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PROFESSIONAL TRAINING OF SOCIAL WORKERS ON SOCIAL PROTECTION OF THE RIGHTS OF YOUTH: INTERNATIONAL EXPERIENCE

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Professional Training of Social Workers on Social Protection of the Rights of Youth: International Experience

The article presents the peculiarities of the professional training of social workers on social protection of the rights of youth in European countries. The experience of training social workers in higher education institutions of Germany, Great Britain, France, Poland, Austria, and Sweden is analyzed. The focus is on studying and evaluating the European experience of professional training of social workers in order to implement it in the system of national higher education.

Key words: professional training, experience of European countries, social work, social workers, social workers on social protection of youth rights.

Formulation of the problem. In today's institutions of higher education in Ukraine, where the system of training specialists for the social sphere is at the stage of its formation, it is extremely important to take into account trends in the development of social education abroad and to introduce innovative approaches in the process of the future social worker training. Today, society demands a high level of readiness for future professional work from a social work specialist, which will enable to maximize the effectiveness of the social worker's activities.

The study of international experience in social education is one of the most important tools for the development and implementation of new ideas that provide opportunities for deeper understanding of the specifics of social work, to introduce in the educational process effective concepts that have passed the test of time: the combination of theory and practice, interdisciplinary integration, innovative technologies, etc.

Analysis of recent research. A number of prominent Ukrainian scholars in their works studied the experience of foreign countries in the professional training of social workers, among them: V. Baranyuk, O. Kanyuk, S. Kohut, A. Kulikova, G. Leschuk, L. Romanovska, Yu Riabova and others. The question of training social workers was also paid attention to such foreign researchers as: H. Bruns, D. Kramer, E. Kholostova, etc. However, despite the numerous studies on the training of the future social workers in foreign countries, the problem is still did not get systematic and substantiated coverage.

The purpose of the article is to study the peculiarities of the international experience of the professional training of social workers on social protection of young people's rights.

Presenting main material. Every year, the requirements for vocational training of social workers are increasing, due to socio-economic changes in society, an increase in the number of categories of people in need of social protection. The urgency of studying the educational sphere of social work is due to the processes of integration and modernization of higher education, which determines a thorough review of the content of vocational training of social workers.

For the adoption and application of foreign experience of methods of social work and social protection of the population for social workers in Ukraine, first of all, it is necessary to study the content of social work technologies in European countries, namely:

- a detailed study of the state of social and pedagogical work on the support and protection of children and young people in European countries with a definition of their main aspects;
- the use of European experience in the preparation of social workers in the domestic education system.

The theoretical analysis of the investigated scientific sources shows that Ukrainian scholars mainly study the theoretical and methodological foundations of the professional training of social workers, a considerable number of studies of which are devoted to various aspects of training social workers on the example of European

countries (Germany, Great Britain, France, Poland, Austria, Sweden), great attention is paid to the training of social workers and medical institutions, as well as professional activities with different categories of clients: with children and young people, a crime pit, people with drug and alcohol addiction, dysfunctional families and others.

The founders of the social movement for the salvation of children and young people in Europe were charitable organizations, church theologians and philanthropists. As a result of the accumulation of European experience in social pedagogy and social work, there is a widespread tendency towards the creation of pan-European alliances that initiate research and development activities in this direction; they organize international conferences, which form the tasks for this profession and determine its achievements [8]. The result of this activity is the emergence of the latest trends and technologies of European social pedagogy.

European research in this area thoroughly studies the issue of social interest, which involves the process of managing social assistance and social protection of the rights of the younger generation. In spite of the pan-European features of social pedagogy, every country in Europe has its own personal national differences. Confirmation of this is a significant characteristic of the professional features of Danish social pedagogy, which have created independent qualifications and discipline, but at the same time distanced themselves from practical social work.

For the most part, social educators in Europe work with young people in shelters, colonies, prisons, but also actively work in the segment of school and family care, youth's clubs, street theaters and student dormitories.

The purpose of modern European social work on social protection of young people's rights is to prepare a young person for adaptation in adult life. This is promoted by the concept of comprehensive youth socialization, where important components are the protection of individual independence, the adherence to the processes of cultural and political life of society, assistance in the ability to form self-regulation and management of moral standards.

Among the European countries, the most qualitative and wide-ranging profile is the vocational training of social workers in social protection of youth rights in Germany.

In a modern Germany instead of the term 'social work' it is more commonly accepted to use the phrase 'social pedagogy'. In the circles of German scholars, it is not appropriate to delineate these two terms, so they are used as synonyms. 'Social pedagogy' in Germany is considered a set of all social professions and types of activities of social services. It is generally accepted that young unemployed people, unemployed people, or simply poorly financially need more material assistance, rather than pedagogical influence. In 1968, in Germany, a university specialization was established for the training of social educators, which is why German social educators are considered the most highly qualified with a wide range of professional competences compared with the training of social educators in other European countries. In addition, German employers require more social skills from the social pedagogues in the field of culture, music and therapy.

