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**EVALUATING - REFLECTIVE COMPONENT OF PREPAREDNESS
OF A SOCIAL TEACHER TO WORK WITH DEVIANT YOUNGER
STUDENTS**

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Abstract. *The aim of the article is to highlight certain aspects of preparedness of future social teachers to work with younger students of deviant behavior. The article reveals peculiarities of preparedness of a social teacher to interact with children of this category. Preparedness of students to work with deviant younger students is a result of complex professional and personal preparation of students to interact with children of this category which includes such level of professional characteristics, qualities and skills of students which provides children with social and pedagogical help and support. The model of preparedness of students to work with younger deviant schoolchildren is a complex multi-level multi-component structure in which evaluating-reflexive component can be defined.*

Keywords: *preparedness of a social teacher to work with younger students of deviant behavior; evaluating-reflexive component of preparedness to work with children of this category.*

Introduction. Unstable socio-economic situation in the country, incompleteness of democratic transformations in society, devaluation of moral values and ideals, weakening of social institutions in educational work with minors provoke rise of deviant behavior. In this regard, the need of training specialists to work with deviant children has risen. Despite the wide range of approaches to the study of preparation of various specialists to interact with children of this category, this problem was not researched enough according to professional work of social teachers with younger students of deviant behavior.

Brief review of publications on the topic. Various aspects of socio - educational activities with deviant children are rather widely studied in works by V. Orzhehovska, V.A. Polishchuk, S. Kharchenko, H.M.Laktionova, K.V. Dubrovina, A.I. Kapska, R.Vaynoly, S.Paschenko, I.A Permahayeva, N.F.Rodionova, L.I. Bozhovych, N.I. Krylova, N.N. Tolstyh. The importance of psychological and pedagogical training of future social workers for interaction with children of this category is grounded. Works by R.U. Arifulinna, Y.A. Kleyberg, D.I. Feldshtain, S.A. Belicheva, I.B. Gromova, I.S. 59 Polonskyi, V.Bocharova, A.Mudryk, T.Kalynovska, I.Pinchuk study theoretical - methodological foundations of professional training of social workers to work with deviant teenagers. Studies by G.V. Tovkanets, V.H.Bazhenova, L.I.Mischyk, S.Y.Paschenko, A.V. Ponomarenko, A.G. Dolgova, M. Tyutyunnyk, O.Sharapova, N.A.Konoshenko, I.Karpova reveal some aspects of socio - educational activities with deviant younger students:

- prevention of deviant behavior of school children of primary school age; - diagnostics of problems of the behavior mentioned above;
- socio - pedagogical rehabilitation of this category of children in rehabilitation centers;
- complex correction of deviance of younger students.

Higher educational establishments face the task of forming preparedness of future social teachers to interact with deviant children. However, coverage of the issue of training future social workers to work with deviant younger students is rare and poorly implemented in research works that is revealed in the lack of theoretically defined pedagogical model of preparation such specialists and scientific pedagogical conditions which will provide them with quality training.

The aim of the article is to highlight certain aspects of preparedness future social teachers to work with younger students of deviant behavior.

Materials and methods. The subject of scientific reflection of the author of the article is to identify the nature of evaluating-reflexive component of preparedness of a social teacher to interaction with younger students of deviant behavior. In the course of the theoretical analysis of scientific – methodical literature

structural elements of preparedness of students to work with younger students of deviant behavior have been defined.

Results and their discussion. Professional training of social teachers to work with younger students of deviant behaviour is a process of forming multisystem of integrative qualities, characteristics, skills of a personality functioning on the basis of professional knowledge and skills. The result of training social teachers to work with younger students of deviant behavior is determined by their level of preparedness for such a direction. Preparedness of students to work with deviant younger students is the most important complex result of professional and personal preparation of students to interact with children of this category which includes such level of professional characteristics, qualities and skills of students which is needed to achieve the objectives and tasks of the special area of work of a social teacher with younger students of deviant behavior.

Qualitative characteristics of level of preparedness to social and educational work with children of this category is determined by the state of its evaluating - reflective component: formation of volitional capacity and professional mobility, development of reflexivity, level of self-esteem and the ability to selfdevelopment of a specialist.

Integration of professional knowledge is impossible without their reflexive study aimed at determination of further direction of social - pedagogical actions. Evaluating - reflective component of preparedness of students to work with younger students of deviant behavior requires the ability to see and evaluate one's potential while interacting with children of this category.

