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MODEL OF FORMATION OF FUTURE SOCIAL WORKERS' READINESS FOR THE PROFESSIONAL ACTIVITY IN THE INSTITUTIONS OF SOCIAL SERVICES FOR THE ELDERLY IN UKRAINE

Abstract

The article analyzes the results of pedagogical experiment on introduction of educational model of readiness of future social workers for the profession in the institutions of social services for the elderly. Pedagogical model provided the isolation of its components, as conceptually-based, content-technology diagnostic and reflexive. Conceptually-target component serves as the scientific study of the problem. Content-technological component displays content, functions, forms training, methods, tools, stages of the educational process and pedagogical conditions of formation of future specialists of social work for professional work in institutions of social services for the elderly. Reflexive diagnostic component includes structural components, criteria, indicators and levels of readiness of the future experts of social work for professional work in institutions of social services for the elderly. The introduction of the pedagogical model is the readiness of the future experts of social work for professional work in institutions of social services for the elderly, the structure of which is determined through isolation of motivational, cognitive, operational and personal components. The criteria for forming these components is axiological, cognitive, activity and reflexive criteria, each of which has an optimal, adequate and critical level. Axiological criterion for determining the

presence of a stable student motivation for professional activity in institutions of social services for the elderly. Cognitive test determines the presence of students in the professional knowledge required for the social work with the elderly. Activity-test detects the presence of the students the necessary professional skills. Reflective test determines the level of presence the students personal and professional qualities. Methods of evaluation criteria formation of structural components of future social workers to the profession in the institutions of social services for the elderly include special diagnostic tools. Pedagogical experiment results show significant positive changes the levels of readiness of future social workers to the profession in the institutions of social services for the elderly students in the experimental group compared with the control group of students. Particularly in the experimental group the number of students with an optimal level of formation of future social workers to the profession activities in institutions of social services for the elderly increased by 11,81%, while the control group – only 6,08%.

Keywords: components of readiness for professional activity; the elderly; future social workers; model; social services.

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Introduction.

Due to the existing demographic tendency of ageing population in Ukraine, a significant part of clients of social work are elderly. Now, according to O. Karpenko, Ukraine catastrophically lacks qualified social work specialists who could professionally carry out the work on the diagnosis and the prediction of social processes, give the preventive, social-therapeutical, psychological, pedagogical and legal assistance to various categories of the population (Holubenko, 2013, 80). The readiness for the work with people of old age is considered as part of the general problem of future social workers' readiness for their professional activity (Karpenko, 2007).

Analysis of relevant research.

Many Ukrainian scientists such as T. Avetisyan, I. Zymnya, V. Kamaeva, O. Karpenko, A. Kapska, O. Plakhotnik, K. Reid, R. Sanzhayeva, N. Seiko, S. Tovschyk, O. Topol, L. Tyuptya, T. Yarkina and others devoted their scientific researches to the problems of future social workers' training to put into practice their professional activity.

However, these authors didn't highlight enough the problem of future social workers' readiness for the professional activity in the institutions of social services for the elderly.

Monitoring of the state of future social workers' training for the professional activity in the institutions of social services for the elderly, made by us on the basis of the interviewing of students and higher school teachers and also the staff of institutions of social services for the elderly, indicates insufficient level of social workers' readiness for such an activity (Pavlyshyna, 2015).

Therefore, the social assignment of the society is directed to highly qualified professionals' training who are able to carry out effectively the social work in the institutions of social services for the elderly.

Aim of the Study is to test experimentally the effectiveness of the pedagogical model of formation of future social workers' readiness to the professional activity in the institutions of social services for the elderly.

Methodology of Research.

Today, for highly qualified worker's training who is able to carry out social work with the elderly in the institutions of social services, it is necessary to create an effective pedagogical model of educational content according to the future social worker's training who has a system of knowledge and skills to carry out efficiently the professional activity. The model developed by us of formation of future social workers' readiness for the professional activity in the institutions of social services for the elderly provides the separation of its components such as: conceptual-target, content-technological and reflexive-diagnostic.

Conceptually-target component fulfills the function of the scientific grounds of the raising problem and includes the goal, objectives, approaches (acmeological, axiological, competence and activity and reflexive) and principles of (innovation, system, competence, humanization, ethics, reflexivity, motivation and situation) the formation of future social workers' readiness for the professional activity in the institutions of social services for the elderly.

