

РЕАЛІЗАЦІЯ ПРОЦЕСУ ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ СОЦІАЛЬНИХ ПРАЦІВНИКІВ ДО ПРОФЕСІЙНОЇ КОМУНІКАЦІЇ ПІД ЧАС ПРОХОДЖЕННЯ РІЗНИХ ВИДІВ ПЕДАГОГІЧНОЇ ПРАКТИКИ

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Харківської обласної ради

У статті викладено та проаналізовано теоретичні основи реалізації процесу формування готовності майбутніх соціальних працівників до професійної комунікації під час проходження різних видів педагогічної практики.

Наведено різні думки як вітчизняних, так і зарубіжних учених, які розв'язували проблеми формування комунікативних умінь, а також значення педагогічної практики в процесі формування професійної готовності працівника.

Доведено, що основну роботу з формування у студентів готовності до професійної комунікації в процесі педагогічної практики складається із проведення: лекційних, семінарських, практичних занять із різних навчальних дисциплін з упровадженням ігрових, активних, інтерактивних методів та вироблення рекомендацій для викладачів, керівників педагогічних практик від кафедри соціальної роботи та соціальної педагогіки щодо реалізації процесу формування готовності до професійної комунікації в процесі педагогічної практики у студентів – майбутніх соціальних працівників.

Сформульована думка про те, що головний акцент має бути зроблений на організації професійно-орієнтаційної та індивідуальної роботи. Зокрема, запровадження таких видів практичної роботи щодо вирішення проблемної ситуації в роботі з суб'єктом соціальної взаємодії.

На думку авторів, досить ефективними виявилися такі форми роботи, що впроваджувались у позааудиторний процес, як-то: прес-центр, театральна студія «Форум-театр», об'єднання волонтерів тощо.

Обґрунтовано, що створена авторами система баз практики дозволяє: урахувати індивідуальні бажання студентів при виборі конкретної установи як бази практики; для кожного виду практики обирати ті установи, де створені умови, максимально необхідні для виконання інваріантних і варіативних навчально-професійних та комунікативних завдань програми практики; організувати проходження практики невеликими групами або навіть індивідуально, що сприяє покращенню якості супервізії.

Зроблений висновок, що у процесі виконання індивідуальних комунікативних завдань та розв'язання задач при проходженні різних видів педагогічних практик студенти повинні не тільки продемонструвати всі ті знання, уміння й навички, сформовані при вивченні різних навчальних дисциплін, а й уміти їх органічно поєднувати зі знаннями, уміннями й навичками, сформованими при проходженні різних видів педагогічної практики для ефективної професійної комунікації, взаємодії та спілкування в процесі самонавчання та здійснення аналізу комунікативних умінь, технік тощо.

Ключові слова: професійна комунікація, готовність, спілкування, педagogічна практика, студенти – майбутні соціальні працівники.

**РЕАЛИЗАЦИЯ ПРОЦЕССА ФОРМИРОВАНИЯ ГОТОВНОСТИ
БУДУЩИХ СОЦИАЛЬНЫХ РАБОТНИКОВ К ПРОФЕССИОНАЛЬНОЙ
КОММУНИКАЦИИ ПРИ ПРОХОЖДЕНИИ РАЗЛИЧНЫХ ВИДОВ
ПЕДАГОГИЧЕСКОЙ ПРАКТИКИ**

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В статье изложены и проанализированы теоретические основы реализации процесса формирования готовности будущих социальных работников к профессиональной коммуникации при прохождении различных видов педагогических практик.

Приведены различные мнения как отечественных, так и зарубежных ученых, занимавшихся решением проблемы формирования коммуникативных учений, а также значении педагогической практики в процессе формирования профессиональной готовности работника.

Доказано, что основную работу по формированию у студентов готовности к профессиональной коммуникации в процессе педагогических практик состоит из проведения лекционных, семинарских, практических занятий различных учебных дисциплин с введением игровых, активных, интерактивных методов и выработки рекомендаций для преподавателей, руководителей педагогических практик от кафедры социальной работы и социальной педагогики по реализации процесса формирования готовности к профессиональной коммуникации в процессе педагогических практик студентов – будущих социальных работников.

Сформулировано мнение о том, что главный акцент должен быть сделан на организации профессионально-ориентационной и индивидуальной работы. В частности, введение таких видов практической работы по решению проблемной ситуации в работе с субъектом социального взаимодействия.

