

*Vitsukaeva E. M.*

**PROVIDING INTEGRATIVE KNOWLEDGE, SKILLS AND HABITS OF FUTURE SOCIAL PEDAGOGUE WITH RESPECT TO THE IMPLEMENTATION OF SUBJECTIVITY IN PROFESSIONAL ACTIVITY**

*Odessa, Ukraine*

**Abstract.** *The article is devoted to justifying and defining pedagogical conditions of the training of social pedagogue as a subject of professional activity: providing integrated knowledge, skills and habits of future social pedagogue with respect to the implementation of subjectivity in professional activity. It is noted that providing integrative knowledge, skills and habits of future social pedagogue concerning the realization of subjectivity in professional activity is considered as a process and result of interaction between previously disparate elements of the educational process, which enter into the relationship and create a new integrity, which has the property of consistency. Providing integrated knowledge, skills and habits of future social pedagogue with respect to the implementation of subjectivity in professional activity assumed training an individual as a subject of professional activity through the integration of various activities in the process of theoretical and practical training as close in meaning to the conditions of professional activity as possible. The pointed out condition has pedagogical subject-informative orientation, which provides: the update of content of training a specialist - future social pedagogue, which reveals theoretical and practical foundations of subjective professional activity; program-methodical provision of the process of training future social pedagogue as a subject of professional activity; implementation of the model of training students - future social workers as subjects of professional activity; extension of the content of professional education based accounting for social, cultural and economic changes in the society.*

**Keywords:** *integrative knowledge, skills, habits; subjectivity, subject*

Formulation of the problem in general is that the process of training future social pedagogue as a subject of professional activity will be effective only if there is an educational environment, specifically organized by the subjects of educational process, which assumes the definition of certain pedagogical conditions.

In the present study, special attention is drawn to the development of subjective potential of student's personality in the educational process of pedagogical universities (Yu. Babanskii, S. Vasilyev, M. Danilov, E. Zeyer, A. Lebedev, A. Treshev, etc.); providing opportunities for personal and professional growth, self-determination, self-development, self-realization of students in educational space of higher educational establishments (I. Isayev, N. Krylova, A. Mudryk, etc.); the change of underlying semantic structures of personality, which is a meaningful basis for subjective activity of the personality of student of pedagogical

university (G. Abramova, E. Belozertsev, A. Leontiev, Yu. Senko, etc.). The problems of training future social pedagogs were studied by such researchers as: I. Bogdanova, I. Zvereva, A. Kaps'ka, O. Karpenko, L. Mischyk, V. Polishchuk, S. Kharchenko et al. Currently there are many investigations devoted to the study of pedagogs' subjectivity (G. Aksenova, N. Borytko, A. Vankov, O. Volkova). Instead the luggage of ideas and concrete solutions does not fully take into account providing integrative knowledge, skills and habits of future social pedagogs concerning with respect to the implementation of subjectivity in professional activity.

The purpose of this paper is determination of providing integrative knowledge, skills and habits of future social pedagogues concerning with respect to the implementation of subjectivity in professional activity.

In order to answer the question about the means of providing integrative knowledge, skills and habits of future social pedagogues concerning with respect to the implementation of subjectivity in professional activity (i.e. what allows a person to become a subject of professional activity), firstly, it's necessary to analyze such key concepts as "integration", "integrative knowledge."

As the analysis of scientific sources revealed, there are commonly used definitions of the original concept of "integration", consisting of two Latin words (integer - a whole; integratio - restoration, filling, associations) and involves the "process of ordering, structuring inner group relationships of unity, shared values, optimization "[3].

The idea of integration serves as a manifestation of the need for cognition, development, self-development and self-improvement. It is based on age and psychological aspects of personal development. The study confirmed that there exists a system-precise feature - the ability and habits of synthesizing knowledge aimed at actualization and stimulation of the reserves of person's individual development.

By its nature of socio-pedagogical educational activity, whose inherent feature is integrativity, can not rely on one theory or model of practice. Various forms of socio-pedagogical activity as if run through all theories, are complex constructions of different models of the practice of socio-pedagogical work.

