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THE IMPACT OF INFORMATION AND COMMUNICATION TECHNOLOGIES ON PROFESSIONAL FORMATION AND DEVELOPMENT OF SOCIAL EDUCATOR

Streszczenie. W artykule opisano pojęcia „formacja zawodowa", „rozwój zawodowy", specyfikę ich wykorzystania w toku analizy naukowej przygotowania zawodowego nauczyciela społecznego. Zbadano wpływ technologii informacyjnych i komunikacyjnych na formację zawodową i rozwój nauczyciela społecznego. Opisano doświadczenia wykorzystania ICT w organizacji samodzielnej pracy studentów oraz możliwość wprowadzenia i włączenia „wirtualnego komponentu" do treści zorientowanych zawodowo dyscyplin dla studentów pierwszego (licencjatu) i drugiego (magisterskiego) stopnia edukacyjnego specjalności „Praca socjalna" („Pedagogika społeczna").

Słowa kluczowe: formacja zawodowa, rozwój zawodowy, kompetencje zawodowe, technologie informacyjne i komunikacyjne, pedagog społeczny.

Summary. The article characterizes the concept of "professional formation", "professional development" and their peculiarities in the preparation of a social pedagogue. The influence of information and communication technologies for professional formation and development of a social pedagogue is investigated.

Key words: professionally formation, professional development, professional competence, information and communication technologies in training and professional formation and development of a social pedagogue.

The problem of formation of professional competence for social educator in the system of higher education is of a particular relevance nowadays in terms of educational system restructuring, which is influenced by socio-cultural changes in the Ukrainian society.

The State National Program „Education", The Law of Ukraine „On Education", „Social Work in Ukraine", „Social work with children and youth", Presidential Decree put forward the new demands for professional work as a social educator and a specialist who, together with professional activities combines a wide range of specific functional responsibilities which should not only be able to operate on his own knowledge and skills but be prepared to change according to

the new requirements and the needs of the educational system, in particular to make up the effective socio-pedagogical support of the educational process to the needs and functional purpose of educational institutions of various types; to operate and manage the social and educational information to be navigated to the changes and to follow the legal documents on social and legal protection of children; actively to act quickly to make appropriate decisions, to learn during his lifespan.

During the process of modernization of education social educator training should reflect the promising development of innovative pedagogical technologies in basic, vocational and practical training. The main purpose of the pedagogical education today is to prepare social educators to appropriate level and profile, to be competitive on the labor market, to be a competent and responsible person who is very fluent in his professional fields of knowledge, able to work effectively in according to international standards, ready to constant development of his professional growth, social and professional mobility.

The problem about the content of a social educator training was considered by Ukrainian scientists in different aspects, such as: social workers training technology (L. Mischik); the structure and the content of the professional skills of a social educator (G. Laktionova); the definition of topical issues of social and educational theory and practice (I. Bogdanova); training and professional development of a social educator, professional competence in the structure of his professionalism (S. Arkhipova); the issue about the professional competence of a social educator, stages of its formation (M. Doctorovich); content of socio-educational activities, forms and methods of its implementation (O. Bespal'ko, I. Zvereva); technology and function of socio-pedagogical work (A. Kaps'ka); theory and methodology of social teacher training in terms of continuing education (V. Polishchuk), content forms and methods of professional activity of a social educator with community children and youth organizations (O. Lisovets), social educator training in foreign countries (O. Pavlishak, M. Prikhod'ko, O. Pryshlyak, etc.); social educator training using e-learning (L. Bodnar), social teacher training under condition to get the second higher education (T. Shankova), etc.

It is worth saying that the professional formation and development of social educator in the information society and information education is impossible without the use of information and communication technologies, which provide not only the qualified improvement of training for professional work in any field, but also increase the effectiveness of other teaching skills. Therefore, one component of the teacher professional competence, the importance of which is due to changes in education today and the rapid development of the new information and com-

munications technologies is the competence in the field of information and communication technologies.

The essential items and some other aspects of the use of ICT in vocational training were highlighted by the following scientists in their works, such as A. Andreev, M. Zhaldak, M. Zilberberg, E. Mashbits, H. Morze, E. Polat, etc. The problems about the information and communication competence of teachers were considered in the national (N. Popovich, L. Sobko, O. Spirin) and the foreign (V. Kotenko, S. Surmenko, R. Gorokhova, I. Webb, T. Downes scientific investigations, the skill of the teacher in the context of virtual reality of teaching characteristics[1] (M. Leshenko), in the current situation of the Information Society, cloud technologies, virtual reality posed problems become highly relevant and recognized as part of the European community, the process of reforming the education system in the world.

The prominent philosopher, psychologist, teacher-reformer John Dewey noted that the preparation of teachers to professional activity should be considered as a form of life-long professional development with all its features.

Changes that happen to a person in the course of training, development of professional activity and its independent performance lead to the formation of the individual as an expert and a professional. Professional development in the psychological and pedagogical literature is defined as a continuous, holistic, dynamic process, which is based on the mechanisms of initiation of human labor, choosing a career path and career development, the formation of the attitude of the personality to work and to himself as a professional[2]. Professional human activity fills special content, develops personal abilities and personal qualities.

