

Features of practical training of students (future social teachers) at universities

Características da formação prática dos alunos (futuros professores sociais) nas universidades

Características de la formación práctica de los estudiantes (futuros profesores sociales) en las universidades

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How to cite: Gontar, Z., Say, L., Pochynkova, M., & Parfyonova, O. (2022). Features of practical training of students (future social teachers) at universities. *Revista Tempos e Espaços em Educação*, 15(34), e17164. <http://dx.doi.org/10.20952/revtee.v15i34.17164>

ABSTRACT

The main purpose of the article is to study the features and prospects of practical training of students (future social teachers) at universities. At the present stage, pedagogical education in each country, while maintaining the acquired national experience, is being reformed and is gradually entering the world educational space. The training of specialists for the socio-pedagogical sphere at universities began relatively recently. In this regard, and the specifics of the process of formation and development of the profession, the practical training of social teachers is focused on the formation of the necessary professional skills, the formation of sustainable motivation for active professional activity. In the process of professional growth and development of the competence of a social pedagogue, socio-pedagogical practice is inferior in its significance, perhaps, only directly to the practical activity itself. This type of practical training, along with the theoretical aspects of training, provides the student-trainee not only with practical skills, but also with individual, long-term consultations - conversations with a mentor. As a result of the study, the main aspects of the practical training of students (future social teachers) at universities were identified.

Keywords: Future social teachers. Pedagogy. Practical training. Professional skills. Socio-pedagogical sphere.

RESUMO

O objetivo principal do artigo é estudar as características e perspectivas da formação prática dos alunos (futuros professores sociais) nas universidades. No estágio atual, a educação pedagógica em cada país, mantendo a experiência nacional adquirida, está sendo reformada e está gradualmente entrando no espaço educacional mundial. A formação de especialistas para a esfera sociopedagógica nas universidades começou há relativamente pouco tempo. Neste sentido, e nas especificidades do processo de formação e desenvolvimento da profissão, a formação prática dos professores sociais centra-se na formação das competências profissionais necessárias, na formação da motivação sustentável para a atividade profissional ativa. No processo de crescimento profissional e desenvolvimento da competência de um pedagogo social, a prática sociopedagógica é inferior em seu significado, talvez, apenas diretamente à própria atividade prática. Este tipo de formação prática, juntamente com as vertentes teóricas da formação, proporciona ao formando não só competências práticas, mas também consultas individuais de longa duração – conversas com um mentor. Como resultado do estudo, foram identificados os principais aspectos da formação prática dos alunos (futuros professores sociais) nas universidades.

Palavras-chave: Âmbito sociopedagógico. Competências profissionais. Formação prática. Futuros professores sociais. Pedagogia.

RESUMEN

El objetivo principal del artículo es estudiar las características y perspectivas de la formación práctica de los estudiantes (futuros profesores sociales) en las universidades. En la etapa actual, la educación pedagógica en cada país, manteniendo la experiencia nacional adquirida, se está reformando y está ingresando gradualmente al espacio educativo mundial. La formación de especialistas para el ámbito sociopedagógico en las universidades comenzó hace relativamente poco tiempo. En este sentido, y las especificidades del proceso de formación y desarrollo de la profesión, la formación práctica de los profesores sociales se centra en la formación de las habilidades profesionales necesarias, la formación de la motivación sostenible para la actividad profesional activa. En el proceso de crecimiento profesional y desarrollo de la competencia de un pedagogo social, la práctica sociopedagógica es inferior en su significado, quizás, solo directamente a la actividad práctica en sí. Este tipo de formación práctica, junto con los aspectos teóricos de la formación, proporciona al estudiante-aprendiz no solo habilidades prácticas, sino también consultas individuales a largo plazo, conversaciones con un mentor. Como resultado del estudio se identificaron los principales aspectos de la formación práctica de los estudiantes (futuros docentes sociales) en las universidades.

Palabras clave: Âmbito sociopedagógico. Competencias profesionales. Formación práctica. Futuros docentes sociales. Pedagogía.

