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USING INTERACTIVE TECHNOLOGIES IN SOCIAL CARE TEACHERS TRAINING IN TERMS OF PREVENTIVE WORK WITH MINOR CHILDREN

The paper aims to substantiate the feasibility of using interactive teaching technologies in the process of future social care teachers in terms of preventive work with minors. The greatest pedagogical effect in the process of forming the students' competence in terms of preventive activities was observed due to the introduction of interactive teaching technologies that are characterized by the organization of the learning process in which a student cannot but take part - in a collective, complementary one, which is based on the interaction of all its participants. The following technologies of interactive teaching are proved to be the most effective in forming future social care teachers' competence in preventive activities: gaming technology, problem learning technology, training technology. It was these technologies that were introduced into the educational process with the experimental group of students within "Fundamentals of Preventive Work" course and internship and proved their effectiveness in terms of competence in preventive work with minors.

Keywords: education, formation, readiness, prevention, social teacher, interactive technology, game, training.

Introduction

The study of the issue of social care teachers training, considering it as one of the main directions of modern pedagogy is due to the aggravation of crisis phenomena in the Ukrainian society and the need to solve a number of social and socio-pedagogical problems, as well as significant changes in the social consciousness and recognition of professional social and pedagogical activities as a significant factor in the implementation of social policy of the state. Therefore, the search for the ways to optimize professional training of social care teachers, the formation of the ability of graduates to solve various professional tasks, including preventive work with minors, is relevant.

Competence in preventive activity enables a young social care specialist to adapt to the conditions of modern life, solve complex professional tasks successfully, analyze and correct the results of their activities. Therefore, it is an important prerequisite for achieving a high level of professionalism.

System analysis of philosophical, sociological, socio-pedagogical, psychological literature on the issue has revealed that research works primarily deal with philosophical, sociological aspects of the organization of preventive work with the population; the potential and specificity of the use of interactive technologies in the educational process of higher educational institutions; the technology of the formation of future social care teachers' competence in rehabilitation work with socially maladapted adolescents; the structure, content and organization of

professional training of social care teachers at higher educational institutions in Germany, and the possibilities of implementing progressive ideas of this experience into higher educational institutions of Ukraine; etc.

Aim and Tasks

The paper aims to substantiate the feasibility of using interactive teaching technologies in the process of future social care teachers training in the field of preventive work with minors.

To achieve the goal, the following tasks are set: to determine the essence of interactive teaching technologies and to select the most effective ones for forming future social care teachers' competence in preventive activities; to describe the specifics of the introduction of interactive technologies into the educational process with students majoring in "Social Education"; to assess the effectiveness of the introduction of interactive learning technologies into the training of future social care teachers in terms of preventive work with minors.

Research Methods

The study involved 26 3rd-year students majoring in "Social Education" of the Donbas State Pedagogical University (experimental group) and 24 3rd-year students of the same specialty of Kharkiv Humanitarian and Pedagogical Academy (control group). During the "Fundamentals of Preventive Work" course and the organization of social and preventive internship in the experimental group, a number of interactive teaching technologies (gaming, training and technology of problem-based learning) were used. The control group was taught according to

traditional methods.

The following diagnostic methods were used to check the effectiveness of the implementation of interactive technologies and to evaluate the level of future social care teachers' skills in preventive activities with minors: B. Boyko's Communicative Tolerance Test to assess the respondents' tolerance towards others; a modified version of Resilience Test by D. Leontiev to evaluate psychological stability of the respondents, which is necessary for the successful implementation of preventive work. Also, according to our own methodology, a survey

was conducted to check the state of the respondents' competence in preventive work conduction. The questionnaire contained a series of questions on the basic concepts related to the relevance, essence, content, forms of preventive work with minors, methods of using preventive technologies [3].

We distinguished three levels of the respondents' competence in preventive work: low, medium, and high (Table 1).

The assessment was carried out on a 60-point scale in accordance with the specified requirements.

Table 1.

Levels of Future Social Care Teachers Competence in Preventive Activities with Minors

Level	Requirements
High level (40 – 60 scores)	The student has deep and profound knowledge of the basic concepts of preventive activities; is aware of the need for preventive work; has a significant manifestation of tolerant attitude to others, is able to apply a preventive approach and methods of critical analysis in socio-pedagogical work; has a high level of psychological stability, a pronounced social intelligence, skills of modeling practical activities in accordance with the goal and objectives of preventive education with different groups of clients.
Medium level (21 – 39 scores)	The student has some knowledge of the basic concepts of preventive activities; is aware of the need for preventive work but does not show any activity in its implementation; has periodic manifestations of tolerant attitude to others, has an average level of psychological stability, possesses sufficient skills of using preventive technologies but is not sufficiently competent in their application.
Low level (0 – 20 scores)	The student has a slight knowledge of the basics of preventive pedagogy, almost does not have skills of its use, is not interested in identifying causes and factors of deviations in the behavior of clients, cannot predict possible negative events in the behavior of the client; has a low level of social intelligence, insufficient psychological stability.