Updating of reflective abilities and skills encourages future social workers' identity and self-improvement processes. Professional self-development is possible only on the basis of the developed ability of the individual to reflection.

V.A. Petrovskiy points out the following aspects in the reflection of a teacher:

- reflection allows a teacher to realize the true motives of his teaching activities and his "juvenile behavior";

- reflexive processes allow a teacher to adequately evaluate the consequence of their personal impact on the students, to be responsible for the development of an individual which implies the ability to realize the consequences of one's impact, focus on them while forming developing cooperation [2].

Implementation of professional reflection implies the availability of an adequate self-esteem expert, which directly affects the formation of self-esteem and confidence in their professional abilities and capabilities. Self-esteem determines the success of future professional activities of a student, his life perspective. Low self-esteem has destructive effect on the nature of the interaction with deviant younger students that is why reflective introspection becomes the most important corrective tool. It encourages realization and rethinking of issues of interaction with the children of this category, the choice of processing methods and strategies of socio - educational activities.

Interpretation of evaluating- reflective component of preparedness of students to work with younger students of deviant behavior is impossible without volitional capacity which is responsible for compliance with the pressure, normative behaviour of a specialist, self-confidence, self-control, empathy, all of which contributes to an optimal level of preparedness. Multidimensional nature of work of a social teacher with younger students of deviant behavior determines the need of training a special type of a specialist - psychologically stable, active, able to take appropriate professional decisions and to implement them, to change social - pedagogical situation. The high level of resolute personality organization allows students to realize their goals and intentions, to fight their way of self-realization and self-improvement.

A social worker in the process of work with younger students of deviant behaviour must quickly evaluate pedagogical situation of peculiarities of children's deflection, to make prompt diagnosis, to consider the kind and type of deviations, to quickly choose appropriate forms of communication with children.

Professional mobility in the interaction with younger students of deviant behaviour is defined as an integrative indicator of readiness of students to work with this category of children including: need for self-organization and 61 self-development; flexibility of a social teacher's behaviour which manifests in his ability to change the strategy of influence on a deviant individual in time; readiness of a specialist quickly and successfully to acquire new corrective, diagnostic, rehabilitation technology of work with younger students.

Evaluating - reflexive component of a social teacher's preparedness is manifested in self-analysis of their own professional readiness to interact with deviant younger students, the ability to perceive the results of his preparation adequately and the ability to design the content of social-educational work with children of this category according to their problems.

Diagnostics of evaluating - reflective component of readiness of future social teachers is carried out by means of the following methods: "Test of reflexivity (A.V.Karpov)," multifactor personality questionnaire "Adaptability" by A.G. Maklakova, test "Diagnostics of volitional capacity," methodology "Studies of subjective locus of control" by S.F.Bazhyn, techniques by L.N. Berezhnova "Diagnostics of level of self-development in professional - pedagogical activities."

To generate evaluating - reflective component of preparedness of students to work with younger students of deviant behavior, psychotechnic tests, heuristic games-discussions, conversations with elements of discussion, brainstorming, trainings are used. We agree with the conclusion of Kornilova O.A. that consideration of social-reflexive situations by a certain algorithm activates reflective activity of future specialists [1]. The use of flow charts of analysis of social-reflexive situations implies consistent actions of a student: general characteristics of the deviance problems of children of primary school age, defining causes and content of the problem situation, fixing as "chains" causality and options to solve it; drafting a final plan of solution through the development of its microdesign.

In the course of preparation of future social teachers reflexive technique may be used – positional discussion described by I.M.Semyonov and S.Y.Stepanov. The point is that one group of students offers a project of social – educational activities with younger students of deviant behaviour and another makes an alternative suggestion for its optimization, the third group gives constructive additions to its development. During a lesson groups switch roles enabling each other "to live" each role, reflect position, authors and critics, enrich content and gain experience of interaction with children. Consequently, decisions are approved not by trial and error method, but in accordance with the comprehensive expertise [3].

Conclusions. Thus, the results of the study argue that the formation of evaluative - reflective component contributes to personal and professional development of future social teachers and intensify the process of preparation of specialists to work with deviant younger students. Formation of the mentioned above evaluating-reflexive components of preparedness of students to interact with the children of this category is a prerequisite for professional development 62 and the aim of their professional self-improvement. We see the prospects for further research in learning the technology of formation of preparedness to work with younger students of deviant behaviour.

References translated and transliterated

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