INTRODUCTION

During constant social transformations, the loss of value orientations and a growing number of intercultural contacts, the figure of a social worker as a person whose activity is designed to harmonize all areas of social interaction, to establish effective socialization, integration into society of people who need it, is of particular importance. That is why the last decades testify to the growing attention of the scientific community to the personality of a social worker and his proper professional training. Social assistance to the population is a tangible means of stabilizing human needs and social life, as well as a mechanism for supporting an individual and a group of people.

A social teacher is a specialist engaged in the field of social and pedagogical work or educational activities. It organizes the interaction of educational and extracurricular institutions, families, the public in order to create conditions for social adaptation and well-being in the

microsociety of children and youth, their comprehensive development in the social environment (Karpenko, 2007)

The knowledge gained during theoretical training helps in practice to create a system of means and techniques to achieve a professional goal, quickly navigate in new situations, plan one's activities, evaluate its effectiveness.

This knowledge is realized in the practical activity of a social educator. They are closely related to the skills that make up the operational component of readiness for socio-pedagogical work.

In educational activity, knowledge, skills, skills are what the student directs his activity to, that is, the subject of this activity. The professional activity of a university graduate will have a different subject: at the moment of transition from educational activity to professional knowledge in the subject, activity turns into a means of its implementation. In the process of student-centered learning, theoretical knowledge becomes meaningful for the student: from knowledge, skills, skills suitable only for passing exams, they turn into living knowledge. The student seems to be "turning around" from the past because of the present to the future, acting in a holistic time space "yesterday – today – tomorrow". For him, it becomes clear what was (models of theory and practice), what is (performed cognitive activity) and what will be (simulated situations of professional activity). All this models his learning activity, makes it meaningful and productive.

The quality of training of the future teacher is undoubtedly related to the effectiveness and progress of the student's educational activities. At the same time, the progress of any activity, as is known, is determined by the activity of the individual and his optimal mental state. Therefore, in order to improve the quality of training of future teachers, it is necessary to intensify the cognitive activity of students, ensure its effectiveness and teaching conditions under which various mental functions would be in an optimal or close to it state.

If the learning activity will be based on the principle of individualization of learning. That is, if it takes into account the individual mental capabilities of students and their inclination to work in their specialty, and therefore to self-organization, self-development and success in training, which will ensure the development of professional abilities, the formation of personal qualities and, accordingly, mental readiness for professional activities

Although, of course, practice is one of the most important parts of professional and personal preparation for the activities of a social worker. After all, in the process of practice in the social service (Ochirov, 2016):

- the student understands what is possible and impossible in social work, as a result of which he develops a realistic approach to his future profession;
- the student checks the "effectiveness" of the theories studied in the classroom;
- in other words, he tries to apply what he has been taught, to integrate knowledge into a single whole;
- dealing with acute social and personal problems, facing complex ethical dilemmas, students begin to become more aware of their thoughts and feelings, to understand how these experiences affect their professional activities;
- establish a dialogue between social services and the university;
- there is an opportunity to introduce new elements in the work of the social service.

The problem of the relationship between theory and practice is closely related to studies of the integration and differentiation of knowledge, which is also reflected in the planning of the relationship between theory and practice of professional training. The theoretical foundations for integrating the content of vocational education were developed by L.P. Belyaeva, who notes that "the unity of integration and differentiation in vocational training has potential opportunities due to the laws of development of social production. Integration is a lever for optimizing the final result

of vocational training, serves as a condition, a means of increasing efficiency and reducing the time for mastering the basics of professional skills by future workers in universities.

The generalization of theoretical approaches to the definition and characterization of the concepts of "pedagogical conditions" and "pedagogical conditions of professional training" allowed us to determine and substantiate the content of the pedagogical conditions for preparing future social teachers for advisory activities. The first condition is the formation of the motivation of the future social teacher to acquire theoretical knowledge and skills of advisory activity. We believe that the preparation of future social teachers for advisory activities will be much more effective when organizing systematic, continuous work on the formation of motivation. The motive acts as a conscious factor that determines the direction of actions and actions of a person (Druzhinina, 2012).

