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Interactive education in the system of training of prospective social workers

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Abstract. In the article experience of the use of the interactive education for prospective social workers has been generalized by the teachers of the Social work and staff management department of Odessa National Polytechnic University. The didactic possibilities of usage of different elements of interactive education at lectures and practical sessions on professionally tailored disciplines, such as "Social work: theory and practice", "Professional communication in social work", "Social pedagogics", "Age-specific and pedagogic psychology", "Work technologies of a social tutor" and others were discovered, which allowed to implement the systematic approach towards the professional development to the professional training of prospective social workers. It is shown that exactly the interactive education allows considering the peculiarities of professional activities in the social sphere, as it is based on interaction of social workers with different categories of population, requiring social security and support.

Keywords: social worker, interactive education, professional development.

Introduction. The transition of the social work in the professional frame of reference and implementation of the targeted professional development of the relevant experts at Ukrainian higher education institutions puts on the agenda the problem of ensuring the high level of qualification for them, effective development of professional knowledge and skills, as well as professional characteristics social workers should have.

Brief review of publications on the given topic. As far as social work is built upon communication with different categories of population, which require social help and support, interactive methods of education become inevitable part of the professional training for prospective social workers , witness scientific researches of D, Godlevskaya, I. Melnichenko and T. Syla and other Ukrainian researches.

Aim of the article – to ground the efficiency of use of the interactive education in the process of the professional development of prospective social workers with reference to experience in teaching of professionally tailored disciplines.

Materials and methods. Teachers of the social work and staff management department of Odessa National Polytechnic University also widely use interactive methods of education in the professional training of prospective social workers. Different interactive tools are applied while studying the subjects: "Social work: theory and practice", "Professional communication in the social work", "Social pedagogy", "Age-specific and pedagogic psychology", "Work technologies of a social tutor" and many other disciplines, which have the key role in such training.

Main interactive tools, which are used at learning such disciplines, are: studying and pinning the new materials (interactive lecture, work with visual aids, video and audio materials, student qua (in a quality) of a teacher, everyone teaches everyone, mosaics, jigsaw, usage of questions, Socratic dialogue) ; creative tasks; group studies (work in pairs, in small groups); education games (role-playing, imitations, aquarium and others; usage of social (public) resources (inviting a specialist, excursions); social projects and other out-of-the-classroom activities (making up a portfolio; participation in tournaments; getting familiarized with radio programmes, newspapers, movies; performances, exhibitions, shows; listening to songs and fairy-tales); workouts; discussing complicated and questionable issues and problems ("Take the attitude (scale of opinions)", PRES-formula, perspective techniques, "Alone – Both – All together", "Change the view", "Carousel", "Discussion a-la TV talk show", debates, symposium); solving problems ("Tree of decisions", "Brain storm", "Analysis of cases", "negotiations and meditation", "Stairs and Crocodile"); case-method; trainings; presentations and many others.

Results and discussion over results. Variety of forms and methods of the interactive education does not allow giving a detailed characteristic to each of them in this article. That's why we will contemplate over the most frequently used interactive elements in the professional training of prospective social workers. It is worth to mention that the interactive form can be represented both in practical and lecture studies. Amongst latter, the following for instance, could be defined: [1]: topical lecture, lecture with planned mistakes (provocation), lecture a-deux, lecture-visualization, lecture" press-conference", lecture-dialogue, etc.

In the course of a topical lecture, a teacher creates problematic situations and encourages students to analyze them. Solving discrepancies, put in the problematic situations, students themselves come to conclusions, which can be offered by the teacher as new knowledge. For instance, in the beginning of the lecture on the topic "Characteristics of the process of personality's socialization" on the subject "Social pedagogy" before delivering new material with the aim of attracting students' attention to the active work we offer to discuss and to characterize socialization factors in micro groups.

After declaring the topic of a lecture with planned mistakes (provocation) the teachers informs that it would contain definite number of mistakes of different types: informative, methodical, behavioristic, etc. At the end of the lecture students should name the introduced errors. Thus, in the process of delivering the lecture on "Organization of quenching and physical education in a family" in the framework of "Work technologies of a social tutor", the following mistakes are made (students are informed on their quantity – 4-5): 1) characterizing the system of physical education, the teacher "misses" such important components as doing morning exercises, as well as information about day regimen and habit formation on culture and hygiene; 2) a mistake is made in defining the notion "quenching", as a result the sense of the given method of

physical education is distorted "for the effective quenching of children the impact of very low temperatures over the body is needed" (instead of "quenching is possible not only from impact of coldness, but also from the impact of the odd warmness"); 3) the lecturer defines water as a mean of quenching, making no difference between wiping and affusion; 4) procedures for contrast bathing and combined path is mentioned incorrectly.