Social educators who are ready for constant updating of knowledge and cooperation with volunteers and employees of state administrations are more in demand. The focus is on the level of social skills of social workers, teamwork skills and interaction with clients, their attitude to responsibility, organizational skills, and their willingness to self-sacrifice.

In Germany, there is a large variety of social spheres of activity in the socio-pedagogical direction. First of all, this is preschool education – nurseries, kindergartens, preparatory classes to school. An important role is played by social educators in bringing up children in shelters, where the readiness for independent life, self-identification, preparation for the formation of family life is laid. That is, all the necessary conditions are created to prevent the formation of social problems in the younger generation, which, unfortunately, cripples the practice of domestic social educators.

In work with students' youth, much of the work of social educators is devoted to the organization of free time and participation of youth in national patriotic clubs.

The formation of consciously responsible young people contributes to the democratic development of the country. In Germany, the law on assistance to children and young people is in force, therefore social-pedagogical work with the families of socially disadvantaged children and adolescents belongs to the social sphere of activity of social pedagogues:

- school social and pedagogical assistance;
- family counseling;
- individual solutions to complex family issues.

According to O. Kaniuk [1], vocational training of social workers in Germany is a large-scale phenomenon, part of which is the visit of social institutions. The specificity is integration, which is expressed in combination of training of social workers at social work departments and social protection in higher education institutions. Integrative subjects, courses and forms of training are developed. The process of training is regulated on the basis of training and examinations [1, p. 57]. But the development of a large number of different specializations in the field of social pedagogy and social work complicated their classification, and the number of tasks in the professional statute of social pedagogy is 74 terms and 116 respectively in the section 'Social Work' [7, p.110].

The training of social work specialists is dominated by educators who are less qualified than those with university education and are trained in a narrow direction for working with children at school and work at home with families in need of social assistance. And in responsible positions of specialists in social work in public institutions in Germany involved mainly social educators with university education.

The structure of the preparation of social workers in the UK is characterized by a multi-level and multi-level education system. At the first four stages, professional training of non-graduated social workers is provided, which must provide work with clients in various social organizations and institutions. Fifth and sixth levels of training of certified social workers are carried out in colleges or universities. The professional training of certified social workers in the UK, unlike in Ukraine, is determined by the Central Council for the preparation of social work [5]. However,

the specifics of the training of social educators in the UK differ in their narrow specialization in this field of science, and therefore the number of their functional responsibilities is very limited.

Domestic scientist G. Leschuk [4] in her studies of the system of professional training of social specialists in France, thoroughly characterized the process of becoming a school education in this country, and revealed the peculiarities of its development at the present stage. Studies have shown that in educational institutions in France, there is a multilevel system for the training of future social workers, the main component of which is the timely focus on pre-vocational training, which is being carried out at secondary schools. The concept 'Life space' was developed taking into account the various historical stages of development of various areas of social pedagogy of France. This concept is guided by the social educators of France in working with various groups of society, in various institutions, institutions and programs.

In France, social educators are necessarily hired by local or central government and individual communities, so they have a representative status and extensive authority to work with individuals as well as with individual groups and communities. According to the educational qualification characteristics and the educational and professional program of higher education institutions in France, a social worker must possess professional knowledge in sociology, pedagogy, psychology, psychiatry, legislation, legal aspects of social work and social protection, the theory and methodology of social work, the forms and methods of their using; be able to work in the information field, communicate, evaluate needs and represent the interests of the individual and groups of people, increase their opportunities, promote development, create a "social protection and assistance network", manage this process [6].

On the basis of a comparative analysis of the system of vocational training of social educators in higher education institutions of Ukraine and Poland, the national scholar S. Kohut [2] determines the conditions for improving the system of vocational training of social teacher in Ukraine. The presence in Ukraine and Poland

of similar socio-economic factors motivates the development of vocational training of a social teacher. As the scientist notes, at the beginning of the XXI century, in Ukraine and Poland, scientific schools of social pedagogy were formed that ensure the functioning of vocational training systems, the coordination of its goals and tasks at different levels, personal priorities with state strategies.

The concept of social upbringing in Ukraine and Poland, which is focused on helping the development of the individual's abilities of a young person for further realization of his opportunities in various areas of the micro-environment, is gaining increasing support [2, p.122–123]. In Poland, social-pedagogical activities operate in the form of "social rescue" and accentuate more attention in applied research. In Ukraine, socialization of a person takes place in accordance with the specifics of the environment and is studied by social pedagogy through the theoretical and methodological problems of education and social care.

We can conclude that in Poland and Ukraine, the system of vocational training of a social teacher has the same development. In Ukraine, the organizational-pedagogical structure is implemented at the level: bachelor-master; and Poland, respectively, as: Licentiate-Masters, with various specialties of vocational training, such as organization and management of educational institutions, animation of culture, guardian pedagogy, re-socialization, counseling and andragogy.

In Poland and in Ukraine, the preparation of a social teacher begins with the 3-4th year of higher education institutions, and the functions and roles of the social pedagogue are similar. In both countries, a new direction of social activity is developing: social pedagogy of the family, social guidance, leisure studies, management of children's associations and organizations, etc. It all depends on the environment and public order requests.