The motives concretize the needs that not only determine them, but also change and enrich themselves as a result of the expansion of the range of objects that satisfy them. The development of incentive motives for learning among students depends on certain conditions, namely: awareness of the immediate and long-term goals of learning; understanding of the theoretical and practical significance of the acquired knowledge; emotionality of teaching and perception of the content of scientific information; accumulation of volume and novelty of information; professional orientation; support of interest, interest of students in educational activities; creation of a positive psychological climate in the training group. The process of preparing future social educators for advisory activities will be successful if cognitive interest develops, which includes emotional impressions, initiatives, intellectual achievements, etc.

The combination of such formations in the process of studying professional disciplines will increase the motivation for learning. Awareness of the need for knowledge, skills, the formation of the necessary qualities can contribute to the successful mastering of advisory activities, as well as the development of interest in professional performance. The development of interest in the accumulation of knowledge, skills and consulting skills will be effective if teachers use active methods of teaching forms (discussions, role-playing games, trainings, practical work); emotionality in the presentation of educational material; creating a favorable learning emotional climate; organization of productive intra-group educational activities; providing feedback to the audience; analysis of successes and reasons for failure. Important in the formation of motivation is the realization of the need to achieve success, contributing to the formation of goals and underlying perseverance in solving professional problems. Note that if the need for achievement is not realized, then there is a high probability of a decrease in the success of educational and cognitive activity (Bayley, Regan, 2004).

Therefore, it is important to create the necessary factors for its implementation. One of these factors is the active involvement of students in the process of not only gaining knowledge on the theory and technology of advisory activities, but also their direct use in practice, because the experience and knowledge, skills and abilities that students accumulate serve as a source of their professional growth. Therefore, the use of active innovative forms and methods of teaching, the creation of a comfortable atmosphere of communicative interaction, the volume of the content and the novelty of the educational material, respect for the personality of the student can contribute to the active formation of motivation to master knowledge, skills, and consulting activities.

METHODOLOGY

The main purpose of the article is to study the features and prospects of practical training of students (future social teachers) at universities. For this, a number of methods were applied, which form the research methodology. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction.

RESULTS AND DISCUSSION

World science today offers a significant number of studies that reveal various aspects of socio-pedagogical activity, a wide range of professional competencies that such a specialist should have been defined: deep knowledge of the basics of the social policy of the state and social and legal protection of children and youth, knowledge of sociology, psychology and pedagogy ; ways of social and psychological and pedagogical activity, such qualities as: communication skills, the ability to inspire and convince, perceptivity, optimism, kindness, tolerance, justice, tact, empathy, responsibility, frankness, etc. The social pedagogue provides pedagogical support and assistance to children, encourages them to self-help in the field of protecting their legal rights, freedoms and interests, provides services aimed at meeting the social needs of students, provides social and pedagogical support for the educational process, social and pedagogical patronage of socially unprotected categories of students. And yet, the issue of organizing cooperation between a social pedagogue and employees of various social structures remains insufficiently studied.

A social educator is an intermediary between the child and social services, organizations and institutions designed to take care of the child and his family. The high efficiency of the activity of a social educator is mainly due to the presence of an effective team of representatives of various social services who are able to productively jointly solve social and pedagogical problems, among them: the service for children, the center of social services for families, children and youth, the criminal police for children, management of labor and social protection of the population, employment center, public organizations, etc.

Interdepartmental cooperation within the framework of the social infrastructure makes it possible to timely identify, comprehensively study social problems in the city (district, region), provide high-quality services, that is, reach the highest level of social services based on a systematic approach, integrating the efforts of social work subjects. The forms of cooperation can be, in particular: monitoring the state of social problems in the context of the territory, facilitating interaction and establishing social dialogue between the subjects of social work, taking precautionary measures, coordinating meetings, mutual consultations in order to eliminate the causes of aggravation of problem situations, providing recommendations to clients, preparing a complex joint activities to solve social problems, preparation of joint proposals to improve situations in the social sphere, etc (Midgette, Ilten-Gee Powers, Murata, Nucci, 2018).