По мнению авторов, достаточно эффективными оказались такие формы работы, которые внедрялись в внеаудиторное процесс, как: пресс-центр, театральная студия «Форум-театр», объединение волонтеров и другие.

Обосновано, что создана авторами система баз практики позволяет учитывать индивидуальные желания студентов при выборе конкретного учреждения как базы практики; для каждого вида практики выбирать те учреждения, в которых созданы условия, максимально необходимые для выполнения инвариантных и вариативных учебно-профессиональных и коммуникативных задач программы практики; организовывать прохождение практики небольшими группами или даже индивидуально, что способствует улучшению качества супервизии.

Сделан вывод, что в процессе выполнения индивидуальных коммуникативных задач и решения задач при прохождении различных видов педагогических практик студенты должны не только продемонстрировать все те знания, умения и навыки, сформированные при изучении различных учебных дисциплин, но и уметь их органично сочетать со знаниями, умениями и навыками, сформированными при прохождении различных видов педагогических практик для эффективной профессиональной коммуникации, взаимодействия и общения в процессе самообучения и осуществления анализа коммуникативных умений, техник и тому подобное.

Ключевые слова: профессиональная коммуникация, готовность, общения, педагогическая практика, студенты – будущие социальные работники.

REALIZATION OF THE PROCESS OF FORMING OF FUTURE SOCIAL WORKERS READINESS TO PROFESSIONAL COMMUNICATION DURING DOING DIFFERENT TYPES OF PEDAGOGICAL PRACTICAL WORK

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The article state and analyses the theoretical basis of realization of the process of forming of future social workers readiness to professional communication during doing different types of pedagogical practical work.

Different opinions of both native and foreign scientists, who were engaged in solving the problem of communicative skills formation and significance of pedagogical practical work in the process of forming of professional readiness of an employee, are presented.

It has been proved that the main work regarding forming of students' readiness to professional communication in the process of pedagogical practical work consists of conducting lectures, seminars, practical training during different subjects with the

use of teaching methods based on games, active and interactive methods and working out recommendations for teachers, heads of pedagogical practical work from the social work and social pedagogy sub-faculty concerning realization of the process of forming of future social workers readiness to professional communication in the process of pedagogical practical work.

The opinion is given that the main emphasis should be made on organization of professional oriented and individual work. Particularly, the introduction of such types of practical work, which help to solve the problem situations in the work with the subject of social interaction.

According, to the authors, rather effective forms of work are the ones, which have been applied to extracurricular process such as press-center, drama studio “Forum-theatre”, association of volunteers and others.

It was substantiated that the system of bases of practical work created by the authors allows to take into account individual wishes of student when choosing a specific institution as the base of practical work; to choose such institutions for every type of practical work where the conditions, the most necessary to perform the invariant and variant educational professional and communicative assignments of practical work program, have been created; to organize the practical work in small group or even individually that helps to improve the quality of supervision.

It has been concluded that during the process of implementation of individual tasks and solution of problems in the process of doing different types of practical work, students should not only demonstrate all the knowledge, skills and abilities, which were formed when studying different academic disciplines, but also be able to combine them organically with the knowledge skills and abilities, which were formed during doing practical work of different types for effective professional communication, interaction and contact in the process of self-education and realization of analysis of communicative skills, techniques and others.

Key words: professional communication, readiness, contact, pedagogical practical work, students who will be future social workers.

Formulation of the problem. The urgency of the problem is caused by the necessity of the professional development of future social workers that is the main task of a higher educational establishment. To solve effectively this problem, it is essential to find such form and methods of professional training, which could help students of higher educational establishments to engage in educational activity, to provide it with high effectiveness and high level of formed professional communication. So, the task of activating the role of professional communication in the training of future social workers has arisen before modern educational establishments.

As well, the search of ways for optimization of professional training of social workers, formation of skills and abilities of graduates to solve effectively different professional tasks in the process of practical activity are of current importance.

Analysis of recent research and publications. An essential interest of our study is grounded on the base of theoretical consideration of representatives of modern native psychological pedagogical science relating to conceptual situation of the problems of the formation of communicative skills (I. Bagaeva, A. Bodaliyov, S. Elkanov, I. Ziazon, V. Kan-Kalyk, S. Koval, N. Kuzmina, A. Mishchenko, V. Moskalets, V. Slastyonin, Yu. Shaposhnikova and others); conceptual opinions of native and foreign authors concerning the problems of contact (L. Vygotsky, Yu. Zhukov, A. Knigge, O. Leontiev, B. LOMov, V. Miasishchev, L. Petrovska, P. Pasiannykov, R. Fischer, R. Schmidt and others); the main point of communicative activity (G. Andreyeva, N. Butenko, N. Volkova, A. Zolotniakova, M. Kagan and others).