Becoming a professional specialist in general involves progressive changes of the personality due to social influences, professional activity and private activity aimed at self-improvement and self-realization[3].

E. Zeer[4] defines professional development as the process of professional orientation, competence, socially relevant and professionally important qualities and

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[1] M. Leshchenko, *The mastery of a teacher in the context of virtual characteristics of pedagogical reality*, „Information technologies and teaching aids" 2009, nr 6 (14), http://www.ime.edu-ua.net/em.html [access: May 21, 2018] (in Ukrainian).

[2] T. Kudryavtsev, *Psychology of vocational training and education*, ed. Y. Gushchin, Moscow 1986, p. 41–42. (in Russian).

[3] M. Evtukh, O. Serdyuk, *Didactic problems of designing training sessions in higher education*, „Theoretical issues of education and education", Kyiv 2000, nr 9, p. 28 (in Ukrainian); O. Kokun, *Psychological features of the professional formation of teachers*, „Problems of modern psychology", 2010, Issue 7, p. 278–289 (in Ukrainian).

[4] E. Zeer, *Psychology of professions*, Moscow 2007, 240 p. (in Russian).

their integration readiness for professional growth, the search for optimal methods of qualitative and creative use of activities in accordance to the individual psychological characteristics of a person. T. Kudryavtsev examines the notion of „professional development" as a long process of personal development since the beginning of the formation of professional intentions to full realization in professional activities, the central part of this process – professional self-determination[5]. E. Passov characterizes the professional development of the person as a conscious human activity, which influence the profession. In the professional formation of personality everything depends on the attitude to the profession, the level of responsibility for a person as an employee[6].

In psycho-pedagogical studies the meaning of the concept „professional development" was reasonably opened by V. Orlov[7]: the emergence of a professional qualities which a person did not have before and they coincide with the essential requirements of the profession; also it is a psychological and pedagogical phenomenon, which displays the situation objectively as a real development when the professional features are formed, but did not receive completed forms for professional activities; it is a direction to solve the contradiction between the existing reflexive ideas, ways of thinking, knowledge, abilities and skills of professional activity and the lack of experience with its implementation into practice, it is the connection between the past experience of personal development (acquisition of knowledge and skills, technological use of professional activities) and future development of professional skills, working culture between the two stages of awareness of „I" as individual: „I am a student" who acquire the future professions and „I am an expert".

S. Vershlovsky considers the development of a young professional as a link to the system of his continuing education that is closely connected with university period and the subsequent increasing his qualifications[8].

In our opinion scientist S. Maksymenko the most accurately of all scientists mentioned above focuses on the fact that the problem of professional formation of young specialist is not only from the existing shortcomings and mistakes in their university training, but primarily it happens because of internal contradictions stages of professional development. The essence of professional development ac-

[5] T. Kudryavtsev, *Psychology of vocational training and education*, ed. Y. Gushchin, Moscow 1986, p. 41–42. (in Russian).

[6] E. Passov, V. Kuzovlev [and others], *Mastery and personality of a teacher: using the example of a foreign language teacher's activity*, Moscow 2001, 220 p. (in Russian).

[7] L. Tyuptya, I. Ivanova, *Social Work: Theory and Practice*, Kyiv 2004, 408 p. (in Ukrainian).

[8] *Guidance of the professional development of a young teacher*, ed. S. Vershlovsky, etc., Moscow 1985, 108 p. (in Russian).

cording to S. Maksymenko is that the individual assumes the role of a profession-al development together with the functional content of professional activity[9].

In general, we note that the social teacher professional development is a con-tinuous process of purposeful personality changes and social educator who is in-fluenced by social surroundings and intrinsic activity aimed at self-improvement and self-fulfillment in his professional activities. A social educator professional development occurs in the course of professional formation.

Information society with the introduction and use of information and commu-nication technologies can accelerate and improve these processes.

The development and use of information and communication forms in educa-tional and independent work of students provides students wider autonomy and individualization of tasks related to both the content of a subject, material, report-ing forms, and the nature of control.

It is impossible today to imagine the social teacher education space without modern information and communication technologies and means of telecommu-nication which open fundamentally different possibilities for education, commu-nication and have profound pedagogical potential. The most modern, widely spread, accessible and responsive means to implement such informational support is the Internet. It provides the student with access to a vast repository of universal information and professional web sites.

Today, as never before, lasting development of professional qualities and so-cial development for the teacher becomes a crucial factor of success. Lifelong Educational System involves creating an appropriate educational environment with the help of which you can obtain information on professional issues.

Therefore, teachers of the department of special pedagogy and social work of Poltava V. G. Korolenko National Pedagogical University together with the stu-dents whose major is „Social Pedagogy" and „Social Work" create webliografic and bibliographic materials, which provides links to helpful resources for stu-dents, teachers, social workers who are working with the regulations in the social and educational work, It is good for enrichment of the knowledge as for academic disciplines, for improvement their professional competence within the network of pedagogical communities.