Content-technological component reflects the content, the functions (cognitive, educational, communicative, activity, adaptive, developing) and the pedagogical conditions of formation of the future professionals' readiness of social work for professional activity in the institutions of social services for the elderly and the forms of training, methods, tools and stages of the learning process.

Future social workers' professional training will be more efficient if we pay attention to such pedagogical conditions of professionals' training, which allow to train highly skilled specialists able to implement effective social work with older people: motivating and stimulating of educational and cognitive activity of students for active involvement in social work with elderly age through volunteer work; the use of innovative teaching methods for modeling the social work with the elderly; organization of practical activity using student online community «Social Geriatrics».

Reflexive diagnostic component of the educational model of future specialists' readiness of social work for professional activity in the institutions of social services for the elderly includes structural components, criteria, indexes and levels of future specialists' of social work readiness for professional activity in institutions of social services for the elderly.

The result of implementation of pedagogical model is the future specialist' readiness for professional activity in the institutions of social services for the elderly.

We determine the structure of future social workers' readiness for the professional activity in the institutions of social services for the elderly through the separation of motivational, cognitive, operational and personal components. The criteria for forming these components are axiological, cognitive, activity and reflexive criteria, each has an optimal, sufficient and critical levels.

Axiological criterion determines whether a student has sustained motivation to exercise professional activity in the institutions of social services for the elderly. Its indexes are the presence of students' inner motivation for professional activity with elderly people, which is characterized by self-realization and student's professional self-

development, the desire to carry out the social work with older people, the obtaining intellectual satisfaction from acquiring professional knowledge.

Cognitive criterion determines the presence of the students professional knowledge required for social work with the elderly. The indexes of this criterion are formed system of professional knowledge according to the features of socialization of the elderly, the specifics of social work realization with the category of clients, legal forms of social work and the directions of the institutions of social services activity of gerontologic group clients.

Activity criterion determines the presence of the students professional skills and habits for professional activity in the institutions of social services for the elderly. His indexes are the constructive-designing, performing and analytical-reflexive and skills of social work with clients of gerontologic group.

Reflective criterion determines the level of presence of students personal and professional qualities necessary for effective social work with clients of gerontologic group. Indexes of reflective criterion show a high level of professional creativity and professional student reflection during the implementation of professional activity in institutions of social services for the elderly.

Methods of criteria evaluation of structural components' formation of future social workers' readiness for the professional activity in the institutions of social services for the elderly included the following diagnostic tools:

- Methods of «Motivation training of students of pedagogical higher school» S. Pakulina and S. Ketko, modified by us (to determine the level of formation of readiness according to axiological criterion);
- Tests to determine the level of formation of the cognitive component of the future social worker's readiness for the professional activity in institutions of social services for the elderly (to determine the level of formation of readiness for cognitive test);
- Diagnostic Card for the evaluation of readiness formation of the operational component of future social worker for the professional activity in the institutions of

social services for the elderly (to assess the level of formation of readiness according to active criterion);

- Methods «Creativity questionnaire» D. Johnson adapted by O. Tunick and «Testing method of reflexivity» A. Karpov modified by us (to determine the level of formation of readiness according to reflexive criterion).

Results of Research.

Checking the efficiency of the model of formation of future social workers' readiness for the professional activity in the institutions of social services for the elderly was done in the process of pedagogical experiment during 2013-2015 years, where the students of Ternopil National Pedagogical University named after Volodymyr Gnatyuk and Lutsk Institute of Human Development of University «Ukraine» took part. With the help of these students of higher educational institutions there were formed the control (n = 69 persons) and experimental (n = 66 persons) groups. Students in the control group were trained by the traditional pattern of the educational process, while in the experimental group it was implemented the pedagogical model of the formation of future social workers' readiness for the professional activity in the institutions of social services for the elderly.

By axiological criterion at the beginning of the pedagogical experiment in the the optimal level of formation of inner motivation to professional training the students of control group had 7.25% and experimental group – 9.09%; the sufficient level of 26.64% of the students had control and experimental 25.76% of students groups; the critical level – 68.12% of students and control 65.15% of students experimental groups (Table 1).