Research Results and Discussion

One of the aspects of our technique for future social care teachers in terms of preventive work with minors is the use of interactive forms of work, which involve the organization of the learning process in which the student cannot but takes part – in a collective, complementary process of knowledge acquisition. The advantage of interactive methods is that they involve all students in the process of learning, providing their continuous active cooperation in a situation where every student makes a special individual contribution in the process of exchanging thoughts, ideas, knowledge, ways of activity [4, p. 5].

The study of scientific sources [1-7] and many-years teaching experience with future social care teachers make it possible to choose among a great number of interactive teaching methods, namely games, trainings and technology of problem-based learning. Let us describe the specifics of their implementation.

Work on the formation of future social care teachers' competence in preventive work with minor children was focused on the use of gaming technology in the process of professional training.

For example, during social and preventive internship in the experimental group, we conducted a business game "Consulting a Specialist" aiming to analyze the respondents' behavior and aggressive behavior of a child. During

the game, the teacher handed out a sheet of paper to every participant, where they wrote everything that an aggressive child did.

During the experiment in order to improve the level of positive thinking and culture of behavior of minors with future social care teachers during a practical lesson on the "Fundamentals of Preventive Work" course (topic: "Features of the Objects of Preventive Effect"), an exercise-game "Learning when teaching" was conducted. Its idea was that the participants received a certain amount of information to exchange it with as many people as possible. At the same time, by repeating the perceived earlier information several times a student mastered it better. The received information was not read, but was transmitted again and again to those with whom the participant "accidentally" met [1, p. 55].

The process of the formation of students' competence in preventive work at Donbas State Pedagogical University also included the use of the technology of problem-based learning [4, p.68] during discussions. For example, "Methods of Educational Work" discussion was conducted during the study of the topic "Preventive Work with Risk Group Children" from the course "Fundamentals of Preventive Work", whose purpose is to identify the most effective approaches to preventive work. In the process of discussions, the students had to identify forms

and methods most suitable for preventive work with risk group children. It was an active conversation, a dispute whose participants developed their own approaches, demonstrated a brief presentation of methods of preventive work with this category of clients. In the development of problem-based situations, we used the following methodical methods: the identification of different points of view on the same issue, the creation of contradictions by a teacher, the motivation to solve them, the organization of contradictions in the practical activities of students, consideration of any task from different positions, motivation of students to compare, generalize, make conclusions in a problem-based situation, comparison of facts; the formulation of specific questions that contribute to generalization, substantiation, concretization, logics of reasoning; nomination of a research task; suggesting a problem-based situation in a task; creating a problem-based situation by limiting the time for its solution [7].

As noted above, preventive education covers a complex of important problems of modern social pedagogy, namely: prevention of offenses among various groups of clients of social-pedagogical work and social and legal protection of clients.

Let us consider, in particular, the exercise “Who can help to protect your rights?” suggested by us at a practical lesson on the course “Fundamentals of Preventive Work” (on the topic “Legal Basis of Preventive Work”). The purpose of this exercise is to explain an adolescent, where and to whom he/she should address, if there are problems of violation of his/her rights.

Then a teacher gives a list of organizations, services to which a child can apply if necessary, handles booklets with a list of services to the participants. Students get acquainted with them and make a leaflet-booklet “Who will help you” choosing a town or a city.

During these classes we sought to achieve the goal of preventive pedagogy which is achieving a tolerant attitude to others and raising the level of social intelligence of the future social care teacher. As a result, students enrich their knowledge of the rights and responsibilities of minors, the formation of social and legal culture of the future social care teacher.

Experimental work on the formation of competence in preventive activities of future social care teachers also provided the use of a game-contest that was applied during practical training on the Basics of Preventive Work (topic: “Preventive Work with HIV-Infected”).

During the game, the participants are divided into two subgroups. Members of each group are given card-words and cards defining a number of concepts (for example, HIV, AIDS, HIV-infected, immunodeficiency, etc.). The task of each team is to match the cards-words with the cards-concept as quickly as possible. Each subgroup spreads out the cards for discussion by all game participants. During joint discussion, representatives of the subgroups exchange experiences about the difficulties faced by the players in the selection of cards, answer questions that may arise, etc. At the request of the teacher,

participants are asked to explain the meaning of all or just certain words. After that he/she asks each subgroup to provide a generic definition of every concept.

As practice shows, carrying out such games-exercises significantly increases the level of students’ awareness about the formation of a healthy lifestyle as one of the directions of preventive activities, as well as students’ ideas on physical, mental and spiritual health.

The experience of the implementation of technology of problem-based education shows it makes students focused on the development of mental abilities, prediction of the results of their activities, independence of not only knowledge, but also the development of their personalities, which corresponds to the directions of preventive activities.

Our further work on the formation of experimental group students’ competence in preventive work provided for the use of training technology. The training “General Attention” is worth describing [4]. It was held during a practical lesson on the course “Fundamentals of Preventive Work” (topic: “Preventive Maintenance of Rehabilitation Work”). The purpose of the training is to form adequate responses in different situations. Every student was offered to demonstrate uncertain, confident and aggressive types of responses to a minor child as a client of social and pedagogical work. Situations were proposed as follows:

- the student distracts you from talking to another, asking a pointless, in your opinion, question;
- the children in your office interfere you with loud conversations;
- the student is talking to you, and you are late for another meeting, and so on.

