дезадаптації учнів. Обґрунтовано вибір методів і засобів у процесі їхньої підготовки у межах спроектованого освітнього середовища, що забезпечує розвиток професійно-значущих особистісних характеристик та якостей і зростання рівня їхньої професійної компетентності в профілактичній роботі з дезадаптованими учнями.
Ключові слова: фахівець соціальної сфери, профілактика дезадаптації учнів, формування професійної готовності.

Valentina Kostina. Utworzenie profesjonalnego przygotowania dla przyszłych specjalistów od profilaktyki niedostosowania społecznego uczniów.

W artykule analizowane są innowacyjne pomysły dla profesjonalnego kształcenia przyszłych specjalistów od profilaktyki niedostosowania społecznego uczniów. Dobór metod i narzędzi stosowanych w trakcie szkolenia został przygotowany tak, aby zapewnić optymalny rozwój zawodowy, uwzględniając przy tym ważne cechy indywidualne, i zwiększyć poziom kompetencji zawodowych kursantów w pracy profilaktycznej z niedostosowanymi społecznie uczniami.

Słowa kluczowe: specjalistyczne usługi społeczne, profilaktyka niedostosowania uczniów, tworzenie profesjonalnej gotowości.

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