Compared to the professional tasks of social pedagogy in higher education institutions of Ukraine and Austria, the same goal is to train specialists with the qualities of leaders capable of solving their own socio-economic problems in social life and in the socio-pedagogical field. Reforms of Ukraine and Austria are aimed at finding new methods for working with students and ways to improve the organization

of the educational process, therefore, the organization of the system of institutions of higher education in social pedagogy is being implemented. The organization of the system of institutions of higher education is carried out by eliminating the disadvantages of managing them and improving the organization of the educational process.

The use of state-of-the-art information technologies and methods for working with children and youth, their protection and assistance is the basis of socio-pedagogical education. Humanization and fundamentalism constitute a common tendency for the development of higher socio-pedagogical education of both countries. Humanization is associated with the introduction of disciplines in the process of preparation, which promote awareness of the specialist of his appointment in society. Fundamentalism is aimed at in-depth study of fundamental (professionally oriented) disciplines. The changes taking place in the system of social and pedagogical education of Austria and Ukraine are aimed at eliminating the disadvantages of the system of vocational education.

The introduction of innovative technologies in Ukraine, the search for new forms and methods of vocational training, the development of forms of student knowledge control and the quality of higher education institutions are tools for reforming the system of higher socio-pedagogical education. The humanization of institutions of higher education, the development and adoption of normative documents in support of student youth is ongoing. There is cooperation between domestic and foreign institutions of higher education and the transition to a subjective pedagogical paradigm.

The tendency of developing a system of vocational training for social workers in higher education institutions in Sweden was thoroughly researched and generalized by a researcher A. Kulikov. She succeeded in determining the factors that govern Sweden's institutions of higher education in the process of developing curricula and practical training of social workers for working with children and young people [3].

Conclusions and perspectives of further research in this direction.

Consequently, the analysis of the international experience of vocational training of

social workers has shown that the training of specialists in the social sphere is based on social requirements and conceptual approaches, on the basis of which theoretical training of specialists is carried out taking into account the requirements of social practice. Social workers in European countries can work in a variety of institutions, regardless of their departmental affiliation, both in the field of social protection, in the healthcare, education, ministries for youth and sports, and other institutions. The activities of both the social worker and the social educator are oriented towards work with all categories of the population, children, adults, their families, the elderly; is aimed at activating socio-cultural and socio-pedagogical functions of society, family, community and individuals.

Before social workers in Europe, in the process of their practical activity, they face the same challenges and problems:

- professionally advocate the interests of young people and citizens who can not do it on their own and need help;
- to show personal interest in organizing the control of the protection of a particular young person and to accompany the situation throughout the necessary period of life;
- organize and support the stimulation of youth to develop constructive activity, own forces using personal reserves;
- facilitate the emergence of a young person's compassion for other people who need help and intensify their activities in this direction;
- take preventive measures in the social strata of young people and independently offer assistance;
- pay attention to the authorities to factors that adversely affect certain social groups of the population and can have serious consequences, suggest ways of their prevention or mitigation;
- influence local and central authorities in order to improve social protection of citizens.

In order to successfully develop the system of vocational training of social workers in social protection of young people in Ukraine, it is necessary to study

international experience, first of all European countries, as closer to certain factors of the mentality of societies and according to the state strategy of Ukraine to European integration. One is to use the experience of European countries in the system of domestic higher education, taking into account political and socio-economic differences, including in cultural and historical traditions. The key goal of a social worker should be to create the greatest psychological comfort and protect the young person, and in the process of achieving this goal, it is necessary to unite the efforts of all specialists in the socio-pedagogical and social sphere. The result of the work of social workers should be not only an effective system of social protection and assistance, but also ensuring the process of self-development of the personality.

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Співак Я. О.

Професійна підготовка соціальних працівників із соціального захисту прав молоді: міжнародний досвід

У статті наведено особливості професійної підготовки соціальних працівників із соціального захисту прав молоді в країнах Європи. Аналізується міжнародний досвід підготовки соціальних працівників у вищих закладах освіти Німеччини, Великобританії, Франції, Польщі, Австрії, Швеції. Акцентується увага на вивченні та об'єктивній оцінці європейського досвіду професійної підготовки соціальних працівників з метою впровадження його до систем вітчизняної вищої освіти.

Ключові слова: професійна підготовка, досвід країн Європи, соціальна робота, соціальні працівники, соціальні працівники із соціального захисту прав молоді.

Спивак Я. О.

Профессиональная подготовка социальных работников по социальной защите прав молодежи: международный опыт

В статье приведены особенности профессиональной подготовки социальных работников по социальной защите прав молодежи в странах Европы. Анализируется международный опыт подготовки социальных работников в высших учебных заведениях Германии, Великобритании, Франции, Польши, Австрии, Швеции. Акцентируется внимание на изучении и объективной оценке европейского опыта профессиональной подготовки социальных работников с целью внедрения его к системам отечественного образования.

Ключевые слова: профессиональная подготовка, опыт стран Европы, социальная работа, социальные работники, социальные работники по социальной защите прав молодежи.

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