We referred to the works of scientists about the significance of pedagogical practical work in the process of forming of worker's professional readiness (T. Bilousova, O. Garmash, I. Ziazun, I. Isaev, S. Konoshenko, V. Polishchuk, O. Poliakova, V. Slastianin, A. Shcherbakov and others); about the development of social pedagogy as a new branch of pedagogical knowledge (V. Bocharova, T. Veretenko, M. Galaguzova, P. Gusak, T. Dmytrenko, V. Zagviazinsky, O. Karaman, O. Kuzmina, O. Mudryk, V. Nikitin, V. Polishchuk, O. Poliakova,

N. Platanova, S. Kharchenko, L. Tsybulko and others); about the peculiarities of professional activity of social workers (L. Beliaeva, B. Vulfova, I. Zymnya, I. Trubavina and others); about the matter, forms and methods of social workers training in higher educational establishments (L. Vitebsky, T. Pigalova, L. Rodina, M. Cherkasova and others).

The purpose of the article: theoretical grounds of the process of forming of future social workers' readiness to professional communication during pedagogical practical work.

The statement of the main material. Referring to traditional views on the most important stages of every pedagogical process (V. Bezrukova, I. Pidlasy and others), the sequence of the realization process of the model of forming of future social workers readiness to professional communication was determined. It provides the following:

1. Extending the knowledge of professional communication at the studies of such subjects as "General pedagogy", "Social work", "Social psychology", "Communicative skill of a social worker", "Methods of work of a social worker", "Technologies of social pedagogical activity" with the use of game, active and interactive methods at lectures, seminars, practical lessons and in independent students' work on a specific educational discipline.

2. Conducting at extracurricular time communication trainings for the students who will be future social workers.

3. Additional of tasks of pedagogical practical work for students who will be future social workers with assignments of communicative nature.

4. Marking recommendations for teachers, needs of pedagogical practical work from social work and social pedagogy sub-faculty as to the realization of the process of forming of readiness to professional communication during the process of pedagogical practical work among the students who will be future social workers.

Thus, the main work in forming of students' readiness to professional communication in the process of pedagogical practical work, expanding and deepening of

communicative knowledge, improvement of abilities and skills of professional communication, energization of motivation to professional communication, forming of ability of communicative empathy and reflection should be realized through implementation of relevant activities:

- conducting lectures, seminars, practical lessons on educational subjects “General pedagogy”, “Social work”, “Social psychology”, “Communicative skills of a social workers”, “Methods of work of a social worker”, “Technologies of social pedagogical activity” with the use of game, active and interactive methods;
- making recommendations for teachers, heads of pedagogical practical work from social work and social pedagogy sub-faculty as to the realization of the process of forming of readiness to professional communication during the process of doing practical work among the students who will be future social workers.

It should be stated that for abovementioned work the forms and methods of work used for conducting lectures of abovementioned subjects as to forming of future social workers’ readiness to professional communication in the process of practical work in the aspect of the personality oriented approach were analyzed.

For this purpose, we have expanded the boundaries of intellectual capabilities of students. The interest to the material, which was studied, the elements of emotionality and avoidance of monotony in lectures have stimulated to operative perception and understanding of information.

During conducting practical lessons, the technologies of active study have been used as social Pedagogical situations (“Injustice”, “Is the life really over?”, “Confidence”, “Magic circle”, “In search of happiness”, “Helplessness”, “Treachery” and others), story-role games (“How to wake up the client?”, “Discuss your problems”, “Key moment”, “Discuss your problems”, “Key moment”, “Find out information”, “Listen to me” and others).

At the same time, the emphasis was made on the organization of professionally oriented and individual work. In particular, such types of practical work as solving

the problem situation in the work with the subject of social interaction when every participant offered his own variant grounding his own position were used.