In the course of lecture – visualization the information that is transmitted by the lecturer to the students is accompanied by the demonstration of different pictures, structural and logical schemes, work-books, diagrams and others with the help of educational technical tools and computers (slides, video records, displays, interactive screen, etc.).

Organizing a lecture-press-conference, the teacher asks students to put questions to him in written within 3 minutes on the point of interest considering the topic of lecture that has been declared. Then the teacher within 3-5 minutes systematizes the questions in accordance with their content and starts to deliver a lecture, including answers to the given questions in its substance. Therefore, while studying disciplines "Age-specific and pedagogic psychology", covering the topic "Age crises: general characteristics and indicators", students have put the following questions: "How to avoid the crisis?", "How to realize that the crisis has come?", "How long does the crisis period last?", "What are the types of crises?", "Is that so that crises would be for the whole life?" and others. The narration of the content of the lecture in the form of a dialogue is made with the help oa a series of questions, which students are supposed to give answers to immediately in the course of a lecture. Thus, if lectures on the topic "Age-related crises: general characteristics and features" are made in the form of a dialogue, then the lector sets the following questions, o which he/she bases himself/herself in the course of narration materials of the lecture: "On which indicators it's possible to define that a person is in crisis?", "What's the difference between the crisis and the stress situation?", "Is it possible to avoid the age-related crisis?", "What examples from your own life and the lives of your dear ones demonstrate the existence of the age-related crisis? How to identify it?".

The experience of conducting such lectures allows stating that interactive components supplement to the traditional forms of education and contribute towards better digestion of the material, and what is particularly important, shape opinions, relations and behavioral skills of the prospective social workers.

Work in pairs and small groups is a sufficiently effective interactive tool, which envisages the following procedure: problem definition, formation of micro groups (5-9 persons), fixing roles in them, discussing the problem in the micro groups, presenting results in front of the learning group and concluding. Work in pairs and micro groups has a range of benefits, as all the students are involved in the work, a "weaker" students feels the support of a "stronger" one, all the stakeholders have a possibility to speak out, to exchange ideas with their mates and only afterwards to speak out them to the whole group. Examples of such work on the practical seminars on the subject are the following: discussing the source text, interviewing the mate, analysis of the written work of the

mate, development of questions to the forum or answers to the questions of a teacher. Also the tools are used as "search for information", "Creative task" or "project". In the process of education in the ONPU the prospective social workers fulfill the variety of creative tasks: they select materials on the social and pedagogical topics, being based on the publications in the mass-media, making memory notes for parents, for instance on the topic "How to notice that a youngster started to use drugs", write creative articles, one of which is dedicated to the topic "Why I have chosen the profession of a social worker" (in a form of a composition, conversation piece, poem, novel or interview) and etc.

Method of projects, which is also very frequently used at the practical seminars on different subjects, is oriented at the creative self-realization of a personality of a prospective social worker by means of development of his intellectual ability, will and creative abilities. Thus, in the learning process of social pedagogy students conduct the following projects: "Educational work at school", "Preventing negative phenomena amongst youth", "Organization of leisure activities for young people of different ages", etc.

Portfolio, as a technique of work with the results of a learning activity of students, is used for demonstration and analysis of the results of learning, development of reflection, increasing level of consciousness, understanding and self assessment of the results of the educational activity. Portfolio is a collection of works during the definite period of time (usually it's a semester or an academic year), which is evaluated from a point of view of a progress of a student or from a point of view of correspondence to the studying curriculum [5]. For example, the result of learning the subject "technologies of work of a social tutor" is a portfolio (methodological folder), which contains the following documents and methodological materials: basic component of the preschool education in Ukraine; ethical code of a child nurse, list of tasks for a nurse for children of different ages; list of emergency situations and overcoming, and models of behavior for a tutor (for instance, what to do, if a door to the flat cannot be open); working plan of a tutor for the children of different ages in accordance with their age-related and psychological peculiarities: techniques, aimed at studying the micro climate in the family, complex of games and developing exercises for children with different psychological, pedagogical and social deviations (ADHD, autism, aggression, excessive anxiety, etc.) ; day regimen of a kid (age should be considered); list and lyrics of the well known lullabies; list of educational techniques (their essence, examples of exercises and games); complex of morning physical exercises (age should be considered), list of food products, recommended and forbidden as baby food as well as some recipes for children of different age; short manuals on how to use household devices (microwave oven, blender, radio nanny, washing machine, juicer, warmer for baby food, steamer, etc.); methodological cards "First aid on …" (hitting a head, fracture, heat stroke, sun scald, bee or wasp bite, wrench, nose bleeding, dog bite, closed wound, motion sickness, etc.) as well as the list of pharmaceuticals that should be in the first aid kit; methodological cards "Active games" (considering different ages), methodological material "List of fiction"

(considering different ages); list of houseplants, forbidden and recommended for children rooms.