Table 1

Levels of formation of future social workers' readiness for professional activity in the institutions of social services for the elderly of control (CG) and experimental (EG) groups (%)

Criteria of Formation	Critical Level		Sufficient Level		Optimal Level		Stages
	CG	EG	CG	EG	CG	EG	

Axiological criterion	68,12	65,15	24,64	25,76	7,25	9,09	beg.
	53,62	31,82	33,33	43,94	13,04	24,24	fin.
Cognitive criterion	63,77	63,64	24,64	24,24	11,59	12,12	beg.
	46,38	34,85	36,23	42,42	17,39	22,73	fin.
Activity criterion	62,32	60,61	27,54	28,79	10,14	10,61	beg.
	49,28	39,39	34,78	36,36	15,94	24,24	fin.
Reflexive criterion (the development of ceativity)	62,32	63,64	28,99	27,27	8,7	9,09	beg.
	49,28	45,45	36,23	34,85	14,49	19,70	fin.
Reflexive criterion (the development of reflexion)	55,07	54,55	33,33	33,33	11,59	12,12	beg.
	40,58	30,30	40,58	48,48	18,84	21,21	fin.

At the end of the experiment the optimal level of formation of inner motivation for professional training students had 13.04% of the control and 24.24% of experimental groups; the sufficient level of 33.33% of students had control and experimental 43.94% of students groups; critical level – 53.62% of control and 31.82% of experimental students groups.

So, at the end of pedagogical experiment the number of students with the optimal level of formation of inner motivation for professional training increased at 15.15% in the experimental group and the control group only – at 5,79%. The number of students with a sufficient level of formation of inner motivation to professional training increased at 18.18% in the experimental group and the control group only – 8.69%. According to the changes in critical level, the tendency was: the number of students decreased in the experimental group at 33.33%, while the control group at 14.5%.

According to cognitive criterion at the beginning of pedagogical experiment the optimal level of future social workers' mastering of professionally oriented knowledge had 12.12% of experimental and 11.59% of control students groups; the sufficient level had of 24.24% of experimental and 24.64% of control students groups; the critical level – 63.64% of experimental and 63.77% of the students control groups.

At the end of the pedagogical experiment the optimal level the future social workers' mastering of professionally oriented knowledge had 22.73% of experimental and 17.39% of control students groups; the sufficient level of 42.42% of experimental and 36.23% of the control students groups; the critical level – 34.85% of experimental and 46.38% of the control students groups.

Consequently, the number of students with the optimal level of mastering professionally oriented knowledge increased in experimental – about 10.61%, while the control group only 5.8%; the number of students with the sufficient mastering of professionally oriented knowledge increased in the experimental group about 18.18% in the control group – about 11.59%; the number of students the critical level in mastering of professionally oriented knowledge decreased in the experimental group about 28.79% in the control group – about 17.39%.

According to the criterion of activity at the beginning pedagogical experiment, the number of students with the optimal level of formation of the design-constructive, performing, analytical and reflexive skills of future social workers' for professional activity in the institutions of social services for the elderly in the experimental group was 10.61% of students in the control group – 10.14%; the number of students with a sufficient level in the experimental group was 28.79%, the students in the control group – 27.54%; the number of students with the critical level of skills in the experimental group was 60.61%, the students in the control group – 62.32%.

At the end of the pedagogical experiment the number of students with the optimal level of formation of design-constructive, performing, analytical and reflexive skills of future social workers' professional activity in institutions of social services for the elderly in the experimental group was 24.24% of the students in the control group – 15.94%; the number of students with the sufficient level in the experimental group was 36.36%, the students in the control group – 34.78%; the number of students with the critical level of skills and the experimental group was 39.39%, the students in the control group – 49.28%.

So, there is a tendency: to increasing number of students with the optimal level of formation of design-constructive, performing, analytical and reflexive skills in

experimental – about 13.63%, while the control group only 5.8%; the increasing number of students with a sufficient level of formation of design-constructive and performing, analytical and reflexive skills in the experimental group about 7.57% in the control group only 7.24%; reducing the number of students with the critical level of formation of such skills and abilities in the experimental group about 21.22% in the control group – 13.04%.

According to reflexive criterion in the experimental group at the beginning of pedagogical experiment the optimal level was 9.09%, the sufficient – 27.27% of students; the critical – 63.64% of students; at the end of the pedagogical experiment – respectively 19.7%, 34.85%, 45.45% of students.