The process of professional training of future social teachers is conditioned by the essence of social and pedagogical activity, its values and is characterized by the purpose, objectives, content, technology of the educational process, the nature of the interaction between teachers and students, the results achieved. The main goal of the preparation process is the unity of training, education and comprehensive development of students on the basis of the integrity and commonality of activities. The organization of the process of training specialists is conditionally divided into three stages: initial, main and final.

At the initial stage of organizing the process of training future social teachers, appropriate pedagogical conditions are created. For this purpose, the following tasks are solved: goal-setting, diagnostics of conditions, forecasting of achievements and planning of the development of the process. The essence of goal-setting lies in the justification and setting of goals that need to be transformed into specific tasks. Pedagogical diagnostics, which is a research procedure aimed at clarifying the conditions and circumstances under which the training process should take place, helps to correctly determine the tasks of the training process. Forecasting is the next step in the preparation process, the essence of which is the early assessment of possible results. This stage ends with a project for organizing the preparation process, adjusted based on the results of diagnostics and forecasting.

The main stage is the process of professional training of future social teachers, which provides for the setting and clarification of goals and objectives, the interaction of teachers and

students, the use of certain methods, means and forms of training, the creation of favorable conditions, and stimulation of students' activities. The effectiveness of the process of training social teachers lies in the expediency of combining these elements with each other, their focus, the practical implementation of goals; from the presence of feedback, allowing timely correction and pedagogical interaction.

At the final stage of the process of training social educators, an analysis of the results achieved is carried out, which helps to understand the reasons for deviations and determine where, how and why mistakes were made or positive results were achieved by creating conditions.

The main emphasis of the program of social and pedagogical practice is on ensuring a balance between the personal, professional and practical. Reality does not always coincide with the ideas that students receive at the university, so practical training helps to use theoretical knowledge along with the development of their own thinking.

The process of passing socio-pedagogical practice allows students to (Shevchenko, Moskalyova, Kanarova, Poznanska, 2019):

- present the structure, structure of the society in which the person is located;
- with its help, the mechanism of interaction between the elements of the social system, the nature of the actions of social objects and their socio-pedagogical regulation is presented;
- it helps to see certain reasons for the activity of the individual, the features of the means used by social educators to regulate the behavior of the individual and improve it. The technological aspects of socio-pedagogical practice is that the training program involves the study of issues, objectives, strategies, tactics and methods for solving socio-pedagogical problems.

Socio-pedagogical practice is designed to form students' professional skills of practical training, which will contribute to their future activities, decision-making efficiency, communication, planning the activities of institutions, searching for motivational styles, choosing an adequate communication style, etc. The idea of creating this type of practical training for students should help future social educators, through practical knowledge of social psychology and pedagogy, to determine the level of their own professional readiness - the search for one's "I", attempts to develop one's own abilities and inclinations, to study methods of influencing the individual and the team. The program of social and pedagogical practice was drawn up in accordance with the changes taking place in society, new approaches to professional activities that contribute to positive self-realization, satisfaction of creative interests and inclinations, a specialist - a social teacher must have a high level of professional practical socio-pedagogical training in working with the categories of "groups risk", which implies a broad education, including the acquisition of special knowledge in the field of psychology and pedagogy, communication training, work technologies, skills of continuous self-improvement.

