

Readiness of future social educators for advertising and information activities

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Abstract. In the article an other probes readiness of future social educators to the advertising and information activities, exposes components and levels of readiness of future social educators to the advertising and information activities.

Keywords: *readiness, social educators, advertising and information activities, levels of readiness, components of readiness.*

General problem definition and its relationship to important scientific and practical tasks. The modern stage of social development is characterized by a number of negative trends and aggravation of political, social and economic as well as social and pedagogical problems. They provoke social, psychological and pedagogical disadaptation of people, as well as increasing the role of socially useful information, primarily non-commercial one. In such conditions, favorable conditions for the development of advertising and information activities are not of a commercial nature in all spheres of society, and especially in the social sphere. In this context, the issue of training relevant specialists in the field of social work is especially important.

Analysis of recent research studies and publications. The issue of readiness is widely covered in the theory of psychology and pedagogy. The question of training specialists in social work for professional activities is important in modern conditions. This is evidenced by the systematic research of the domestic scientists such as R. Vainola, A.Kapska, S.Lytvynenko, V.Polishchuk, S.Harchenko and others.

It should be noted that scholars interpret the concept of "readiness" differently, which is explained by the peculiarities of the authors' theoretical concepts and the various tasks that they put forward. O. Petrovskyi sees readiness as a guideline for certain activities, B. Ananiev, S. Rubinstein see it as the ability of an individual to perform a certain activity, M. Diachenko, L. Kandybovych see it as a personality trait, as their mental state. O. Moroz, V.Slastionin, N.Filipenko consider readiness for professional activity as a process of formation of the necessary relations, settings personality traits, which provide the opportunity to realize and successfully implement practical professional tasks.

At the same time, the issue of preparing future social educators for advertising and information activities remains relevant.

The purpose of the article is to characterize the structure of readiness of future social educators for advertising and information activities.

Presentation of basic materials. The problem of readiness is complex and multifaceted, which is considered in various sciences, particularly in philosophy, psychology, pedagogy, cultural studies, medicine. An analysis of scientific sources suggests that there are currently no single approaches to the concept of "readiness". Various interpretations of this concept are caused by a certain divergence of scientific approaches and the specifics of a particular professional activity.

The terminological analysis of the concepts of

"readiness", "readiness for pedagogical activity", "readiness for professional activity", as well as structural components of the readiness of a social teacher to perform professional functions, has allowed us to determine the readiness of future social educators for advertising and information activities as a dynamic personal entity synthesizing the *motivational, theoretical and operational* components.

We define the motivation component of readiness as the basic one which is aimed at forming a positive attitude of students towards advertising and informational activities of a non-commercial nature.

The theoretical component of readiness is a set of pedagogical, psychological and other knowledge necessary for social educators to create promotional products and organizing events of advertising and informational character in order to inform the public about the possibilities of solving socially significant issues and problems.

We define the operational component of readiness as a set of skills acquired by students during the acquisition of professional disciplines, in the process of independent work, during the pedagogical practices that are necessary for the effective implementation of advertising and informational activities of a non-commercial nature.

The isolation of these components took place taking into account both the general functional content of the activities of the social teacher and the specifics of professional activities in various types of educational institutions, as well as social service institutions, in which a social teacher can work.

Each of these components is determined by a certain criteria. The criterion (translated from the Greek - a means of judgments, pronunciations, measure) is a measure for determining the evaluation of an object or phenomenon; a feature taken on the basis of classifications; the basis for evaluating something. In the pedagogical theory under the criteria one understands those qualities of the phenomenon, reflecting its essential characteristics, and therefore subject to evaluation. We rely on the following methodological positions of Ukrainian scientists S.Goncharenko, T.Savchenko, S.Sisoyeva, and T.Kristopchuk on the criteria as follows:

- indicators that combine the calculation methods, the theoretical model of distribution and the rules of decision-making on the likelihood of zero or one of the alternative hypotheses [2];
- a mark on the basis of which an assessment is made, a definition of something; judgments, estimates of a phenomenon [3];
- features on which the assessment of the object under study, the phenomena determining the real state, the level

of formation of the object [4];

We agree with R. Chubuk that the criterion is a set of features and properties of a phenomenon, an object, a subject, which makes it possible to judge their condition, level of development and functioning. In the author's opinion, the concept of "criterion" on the substance is wider than the indicator, therefore, a situation is possible, when according to one criterion there is a whole system of indicators. At the same time, the criterion and the indicator are closely interrelated: the scientifically based choice of the criterion largely determines the correct choice of the system of indicators, and the quality of the indicator depends on the extent to which it fully and objectively characterizes the accepted criterion [1].

Consequently, the study of the state of preparation of future social teachers for the integration of children with peculiarities of psychophysical development in the environment of a comprehensive educational establishment involves the definition of criteria and indicators of readiness of students for this activity. Based on definitions of readiness for pedagogical activity, we have identified *motivational and emotional, cognitive, activity-practical* criteria of readiness of future social educators for advertising and informational activity.