The balance of all components of a particular type of socio-pedagogical activity, the extent of their spread to other areas of social practice, their importance for all subjects of this activity depends on the conditions with which any theory that is used in practice is checked. The

theory is if it determines specific directions of activity in providing socio-pedagogical assistance to an individual in the field of his social rights and guarantees. However, these areas consist of certain components of socio-pedagogical work as a professional activity and are implemented through various forms and means, depending on the social situation.

A new vision of the world, understanding personal responsibility, in the profession of social pedagogue, the development of integral global thinking, the basis of which is "constructed in special way integrated knowledge", gradually becomes a compulsory condition of professionalism. However, we should not think that the problem of knowledge integration emerged only now. An ancient Greek philosopher Plato expressed the idea of the need for integration of knowledge in the learning process [4, p. 159]. In modern educational concepts, the following characteristics of integration are used: integration – is the process of forming integrity; integration - is the result of forming integrity; integration – is the process and the result of forming integrity.

Therefore, considering the above-mentioned positions, we can single out one common for all of them feature: the whole is formed in the interaction of parts. Thus, the essence and the basic points of current theories of integration (A. Belyaev, M. Byerulava, V. Zahvyazynskyy, Yu. Kustov, S. Tyunnikov etc.) define integration as a concept which assumes a "state of combining separate differentiated parts and functions of system, organism in the whole; the process which leads to this state. Integration is the process of development associated with uniting into the whole heterogeneous parts and components; integration processes in the given system increase its level of integrity and organization (in this case , that of knowledge, skills and habits) although some parts of the whole (knowledge, skills and habits) can have different degrees of autonomy, increase the volume and intensity of interactions between the elements; build new levels "[5, p. 211].

Given the above-said, we consider providing integrative knowledge, skills and habits of future social pedagogue with respect to the implementation of subjectivity in professional activity as a process and result of interaction of previously disparate elements of the educational process, which enter into the relationship and form new integrity which has the property of system, but not equal to the sum of the parts, occurs within singling out in different subjects common, cross-cutting content, based on which the interdisciplinary sequence of the content of educational

programs of various disciplines, which enables simultaneously learning of topics.

To identify and understand the need for pedagogical integration one should base on objective fact that the process of learning cognition takes place in space and time and is of a linear-discrete character. To avoid discretion, phasing in acquiring knowledge, skills and habits is impossible. It is therefore necessary to elaborate conditions to favor the formation of system, integrated scientific knowledge and practical skills and habits in the process of learning the synthesis of information from different disciplines.

Given the above, we understand the integration of knowledge, skills and habits as the deployment of the educational process based on previous informative and organizational aspects of student's activity, not as a mere increase, complication of learning activity, but as ongoing process which provides interconnections of different nature and, most importantly, training future social workers as a subject of professional activity.

It is important to note that in the present situation of study at higher educational establishment, in the process of making a specialist, new knowledge is generated not by additive way (i.e. not just by applying new knowledge to the old), but through the transformation and restructuring previous knowledge. What contributes to it as an integrative educational system - mayyevtyko-socratic method, during which occurs inside-intuitive comprehension of the world by means of restructuring knowledge.

Getting integrated knowledge, their turning into practical skills and habits, occurs in the process of forming future specialist as a subject of future professional activity. In this process, are widely used research activity and socio-pedagogical practice, where future specialist of social sphere realizes more practical need for understanding the mechanisms which link the two types of cognition - rational (mental) and extrarational (figurative), features of extrarational dynamics in the interaction between teacher and student.

"Integrated knowledge - as A. Karpov noted, - is a synthesized in cognitive individual ambivalent practice complex of ambivalent products of rational, extrarational thinking and perception, which is assimilated by psyche as an integrated system with the agreed structure and interobject dynamics between the object and is detected as passing through a personality unity of theoretical and practical experience of a person in his internal and external, conscious and unconscious activity "[2, p. 51]. As a

result, within the realization of these conditions there will be created conditions so that acquired by future social pedagogues knowledge would become relevant to them, which would mean their connection with the system of the individual's interests.