The skill and timeliness of the teacher's application of the methods of pedagogical intervention: confidential conversations; modeling of own technologies of socio-pedagogical work; method of didactic instructions; contractive method (using questions to draw the attention of a student-trainee to an active discussion of a problem or a controversial issue); method of encouragement and permission; clarification method; interpretation determines the effectiveness of this work. Since the advisory assistance of a teacher-methodologist is of decisive importance for the development of a student - a social pedagogue as an individual and a professional, one should not limit the teacher's opportunities at the time of conducting social and pedagogical practice. It is impossible to deny the existence of a difference in the professional status and competence of a teacher and a student during social and pedagogical practice. As a result, they gain different experiences in the process of doing this work. The peculiarity of this type of activity is that it is such a process during which the teacher-methodologist and student-trainee learn something new together - about the child, about each other, about themselves. A distinctive feature of socio-

pedagogical practice is that by helping a child, the student develops a need for self-knowledge (Synorub, Medynska, 2019).

Therefore, the practical development of the activities of a social pedagogue in working with any categories of children emphasizes the importance of immersing the trainee in the experience of both the child himself and in his own reactions to them, which develops the student-trainee's ability to understand his client (child), determine the optimal technology communication with him and the type of assistance required. To increase the efficiency of social and pedagogical practice, it is necessary to develop an integrative model that includes four stages: the stage of preliminary planning, the stage of in-depth consultation, the technological stage, and the analytical one.

For vocational training, "the basis of integration is the development of the integration of science, technology and production", which is determined in the content of teacher education. In the training of social workers, the integration of theory and practice is a subject of particular attention. With this in mind, the most important methods in teaching social work are learning by experience (on-the-job training during practice, field trips, maximum use of practical examples, development of applied and research projects, programs, reflective exercises) and a problem-based approach (case studies, skill development). Western experts note that the key to social work as an academic discipline is such a practical approach, focused primarily not on methods of work, but on values.

The training of social workers is broader than social work as an academic discipline. Education in social work involves the study of the main provisions of almost all scientific disciplines involved in the issues of human existence (pedagogy, psychology, sociology, medicine, legislation, social work, etc.). Social work training is based on general and specific knowledge, skills and values (Table 1), based on the history and philosophy of this specialty, involves maintaining the idea of social and economic justice, improving practice and research in the social sphere. (Webber, Currin, Groves, Fernando, 2010).

Table 1. General and specific knowledge, skills and values on which the education of students (future social educators) at universities is based.

Knowledge	Skills	Values
Psychology	Communication and provision of information	Support for a person when he becomes vulnerable
Sociology	Needs assessment	The uniqueness of man
Medicine	Representation of interests	Acceptance of differences and diversity
Legislation	Increasing opportunities for development assistance	Respect for people
Legal aspects of social protection	Creation of a "help network"	Self-determination
Available resources	Management of the assistance process	Involvement, integration, inclusion in public life
Theories and methods of social work		Belief in man's ability to change

The problem of integrating theory with practice is raised by many social work theorists not only from the North American continent. According to the results of observations conducted by the British teacher J. Seeker in the process of teaching the course to students of the specialty "social work" (represented by M. Payne in the work "Modern Theory of Social Work"), "students within training, as well as in its later part, widely used of them experienced great difficulty with its holistic perception, continued to search for conflicts between different theories, and were also not able to establish links between the theory they were supposed to study and the informal sources of the

theory. These were students who had a special social training, well listened and tried to connect ideas with what they heard during meetings with clients, they could develop ideas by taking them from a number of other courses rather than treating pieces of knowledge as separate fragments, they also effectively discussed their ideas with clients who were affected, so that they had the opportunity to experience value in the application of these ideas."

The scientist R. Barbour, according to the British theorist of social work M. Payne, in the course of her teaching came to the idea of identifying three models for combining theory with practice in terms of students' understanding of this problem (Asbari, Purwanto, Santoso, 2019):

Model 1. "Impregnation inside", during which students got an idea of general ideas and methods, but could not tell where they came from.

Model 2 Mixture where specific theories were applied where they were deemed appropriate; each student built a body of "professional knowledge" to be used when needed.

Model 3. Personal style, in which knowledge was combined with the personality of the student in the formation of an inseparable whole.