As the experience shows, the usage of portfolio in the learning process contributes towards the development of skills for prospective social workers for work with different types of studying and professional information, formation of their professional reflection as well as professional and intercultural competences.

As it is known, case study is a technique of education, where the description of real economic, social, every day or other problematic situations is used: "Its essence lies in the following, the students are offered to comprehend the real life situation, which describes not only some practical problem, but also actualizing the definite complex of knowledge, which is needed to be learnt while solving this problem". However the problem does not have the unambiguous solution" [8, c.10]. When having a work with the case, the prospective social workers, are making searches and the analysis of additional information from different branches of knowledge, which includes knowledge related to their future work. Thus, for instance, the work with a case at the practical seminar on the subject "Social pedagogy" foresees:

1) familiarization with the procedure of solving the pedagogical situation;

– Identifying the pedagogical situation, which was described in the case, in details (what happened, who participated in the events, where it happened, how this event influences or will influence on the views of a kid, his/hers position, behavior, etc.);

– allocation of the pedagogical problem, actually existing or brewing contradiction in the individual and personal make up of a child, to which the situation described in the case leads; identifying the reasons of a conflict;

– identifying the pedagogic aim and forecasting the final result with the list of final goals;

– allocation of some alternative variants of reaching the goals;

– reasoning and choosing the optimal variant of solving the pedagogic situation;

– identifying criteria that allow to judge about the achieved results as well as the methods of evaluating of the result.

2) solving the pedagogic situation in micro groups, which foresees its analysis (for instance with the help за answering the questions: "How the social teacher can help?", "which methods of the social and pedagogic impacts would be most effective under given circumstances?";

3) work in pairs, which foresees the selection by the prospective social workers the pedagogic situation from their personal (school, professional) experience and its solving in accordance with the suggested scheme.

As regards a training, like "group of methods for development skills for education and mastering any difficult type of activity, in particular, communication", "Ensemble of active methods in practical psychology, which are used with the aim of formation the skills of self-cognition and self-development" [7, c.11], it can include all the above mentioned interactive elements. For example, with the aim of development and realization of the effective strategy of interaction and building up the relationship, which lead to the successful performance of the professional activity, for the second year students in the framework of the subject "Professional communication in the social work" training seminars "Active listening", "techniques of convincing influence" and others are held. The aim of the mentioned trainings is to form competence of the prospective social workers in the field of business communication. At the training sessions the game situation are being modeled, connected to the professional communication of the prospective social workers, which allows to work out work out the behavior and communicative skills. Thus, for instance, the structure of a training seminar on the topic "Active listening" is the following:

– Foreword: actualization of knowledge of the participants regarding verbal and non-verbal methods of comprehension and transmission of information.

– Exercise "Misinterpretation". Its aim is to show to the participants the possibility of losing the information under circumstances of one-way communication, without confirmation of understanding and specifying questions; to demonstrate the possibility of distortion of the information being presented.

– Mini lecture "Loss of information within communication" – disturbances are revealed, which create barriers for transmission of information and ways how to eliminate them, control over the dialogue.

– Work in small groups. Each group is offered to compose and to analyze a situation in the professional activity on the matter of disturbances and mistakes in the process of communication.

Conclusions. Theoretical analysis of the deductive opportunities and benefits of the interactive methods of education (learning) as well as the experience of professional training for the prospective social workers give ground for their wide usage in the learning process, as the interactive education to the maximum extent consider the specificity of the professional activity in the social sphere and that's why is acknowledged to be one of the most effective ones.

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Корнещук В. В., Музыка Ю. О. Интерактивное обучение в системе подготовки будущих социальных работников.

Аннотация. В статье обобщен опыт использования интерактивного обучения в системе подготовки будущих социальных работников преподавателями кафедры социальной работы и кадрового менеджмента Одесского национального политехнического университета. Раскрыты дидактические возможности применения различных элементов интерактивного обучения на лекционных и практических занятиях по профессионально направленным дисциплинам, таких как «Социальная работа: теория и практика», «Профессиональное общение в социальной работе», «Социальная педагогика», «Возрастная и педагогическая психология», «Технологии работы социального гувернёра» и др., что позволяет осуществить системный подход к профессиональной подготовке будущих социальных работников. Показано, что именно интерактивное обучения позволяет учитывать специфику профессиональной деятельности в социальной сфере, поскольку она основана на интеракции социальных работников с разными категориями населения, требующими социальной защиты и поддержки.

Ключевые слова: социальный работник, интерактивное обучение, профессиональная подготовка.