In addition, the aim of our research was to analyze the results of meaningful social teacher training component to the future professional activities in order to develop and implement a „virtual components". According to the basic principles of methodical maintenance of the efficiency substantive content of future social

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[9] S. Maksymenko, T. Scherban, *Professional formation of a young teacher*, Uzhgorod 1998, 105 p. (in Ukrainian).

workers, we carried out the following: to ensure the unity of educational and professional content blocks, to create a positive and emotionally supportive heuristic learning environment, to use of various forms and methods of teaching and enhancing students' cognitive activity, to coordinate the training content according to the level of individual typological features of the student, its level of the development.

Thus, we analyzed the content of all regulatory disciplines and professional training of the future social workers on the educational levels „Bachelor", „Master".

The content of only some („New information technologies and technical training" – for Bachelor level, „Computer information technologies in education, science" – for Master level), including career-oriented disciplines („Fundamentals of social and educational research", „Fundamentals social and legal protection of the individual", „Management of socio-pedagogical work" – for Bachelor degree level) we found information about the application and importance of ICT in various kinds of social and educational work. In other regulatory disciplines cycle of professional and practical training, we believe it is possible to introduce and integrate a „virtual component" at the following stages:

– at the educational level of Bachelor – „Education", „Social Pedagogy", „Social Psychology", „Introduction to the specialty", „Theory and history of social work", „Theory and history of social education", „Socialization of the person", „Ethics of social and educational activities", „Technology of socio-pedagogical work", „Technologies of socio-pedagogical work in foreign countries", „Technologies of social tutoring", „Methods of socio-educational work", „Pedagogy of family education", „Fundamentals of vocational guidance", „Socio-pedagogical work in schools of education", „Theory and methods of working with children and youth organizations", „Fundamentals of eloquence", „Socio-pedagogical work in the field of leisure", „Basics of scenic social educator", „Safety", „Fundamentals of occupational safety", „Fundamentals of inclusive education", etc;

– at the educational level of Master – „Fundamentals of occupational safety", „Pedagogy of Higher Education", „Methods of teaching social and pedagogical disciplines", „Organization of public and specialized services", „Urgent problems of social work and social pedagogy", „Andragogy", „Social Work in Ukraine", „Work with different social groups", „Social-pedagogical counseling", „Social-pedagogical training", „Social services", etc.

Unfortunately the scope of this material can not fully show the results of our scientific research, however could be presented in a separate article by the author.

Also the meaningful component of professional development and the development of a social educator must be taken into consideration as the methodical (operational) component. The use of means of information and communication technologies in working with students largely depends on the success of solving the problems of a methodological nature, related to the information content and the method of use of automated learning systems. In this regard, it is advisable to consider the automated learning systems with the use of specific curriculum which has a defined objective content, goals and objectives of learning how to program-methodical complexes[10].

Using information and communication technologies in the educational process allows you to change the nature of learning and cognitive activity of students, strengthen independent work of students with a variety of electronic media for educational purposes (electronic books, special programs for repetition of the material or knowledge systematization; program for remote information resources of banks and databases, automated monitoring system of knowledge, texts, evaluation skills, etc.)[11]. For the formation and improvement of information and communication competence of future teachers during let us say practical classes, during performing their independent work or individual assignments virtual forms (electronic reports, tables, virtual presentations, tours, video reports, online and offline consultations, conferences, etc.) should be used.

Integration of traditional and modern methods of teaching in the virtual organization of learning activities for the students will be more efficient for the overall quality of the educational process as a whole and also to professional formation and development of future social teacher. Thus the support of the main form of the corresponding classes: laboratory experiments, discussions, specific tasks, different types of business games, etc is very important. Speaking about the preparation of the students it is necessary to consider relevant andragogical learning principles that are the foundation of adult learning theory: the priority of self-learning; principle of cooperative activities; reliance on the principle of life experience, individualized instruction; systematic training; contextual learning; mainstreaming principle of learning outcomes; principle of collectivity training; principle of the development of educational needs; principle of reflexivity.

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[10] A. Temerbekova, *Formation of professional competences of the future teacher with the help of information and communication technologies in training*, http://e-lib.gasu.ru/konf/nit/archiv/2005/3/2.html [access: May 22, 2018] (in Russian).

[11] Там само.

Thus, we have shown that information and communication technologies significantly affect the formation and development of professional social educator and sometimes become a major factor for successful outcomes in his studies and work.

With regard to social workers who are already employed, it should be mentioned that ICTs contribute to their professional development without leaving their workplace (distance learning, professional virtual communities, web quests, etc.). With the help of this training (self-education) teacher could save time, it is possible to engage in a discussion with colleagues regardless their place of residence. Libraries, unfortunately, are not always able to provide the requested information, but on the Internet it is always possible to find.

The problem defined requires further investigation in theoretical and practical aspects of preparing social educator to work in a virtual space, in the usage of means of information and communication technologies in the different categories of the population (children with disabilities, families with chronically ill children, the elder, etc.) and other areas of professional activity.

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