Practical professional training of students is carried out throughout the entire period of their education and involves a rational combination of theoretical classroom and practical classes. The author of the methodological development "Practice is the basis for the professional training of social work specialists" G. Popovich notes that the practice of students is an integral part of the educational process, since it helps to solve a number of specific problems, namely: to adapt the student to the real conditions of future professional activity; create conditions for the practical use of theoretical knowledge; to form and develop students' basic professional skills and abilities; diagnose the student's professional suitability for the proper performance of the functions and roles of a social worker; to a certain extent ensure the success of future professional activity.

The relationship between theory and practice in such a complex area as human education is distinguished by some significant differences. The objective laws of pedagogical activity determine its main direction. They are carried out as invariants, working their way through the trend. The forms of manifestation of pedagogical patterns, on the contrary, are multivariate; in different situations they can be different and determined by specific conditions (Kryshtanovych, Kotyk, Tiurina, Kovrei, Dzhandra, 2020).

The theory of pedagogy cannot foresee this multitude of concrete situations, give advance indications for each supposed case. The success of applying the requirements of pedagogy depends on the individual qualities and skill levels of the teacher. This primarily explains the fact that one and the same recommendation, one and the same pedagogical tool can lead in practice to different, sometimes opposite, results. Hence the formula: "that method is good, useful, which the teacher owns." It is true within certain limits. If a person does not know how to drive a car, but knows how to ride a horse, then he will go where he needs to on a horse, and he should take the wheel in vain. But that doesn't mean all vehicles, old and new, are equally efficient.

For a deeper understanding of the unity of theory and practice, it is especially important to master the ratio of the repeating and the unique. Of course, nothing in our activity is completely repeated with complete accuracy; everything is in a process of continuous change. And yet there are interconnections in the substitution of continuous change. Science makes them stand out. If there were nothing repeated, science would be impossible.

The professional training of future social educators should meet the new demands of society, trends in expanding the field of professional socio-pedagogical activity and the circle of clients, the complication of relations between the subjects of social work, take into account the achievements of scientific and technological progress, technological innovations, etc.

The competent model of a social teacher has basic components that can be called motivational-value, professional-personal, gnostic-technological and functional-role. The formation of professional competence involves the development of a system of relevant knowledge, skills and

abilities in future specialists, as well as a set of professionally important qualities. Thus, the modern content of vocational education includes a system of the latest knowledge about the individual, his place and role in society, ways of socialization, solving social problems, etc. The innovative paradigm of modern education has an arsenal of new methods and forms of education that can improve the quality of professional training of social educators on the basis of professional and practical orientation, integration, humanization, etc (Zhalagina, 2003).

One of the determining conditions for the effective activity of a social educator is the willingness to work in a team. The development of appropriate skills in students is facilitated by the use of methods and forms of interactive learning: situational modeling, discussion, polemics, game technologies. We consider role-playing and business games to be the most productive, satisfying the cognitive and professional interests of students, serving as a means of emotional interest, motivation for educational, cognitive and communicative activities. At the same time, role-playing games are based on imitation, reproduction of problem-communicative professional situations that encourage intellectual activity and professional activity, teach them to be responsible for their actions. Business games help students develop a holistic view of their future professional activities, acquire communicative and social experience as the basis for cooperation between subjects of social work. Thanks to games, future social educators have increased cognitive and professional motivation.

To do this, the learning process uses (Popovych, Ragimov, Kornienko, Ivanova, Buryk, 2020):

- 1) simulation exercises that focus on professional actions;
- 2) analysis, analysis of specific professional situations;
- 3) "role-playing" in order to form professionally important skills;

4) a full-fledged business game that imitates certain aspects of activity in various professional fields. To form the ability to solve professional problems, to perform professional functions allows the use of the case method, professional situations, project technologies.

Situational, game, project, etc. contribute to the formation of stable positive professional motivation. teaching methods The professionally oriented communication of subjects of social work modeled with their help helps prepare students for real interaction, gaining professional experience, and improving the overall communicative culture. The formation of skills to defend one's own position, to prove one's thoughts and beliefs is activated through problematic conversations, discussions, conferences, etc.