In the control group at the beginning of the pedagogical experiment the optimal level of creativity was 8.7% of the students, the sufficient – 28.99% of students and the critical – 62.32% of students; at the end of the pedagogical experiment – respectively 14.49%, 36.23% and 49.28%.

Hence, after finishing of the pedagogical experiment one observed the following tendencies according to the development of creativity of future social workers: the numbers of students with the optimal level of creativity increased in the experimental group at 10.61% in control – at 5.79%; the number of students with the sufficient level of creativity increased in the experimental group at 7.58% in the control – at 7.24%; the number of students with the critical level of creativity in the experimental group at 18.19%, in control – at 13.04%.

Analysis of the results of the pedagogical experiment shows that in the control group at the beginning of the experiment the critical level of formation of future social workers' readiness for the professional activity in the institutions of social services for the elderly was 62.32% of the students, the sufficient – 27.83% of the students and the optimal – 9.86% of the students; at the end of pedagogical experiment the critical level was 47.83% of the students, the sufficient – 36.23% of the students and the optimal – 15.94% of students (Fig. 1).

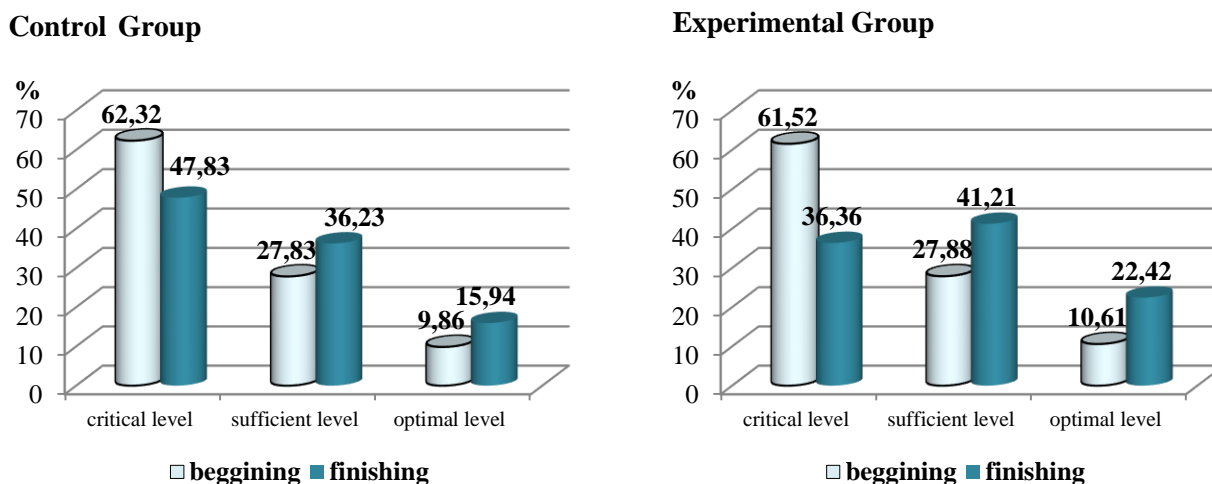


Fig. 1. Dynamics of formation of future social workers' readiness for the professional activity in the institutions of social services for the elderly (%)

In the experimental group at the beginning of the pedagogical experiment the critical level of formation of future social workers' readiness for the professional activity in the institutions of social services for the elderly was 61.52% of the students, the sufficient – 27.88% of the students and the optimal – 10.61% of students; at the end of the pedagogical experiment the critical level was 36.36% of the students, the sufficient – 41.21% of the students and the optimal – 22.42% of students.

Thus, the critical level of formation of future social workers' readiness for the professional activity in the institutions of social services for the elderly the number of students decreased in the control group at 14.49% in the experimental – at 25.16%; with the sufficient level of formation of future social workers' for the professional activity in the institutions of social services for the elderly the number of students increased in the control group at 8.4% in the experimental – at 13.33%; with the optimal level of formation of future social workers' readiness for the professional activity in the institutions of social services for the elderly the number of students increased in the control group at 6.08% in the experimental – at 11.81%.

Conclusions.