We consider the motivational and emotional criterion as a set of value orientations and professional beliefs, intentions, interests, inclinations, vocations and settings for future professional activities. Accordingly, the indicators of the motivational and emotional criterion of the readiness of social educators determined the desire to create advertising products, as well as plan to organize and participate in promotional activities related to the dissemination of non-profit socially useful information.

The cognitive criterion involves mastering the system of general scientific, social and pedagogical, psychological and pedagogical and special professional knowledge necessary for the future social teacher to implement a professional functionality while working on the dissemination of socially meaningful information. Indicators of the cognitive readiness criterion are the amount of knowledge and depth of knowledge.

The activity-practical criterion characterizes the mastery of a set of professional skills and the skills formed through the use and systematic use. Indicators of the activity-practical criterion of readiness are as follows: possession of the necessary skills for creating promotional products and the plagiarism, and practical implementation of promotional activities.

Cognitive and activity-practical criteria for readiness for advertising and information activities should be considered in close connection, since the ways of the activities of social teachers largely depend on the quality and extent of their knowledge. In our understanding, all three readiness criteria should be interconnected and balanced.

Depending on the degree of expression of the students' motives, knowledge, skills and abilities, we have highlighted the elementary, basic and sufficient level of readiness of future social educators for advertising and information activities.

In order to form the level of readiness of future social educators for advertising and information activities, we introduced in the educational process various forms and methods of working with students of the specialty "Social

Pedagogy" (for educational and qualification levels "Bachelor" and "Master") for five years study at the Institute of Human Sciences of Borys Grinchenko Kyiv University.

To form the motivational readiness component, we organized non-auditing work with students, which envisaged their participation in mass events of advertising and informational character (exhibitions of social advertising, advertising and information actions and campaigns). Such work contributes to the development of empathy, charity and willingness to help people in solving socially significant problems and issues.

To form the theoretical component of readiness, we have prepared a study discipline "Features advertising and information of a social teacher" which is full and with the number of hours for the teaching and learning process and implemented it, also parts (modules) of complex educational disciplines were prepared for teaching and implemented in the educational process: as part of the study of the academic discipline "Actual Pedagogical Practices" we introduced an educational module "Advertising and Information Technologies in Social and Pedagogical Activity"; as a part of the study of the discipline "Management of Social Work in Ukraine" an educational module "PR Technologies in Social Work" was introduced.

The educational goal is to provide students with the basic theoretical knowledge in the field of advertising in general and social advertising in particular, public relations technologies and their application in the process of practical activity related to the creation of advertising materials and planning of advertising and information campaign of a non-commercial nature.

The work tasks of our developed disciplines are:

1. Mastering theoretical knowledge of:

- the basics of advertising activity by focusing on the specifics of social advertising as a means of communication in a modern society;
- the basics of organizing activities for the creation of social advertising;
- creation of promotional materials;
- assessing the effectiveness of social advertising on the public.

2. Practical application of theoretical knowledge in the process of performing educational tasks and preparation, development, presentation and evaluation of the effectiveness of own advertising projects.

The educational goal of our developed disciplines is the awareness of the role of social teacher as an advertiser, the formation of interest in practical work on the creation of social advertising and assistance in solving social and pedagogical problems, assimilation of social and cultural values and human ideals, paying attention to the most urgent problems of society and its moral values, promotion of humanization of student youth, change of their behavioral models.

The training courses we have developed contribute to the development of creative imagination and fantasy of students, their creative thinking, the ability to aesthetically correctly design their own design work (samples of social advertising).

The formation of the operational component of readiness was carried out at the expense of practical classes and pedagogical practice of students. During practical

classes, students acquire the following skills and abilities: to analyze samples of specific advertising products, to create their own mock-ups of advertising products, to plan advertising and information campaigns, to develop content for specific activities within such campaigns, to present their own developments and create tools for their evaluation by others.

During the teaching training, students acquire the following skills and abilities: to analyze socially significant issues and problems as well as to assess the needs of the community in their resolution; to distribute information aimed at solving socially significant issues and problems with the help of various advertising media, to monitor and evaluate advertising and information activities.

Conclusions. Thus, readiness for advertising and information activities can be defined as an integrated quality of a social teacher, which includes *motivational and emotional, cognitive, activity-practical* criteria that correspond to the specifics of the professional activities of a

social teacher. On the basis of the analysis of scientific literature, the specifics of the professional activity of the social teacher and the requirements for the personality of the modern specialist in social work, the levels that characterize the formation of the main components of the readiness of future social educators for advertising and informational activities were determined as follows: elementary, basic and sufficient ones. A comprehensive combination of various forms and methods of work, such as the organization of non-auditing work with students, the study of specially developed discipline, organization of pedagogical practice will ensure the formation of a certain level of readiness of future social educators to advertising and information activities.

A further scientific research should be dedicated to the issue of the readiness of future social educators for advertising and informational activities as a result of their self-education and self-upbringing.

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