Innovative restructuring of the educational process involves changing the form of classes in order to encourage students to active cognitive and communicative activities, productive cooperation, and expanding the boundaries of independence. Such non-traditional forms of classes as conferences, competitions, discussions, research, presentations, scientific, multimedia projects, etc. are especially productive (Kryshtanovych, Kryshtanovych, Stechkevych, Ivanytska, Huzii, 2020)..

Web 2.0 services tools help structure students' knowledge on a specific topic. To do this, we offer knowledge maps that graphically represent the lesson plan, topics, main ideas, concepts being studied, summarize information, specify knowledge, skills, etc. The use of elements of computer technology is designed to promote the development of professionally important abilities, knowledge and skills of students, increase the positive motivation for learning and professional activities.

An important component of the professional training of future social teachers is the direction for self-education, further self-improvement and development of students, the development of adequate self-esteem, self-criticism and discipline (Sugimura et al, 2018).

Consequently, due to the well-known repetition of pedagogical tasks and situations, the teacher can refer to previously accumulated experience. Anyone who does not know how to do this, each time starting anew, is unlikely to cope with the matter. Nothing will work for someone who repeats the same means every year and is limited to them. Pedagogical practice, thanks to the action

of scientific theory, is enriched and changed. However, in certain respects, practice is more complete than theory. Like any concrete phenomenon, it has elements and qualities from which the theory abstracts. It is essential to emphasize here: practice has always been, is and will be an inexhaustible reserve of pedagogical observations and findings, goals and discoveries. New pages in the history of pedagogical thought were written by innovative teachers who purposefully combined theory and practice, generalization with experience, innovative thought with experiment (Bernarto et al, 2020).

Considering the relationship between science and practice as a single cycle, it can be represented by a well-known triad: practice - science - practice. Its deep meaning lies in the fact that, especially in practice, the roots of scientific theory are found, and the latter, having again returned to practice, finds its purpose and verification in it. In the process of internship, students acquire practical skills and abilities for scientific research, collection, analysis and processing of empirical material.

CONCLUSION

The effective fulfillment of professional tasks by a social pedagogue is associated not only with the availability of knowledge, skills and personal qualities. The ability to cooperate within the social infrastructure, to work in a team, to act in the interests of the client is important. For a future specialist in the socio-pedagogical sphere, a readiness to perform professional activities is necessary, which involves both the solution of highly specialized issues and a comprehensive consideration of social problems, taking into account the capabilities, competencies and achievements of various subjects of social work. Such guidance aims at preparing future social educators for interdepartmental cooperation, mastering the content and technologies of integrated, coordinated socio-pedagogical activity.

So, the analysis of the features of the practical training of social workers at universities proves that the progress of students in the practice is ensured by:

- 1) understanding the goals and procedures of a certain type of activity;
- 2) integration of theoretical knowledge into practical activities;
- 3) careful observation of the work of an experienced practitioner;
- 4) ensuring the possibility of performing this type of professional activity under the guidance of a highly qualified supervisor-manager.

The specificity of the professional training of future social teachers is to ensure the continuity and continuity of not only theoretical training, but also pedagogical practice, during which the necessary professional skills and abilities of students are formed. We are confident that such activities, combined with theoretical knowledge, practical activities, scientific work, will help students become high-quality professionals who are competitive in the labor market in the future.

Authors' Contributions: Gontar, Z.: conception and design, acquisition of data, analysis and interpretation of data, drafting the article, critical review of important intellectual content; Say, L.: conception and design, acquisition of data, analysis and interpretation of data, drafting the article, critical review of important intellectual content; Pochynkova, M.: conception and design, acquisition of data, analysis and interpretation of data, drafting the article, critical review of important intellectual content; Parfyonova, O.: conception and design, acquisition of data, analysis and interpretation of data, drafting the article, critical review of important intellectual content. All authors have read and approved the final version of the manuscript.

Ethics Approval: Not applicable.

Acknowledgments: Not applicable.

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Received: 12 December 2021 | **Accepted:** 15 February 2022 | **Published:** 31 March 2022



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