For every future social teacher only one situation was used. The group discussed the situation of each participant.

We believe that the advantage of this technique is that learning is more effective in the following cases:

- one’s knowledge and opportunities which form the basis of new information are appreciated;
- one can share one’s own experience and analyze it in a comfortable atmosphere;
- there is a possibility to learn on the basis of practical actions;
- participation in the training is voluntary, so one can take responsibility for its success.

The essential advantage of the technique is that it provides a unique opportunity to study complex or emotionally relevant issues in the safe conditions of the training, and not in real life with its threats and risk.

To verify the effectiveness of the introduction of interactive technologies in the training of future social care teachers, the results of the control test on “Fundamentals of Preventive Work” were analyzed in both groups of the respondents.

Table 2 presents the dynamics of future social care teachers’ competence in preventive activities with minors (Table 2).

Table 2.

Dynamics of the Development of the Respondents' Competence in Preventive Work

Level of competence	EG		CG	
	Initial assessment	Final assessment	Initial assessment	Final assessment
	Number of students, %	Number of students, %	Number of students, %	Number of students, %
low	34.3	17.2	33.7	29.1
medium	54.5	63.0	53.7	56.8
high	11.2	19.8	12.6	14.1

The reassessment of future social care teachers' competence in preventive work with minors according to the results of studying the course "Fundamentals of Preventive Work" as well as social and preventive internship has proved the effectiveness of the introduction of interactive teaching technologies in the professional training of the respondents.

Conclusion

The research task was to provide the greatest effect of the introduction of interactive technologies on the formation of students' competence in preventive work with minors. To this end, we have applied three most effective tools: training, games, technologies of problem-based learning, which were later applied during the teaching of the course "Fundamentals of Preventive Work" and internship.

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By using interactive technologies in the experimental groups of students we can observe positive dynamics of the level of their competence in preventive activities (in the control group there were no significant changes). The results obtained during the experiment provide grounds for arguing that the use of interactive technologies in shaping competence in preventive work of future social care teachers promotes more effective acquisition of knowledge in the field of preventive work; understanding the need for preventive work with minors; manifestations of a tolerant attitude to others; the formation of skills to apply a preventive approach and methods of critical analysis in socio-pedagogical work; mastering skills of modeling professional and practical activities in accordance with the goal and objectives of preventive education with different groups of minors.

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ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ У ПІДГОТОВЦІ МАЙБУТНІХ СОЦІАЛЬНИХ ПЕДАГОГІВ ДО ПРОФІЛАКТИЧНОЇ РОБОТИ З НЕПОВНОЛІТНІМИ

Метою статті є обґрунтування доцільності використання інтерактивних технологій навчання у процесі підготовки майбутніх соціальних педагогів до профілактичної роботи з неповнолітніми. Забезпечення найбільшого педагогічного ефекту у процесі формування готовності до профілактичної діяльності майбутніх соціальних педагогів передбачалося завдяки впровадженню інтерактивних технологій, що характеризуються організацією процесу навчання, в якому учню неможливо не приймати участь – в колективному, взаємодоповнюючому, заснованому на взаємодії всіх його учасників процесі навчального пізнання. Найбільш ефективними у формуванні готовності майбутніх соціальних педагогів до профілактичної діяльності визначено такі три технології інтерактивного навчання: ігрова технологія, технологія проблемного навчання, тренінгова технологія. Саме ці технології були впроваджені у навчальний процес з експериментальною групою студентів під час викладання їм курсу «Основи профілактичної роботи» та проходження ними соціально-профілактичної практики. Обґрунтовано, що ефективною технологією профілактичного навчання майбутніх соціальних педагогів є гра, яка виконує такі функції: розважальну (зняття психологічної й фізичної напруги); комунікативну (набуття навичок взаємодії з іншими); діагностичну (виявлення відхилень від норми поведінки, самопізнання в процесі гри); корекції під час гри (внесення позитивних змін у поведінку); соціалізації (включення до системи громадського становлення). Упровадження технології проблемного навчання засвідчує, що відбувається орієнтація студентів спеціальності «Соціальна педагогіка» на розвиток розумових здібностей, прогнозування результатів своєї діяльності, на самостійність не тільки пізнання, але й на розвиток особистості студента, його індивідуальності й неповторності, що відповідає напрямам профілактичної діяльності. Застосування інтерактивних технологій у формуванні готовності до профілактичної діяльності майбутніх соціальних педагогів сприяє більш ґрунтовному засвоєнню студентами знань з основ профілактичної роботи; усвідомленню ними необхідності превентивної діяльності з неповнолітніми; проявам толерантного ставлення до інших; формуванню навичок логічно застосовувати превентивний підхід і методи критичного аналізу в соціально-педагогічній роботі; оволодінню вміннями моделювання професійно-практичної діяльності згідно з метою й завданнями превентивної освіти з різними групами неповнолітніх.

Ключові слова: навчання, формування, готовність, профілактика, соціальний педагог, інтерактивна технологія, гра, тренінг.

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