To form students' motivation in knowing the guidelines of work in forming readiness to professional communication and in self-formulation of own professional communication in accordance with the principles, different forms of extra curriculum, cognitive entertaining activity of students were introduced. Due to them, the professional influence of a social worker on forming of professional communication and communicative competence of students and at the same time contribution to the strengthening of motivation during the implementation of professional communication and satisfaction of their communicative inquiries and interests expanded and intensified [6].

Such forms of work, which were implemented in the extracurricular process of students who would be future social workers proved to be rather effective. They were press-centers, drama studio "Forum – theater", the unity of volunteers. Their task was to extend influence of social pedagogical processes on individualization of forming of communicative competence and professional communication to expand capabilities of communicative social pedagogical activity concerning a concrete situation, to promote professional self-disclosure during performing different social roles.

In this case, as the observations of the students' educational process showed, the most effective form was the union of volunteers, the participants of which were involved in real activity (the work with children with limited functional abilities, work on the prevention of alcohol and tobacco smoking in general educational establishments) [7].

Also, the communicative trainings for students who would be the future social workers were provided in extracurricular time.

In the process of work of communicative trainings, the main efforts were directed toward the formation of such composite of professional communication as deepening of communicative empathy, affiliation, attractions, reflection and strengthening of emotional stability in the process of implementing of professional communi-

cation; achievement of full mutual understanding and trust between all participants of the group that was supposed to contribute the process of self-awareness; providing with conditions for mutual understanding of respondents during practical lessons due to which they felt own participation in common affairs.

Tasks and procedures were selected so that their content and direction were adequate to the requirements of educational curriculum “Communicative skill of a social workers” and the aim of the research.

The communicative training is considered as a multi-functional method of social psychological influence on students, future social workers as to forming of readiness to professional communication, development of professionally important communicative abilities and skills, personal communicative characteristics [9].

To realize the abovementioned process, the network of students’ practice base, which was included to the process of collaboration on the base of contracts about organization of pedagogical practical work, was optimized.

Without doubt, it is necessary to provide technologies of simulation modeling of professional communication just in specially created conditions (during conducting of different types of pedagogical practical work).

To fulfil the abovementioned tasks, the contracts about organization of student’s pedagogical practical work were drawn up with different establishments such as the Administration of the Department of Education (for interaction with preschool children and general educational institutions), boarding educational institutions and special educational complexes, centers of social service for family, children and youth, local centers of social services (rendering social services), centers of employment, country-based institutions for children’s health improvement and recreation.

Such branching out of practical base allowed:

1) to take into account individual desires of students during the selection of the institution as the base of pedagogical practical work;

2) to choose for every type of practical work such institutions where the conditions have been created, which are maximum required for performing invariant and

variant vocational and communication tasks of the program of educational practical work;

3) to organize the practical work in small group or even individually, which contributes to the improvement of the quality of supervision.

In order to improve the quality of supervision of students undergoing practical training, instructional and methodological materials on forming the readiness of future social workers to professional communication have been prepared.

Round-table discussions were also held on the definition of teaching and methodological support of the process of forming students, undergoing practical training, readiness to professional communication during doing pedagogical practical work (Social work and social; pedagogy sub-faculties are the base of practical training). For this purpose, invariant communicative tasks were created to help doing different types of practical training (see table 1).

Table 1

Examples of invariant tasks of communicative problem for doing different types of educational practical work

№ SN	Type of practical work	Examples of invariant communicative tasks
1	Educational trial practical work	<ol style="list-style-type: none"> 1. To predict what the structure of communicative process should be in the appropriate institution. 2. To reveal the main communicative functions of the institution visited. 3. What knowledge and skills were needed for a specialist to implement the communicative process? 4. To name the main mechanisms of influence on interlocutors and give one example with the use of a specific mechanism. 5. To name forms of speech activity in the communicative process and characterize them. 6. To develop one of the forms of speech activity for a particular situation in the practical work of a social worker. 7. To determine your own level of readiness to speech activity according to certain parameters. 8. To characterize the elements of speech etiquette and implement one of the elements of speech etiquette in action substantiating the chosen variant.
2	Professional pedagogical	<ol style="list-style-type: none"> 1. To analyze the role of communicative processes on the practice base in a certain educational institution or for a certain edu-