N. Berulova believes that integration expresses the unity of informative and procedural sides and is relevant to all levels of education - general theoretical idea of school discipline, learning material, socio-pedagogical reality and personality [1, p. 6]. Therefore, the activation will transfer knowledge from a static state to a dynamic one.

Solving the problem of providing integrative knowledge, skills and habits of future social pedagogue with respect to the implementation of subjectivity in professional activity in our research we have used an integrative program as a set of tools, means, techniques and the algorithm of influence by using the following methods: an empirical analysis of sources of pedagogical theory and practice, analysis of disciplines and concepts, the method of categorical synthesis, the method of analogy. The means of integrative programs were represented by both components of scientific knowledge (facts, concepts, laws, theories), which were acquiring by future social pedagogs in the process of theoretical training, and by the methods and techniques of integration. We attributed to the techniques the unification of concepts and universalization of methods, extrapolation (i.e. the expansion of the results obtained from the observations on one part of a phenomenon to another part), summarizing of the gained knowledge. To methods we attributed methods simple and complex forms of increasing socio-pedagogical concepts. Mechanisms of integration (analysis, synthesis, links actualization, comparison, classification, cause-effect connections, the transfer of knowledge, skills and habits into new conditions) will be the basis for the appearance of the set of integrative skills of future social pedagogue.

The realization of the above-mentioned condition was caused exactly by integrative and complex nature of socio-pedagogical activity, which consists of two main areas: theoretico-methodological, fundamental (methodology, laws, categorial apparatus) and applied - the field of socio-practical, administrative use of theoretical and empirical knowledge, providing the solution of practical socio-pedagogical problems in society, which social pedagogue must solve. His practical activity is quite varied: on the grassroots levels of society organization (family, neighborhood, working group) it is a regulation of interpersonal and group relations, the organization of socio-pedagogical support of the population, correction of

deviant behavior, prevention and localization of conflicts, socio-pedagogical education and counseling, preventive methods, etc.; at the level of functioning of regional structures social pedagogue solves the problems of employment and carries out socio-pedagogical planning of innovative events in educational field.

Therefore, the given condition provided students' acquiring basic knowledge required for realization themselves as subjects in their professional activity. The basic knowledge included the knowledge of the specifics of social pedagogue, its versatile, open character; consideration of the role and functions of social pedagogue in the system of interactions with different specialists of educational, cultural, sporting, legal institutions; the essence, the principles of subjectivity; consideration of social pedagogue as a subject of partner interactions, his personal characteristics; strategy and tactics as a means of self-realization as a subject in professional activity, and so on.

Mastering theoretical knowledge was carried out within the content of courses of core and optional training, in socio-pedagogical practice, its principal and informative-organizing , content-organizational statefulness as well.

Providing integrative knowledge of integrative knowledge, skills and habits of future social pedagogue with respect to the implementation of subjectivity in professional activity was evaluated by the presence of sufficient level of basic knowledge, skills and habits (an ordered set of new knowledge, skills and habits which differ in profundity, simplicity, universality and constructiveness ), a holistic vision of socio-pedagogical problems by students - future social pedagogues; deliberate orientation in knowledge and integrative activities; possession of information and professional knowledge, techniques and methods of professional activity; professional independence and professional mobility.

Integrative skills will include the student's – future social pedagogue – ability of applying knowledge in unusual situations to solve educational and production tasks, the ability of applying this knowledge to build their life trajectory. Integrative skills include availability of skills of self-cognition, self-analysis, self-esteem, self-reflection, the ability of self-governing the professional activity in the production conditions.

Providing integrative knowledge, skills and habits of future social pedagogue with respect to the implementation of subjectivity in professional activity involved training an individual as a subject of professional activity through the integration of various activities in the

process of theoretical and practical training as close in its content to the conditions of professional activity as possible.