Thus, the results of the pedagogical experiment according to the implementation of pedagogical model of the formation of future social workers' readiness for the professional activity in the institutions of social services for the elderly show the significant positive

changes of the levels of future social workers' readiness for the professional activity in the institutions of social services for the elderly in students of experimental group in comparison with students of the control group (the number of students with the optimal level of formation of future social workers' readiness for the professional activity in the institutions of social services for the elderly in the experimental group increased at 11.81%, while in the control group only – 6.08%). The summarized confirms the effectiveness of the pedagogical models.

The prospects for further researches lies in the development of information-technological software training of future social workers for the professional activity in the institutions of social services for the elderly.

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МОДЕЛЬ ФОРМИРОВАНИЯ ГОТОВНОСТИ БУДУЩИХ СОЦИАЛЬНЫХ РАБОТНИКОВ К ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ В ЗАВЕДЕНИЯХ СОЦИАЛЬНОГО ОБСЛУЖИВАНИЯ ПОЖИЛЫХ ЛЮДЕЙ В УКРАИНЕ

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В статье осуществлен анализ результатов педагогического эксперимента по внедрению модели формирования готовности будущих социальных работников к профессиональной деятельности в учреждениях социального обслуживания пожилых людей. Модель предполагала выделение таких ее составляющих, как: концептуально-целевая, содержательно технологическая и рефлексивно-диагностическая. Результаты педагогического эксперимента свидетельствуют о существенных позитивных изменениях уровней сформированности готовности будущих социальных работников к профессиональной деятельности в учреждениях социального обслуживания пожилых людей у студентов экспериментальной группы по сравнению со студентами контрольной группы. В частности в экспериментальной группе количество студентов с оптимальным уровнем сформированности готовности будущих социальных работников к профессиональной деятельности в учреждениях социального обслуживания пожилых людей увеличилось на 11,81%, а в контрольной группе – только на 6,08%.

Ключевые слова: *будущие социальные работники; компоненты готовности к профессиональной деятельности; педагогическая модель; пожилые люди; социальное обслуживание.*

МОДЕЛЬ ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ СОЦІАЛЬНИХ ПРАЦІВНИКІВ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ У ЗАКЛАДАХ СОЦІАЛЬНОГО ОБСЛУГОВУВАННЯ ЛЮДЕЙ ПОХИЛОГО ВІКУ В УКРАЇНІ

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У статті здійснено аналіз результатів педагогічного експерименту з впровадження моделі формування готовності майбутніх соціальних працівників до професійної діяльності в установах соціального обслуговування людей похилого віку. Модель передбачала виділення таких її складових, як: концептуально-цільова, змістовно технологічна і рефлексивно-діагностична. Концептуально-цільова складова виконує функцію наукового обґрунтування поставленої проблеми. Змістовно технологічна складова відображає зміст, функції, форми організації навчання, методи, засоби, етапи навчального процесу і педагогічні умови формування готовності майбутніх фахівців соціальної роботи до професійної діяльності в установах соціального обслуговування людей похилого віку. Рефлексивно-діагностична складова включає в себе структурні компоненти, критерії, показники та рівні сформованості готовності майбутніх фахівців соціальної роботи до професійної діяльності в установах соціального обслуговування людей похилого віку. Результатом впровадження моделі виступає готовність майбутніх фахівців соціальної роботи до професійної діяльності в установах соціального обслуговування людей похилого віку, структура якої визначається за допомогою виділення мотиваційного, когнітивного, операційного та особистісного компонентів. Критеріями сформованості цих компонентів є аксіологічний, пізнавальний, діяльнісний і рефлексивний критерії, кожен з яких має оптимальний, достатній і критичний рівні. Результати педагогічного експерименту свідчать про суттєві позитивні зміни рівнів сформованості готовності майбутніх соціальних працівників до професійної діяльності в установах соціального обслуговування людей похилого віку у студентів експериментальної групи в порівнянні зі студентами контрольної групи. Зокрема в експериментальній групі кількість студентів з оптимальним рівнем сформованості готовності майбутніх соціальних працівників до професійної діяльності в установах соціального обслуговування літніх людей збільшилася на 11,81%, а в контрольній групі – тільки на 6,08%.

Ключові слова: майбутні соціальні працівники; компоненти готовності до професійної діяльності; люди похилого віку; педагогічна модель; соціальне обслуговування.

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