	<p>practical training in social work</p>	<p>cational age group.</p> <p>2. To investigate the conditions of effective use of communicative means in the social pedagogical activity in a certain educational institution or for a certain educational age group.</p> <p>3. To appreciate the influence of the personal qualities of a social workers on perception, assimilation and motivation in the process of observation in a certain educational institution or for a certain educational age group.</p> <p>4. To appreciate the influence of communicative techniques of a social worker on perception, assimilation and motivation in social pedagogical activity in a certain educational institution or for a certain age group.</p> <p>5. To analyze the effectiveness of the communicative style choice in a certain educational institution or for a certain age group.</p> <p>6. To investigate the effectiveness and variety of application forms of psychological means of influence in the process of social pedagogical activity in a certain educational institution or for a certain age group.</p> <p>7. To appreciate the role of communicative attack as the means of attraction of attention and reinforcement of information perception, to give personal examples of its service in a certain educational institution or for a certain age group.</p> <p>8. The analyze means and effectiveness of the feedback during</p>
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		the social pedagogical activity in a certain educational institution or for a certain age group.
3	Social-educational practical work in children's health and recreation institutions	<ol style="list-style-type: none"> 1. Analysis and substantiation of expediency of communication through the communicative means for establishing emotional contact with pupils in a children's health and recreation institution during the professional contact. 2. Simulation of specific situations of the choice of effective means of communicating with a particular person (a pupil, parents, administrative staff) in a children's health and recreation institution. 3. Preparation to conducting pedagogical meetings in a children's health and recreation institution. 4. Simulation of situations of perception of behavior and its influence on interaction in educational activities in a children's health and recreation institution. 5. Investigation of interpersonal conflict interaction in a children's institution. 6. Simulation of specific examples of conflicts in professional communication and analysis of possible behavior of participants. Making recommendations for avoiding conflicts in a children's health and recreation institution. 7. Working out the examples for conducting different conflict avoidance techniques in children's health and recreation institution. 8. Analysis of possibilities to use psychological techniques of control of emotional state in specific situations of interaction with pupils in a children's health and recreation institution.

4	Pre-diploma practical work	<p>1. To analyze the activity of a social worker at the work place from the point of effectiveness of implementation of communicative techniques, the ability to contact with pupils, clients, to take into account their individual and group peculiarities during the activity. To come the conclusion what the most effective technique in your own communication is; to make suggestions how to improve mutual relationship and interest of students and clients.</p> <p>2. To analyze the effectiveness of your own communicative skills with students, clients. To give examples what was useful in communication and what did not give the desired result. To conduct self-examination of those communicative problems that complicated the fulfilment of the received tasks from the pedagogical practical work.</p> <p>3. To pay attention to communicative skills and abilities of individuals under study giving them testimonial. To work out recommendations how to eliminate them.</p>
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The implementation of these tasks by students, who will be future social workers, and their leaders of practical work should confirm the possibility and adequate training to conducting the future social practical activity, namely the readiness to professional communication.

Authors' position is that the introduction of methods of social pedagogical tasks, that are saturated with communicative techniques, in the process of different types of pedagogical practical work will influence effectively on the whole process of forming future social workers readiness to professional communication.

From the position of psychological science, the communicative task is the result of orientation in the problem situation, the aim of which is the influence on communication partners.

It may be the result of conscious and unconscious intention, which is the communicative purpose. That is an intrinsic intention, the regulator of verbal behavior by definition of the communicative problem by O. Leontiev [4]. I. Zymmnya [2] interprets the communicative task as the functional unit of communication V. Kan-Kalyk [3] considers the communicative problem as a pedagogical task translated in the language of communication; G. Bushueva [1] defines this definition as the pedagogical tool with certain possibilities in the process of developing the ability of primary school students to communicate and as its result: M. Lysyna [5] determines the communicative task as the goal to achieve, which different actions are aimed under given conditions which are conducted in the process of communication, T. Putylovska [8] interprets this concept as the complicated psychological formation, the leading components of which are the aim, subject, conditions, means and way to solve; product, result that collectively determine the psychological nature of communicative tasks.

So, in the process of implementation of individual communicative tasks and problem solving during doing different types of practical work, students must not only demonstrate all those knowledge, skills and abilities, which have been formed during studying educational disciplines “General pedagogy”, “Social work”, “Social psychology”, “Social work”, “Communicative skill of a social worker”, “Methods of work of a social worker”, “Technologies of social pedagogical activities”, but also to be able to combine them organically with the knowledge, skills and abilities, which were formed during doing different types of practical work for effective professional communication, interaction and contact in the process of self-study and the implementation of the analysis of communicative skills, techniques, others.

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