Of particular importance in the realization of considered condition becomes program-methodical provision of the process of training preparing future provision of future social pedagogue with respect to the implementation of subjectivity in professional activity. According to the goals of work, its three forms are defined: normative, oriented, and technological.. The normative form is represented by normative acts regulating the activity of social pedagogue as a subject of professional activity, by the program of the course "Fundamentals of subject activity of future social pedagogues." Oriented form includes material, necessary for students to self-study specific issues of the problem, to do tasks. Technological form contains materials which reveal some mechanisms of training social pedagogue as a subject of professional activity.

Providing integrative knowledge, skills and habits of future social pedagogue with respect to the implementation of subjectivity in professional activity as pedagogical condition has subject-informative orientation, which provides: the update of the content of training a specialist – future social pedagogue, revealing the theoretico-practical foundations of the subjectivity of professional activity; program-methodical provision of the process of training future social pedagogue with respect to the implementation of subjectivity in professional activity; establishing the model of the model of students – future social pedagogue as a subject of professional activity; training - future social workers as the subject of professional activity; extending the content of professional education based on social, cultural and economic changes in the society.

#### *References translated and transliterated*

1. Berulava M. N. Teoriya i metodika integratsii estestvennonauchnyh i professional'no-technichskyyh distsiplin v proftehuchilishchah. [Theory and practice of the integration of scientific and technical disciplines at technical college] / M. N. Berulava. –Cheliabinsk: CHGPI, 1986. – 40 s.
2. Karpov A. O. Nauchnoye poznaniye i sistemogenez sovremennoy shkoly. [Scientific cognition and systemogenesis of contemporary school] A. O. Karpov // Voprosy filosofiyi. – 2003. – № 6. – S. 37-53.
3. Konyuhov N. I. Slovar'-spravochnik prakticheskogo psihologa [The reference dictionary of practical psychologist] / Pod red. N. I. Konyuhova. – Voronej: Izd-vo NPO "MODAK", 1996. – 224 s.

4. Platon. Sobraniye sochineniy v 3-h tomah [Complete set of works in 3 volumes] / Platon.– M.: Misl', 1971. – T.3. – Ch.1. – 987 s.  
Filosofsiy slovar' [the Dictionary of philosophy] / Pod red. i. T. Frolova. – 5-e izd. – M.: Politizdat, 1986. – 590 s.

*Volkova Yu. I.*

**THE CONTENT AND COMPONENTS OF THE  
CREATIVE COMMUNICATION SKILLS OF THE FUTURE  
TEACHERS OF ART DISCIPLINES**

*Odessa, Ukraine*

**Abstract.** *The modern art education requires more systematic and coherent ideas about the laws of creative process of art, in particular the specific implementation mechanisms of general aesthetic principles installations of artistic and creative communication between the participants of the educational environment of high school. Using the methodological approach to encourage improvement of methodological and theoretical knowledge and practical experience of creative communications, is the basis for solving such problems. The factor of improving of creative communications effectively exist in modern art education. This factor is the formation of creative communication skills of students of Art Pedagogical Universities.*

*The main article provisions provide the objective fulfillment. Thus, the essence of teacher's communication skills, creative pedagogical communication and creative communication skills was determined by the future specialists and studies of V. Kan-Kalik, V. Labunskaya, A. Mudrik, M. Rober, L. Savenkova and others.*

*The phenomenon of communication and professional communication skills in educational activities has been considered by author. The structure and components of communicative skills of teachers were analyzed on based on researches of famous scientists. The specific features of the creative communication have been studied. The skills and personality characteristics needed for effective creative pedagogical communication were identified on the basis of study artistic and educational activities of future teachers of arts disciplines.*

*The creative communication skills of an art discipline teacher have been defined as a set of skills and personality traits that determine readiness for the successful implementation of the creative pedagogical communication. The key elements include verbal and non-verbal communication abilities, art interpretation skills, the ability to use the language of art and thesaurus, reflexive skills, the ability to perceive artistic information, the ability to show empathy, the ability to organize dialogical interaction and the ability to make a creative educational environment. It has been also found that significant role in the successful implementation of creative pedagogical communication such is the properties of a teacher of art disciplines, as a high level of intellectual development and sensory-emotional sphere, erudition, vocational pedagogical attention, continuous skill development and self-education.*