

of the experience of professional-pedagogical activity as a unique practice which has its creator - the author with all intrinsic features of subjective uniqueness and personal uniqueness, caused by the certain historical time and the level of the existing culture.

*References translated and transliterated*

1. Bakhtin M. M. Estetika slovesnogo tvorchestva [The aesthetics of verbal art] / M. M. Bahtin. – L.: LGU, 1976
2. Bakhtin M. M. Filosofskaya kultura XX veka. [The philosophical culture of the XX century] / M. M. Bahtin. – SPb., 1991. – Vyp.1-128 s.
3. Luriya A. R. Yazyk i soznaniye. [Language and consciousness]. / A. R. Luriya. - M.: - Izdatelstvo MGU, 1979. – 319 s.
4. White L. A. Culturological and psychological interpretations of human behavior / L. A. White // American Sociological Review. December, 1947.

*Parfenyuk V. O.*

**PEDAGOGICAL CONDITIONS FOR PROFESSIONAL SELF-CULTIVATION OF FUTURE SOCIAL TEACHERS IN THE PROCESS OF PROFESSIONAL TRAINING**

*Odessa, Ukraine*

**Abstract:** *The article is devoted to the pedagogical conditions of professional self-improvement of future social teachers, which is caused by technology professional self-improvement, self-improvement in the process of practical training, technology professional self-improvement. Modern pedagogy actualizes the problem of further development of theoretical positions and obtains new empirical results regarding the characteristics of the formation of independent behavior of future social teachers. Professional self-cultivation is a conscious professional work of the teacher in his system of continuous pedagogical education that aims to enhance the professional level, professional fulfillment, further development of professionally significant qualities that improve the efficiency of educational work in schools as according to the interests, needs and capabilities of students, so and the demands of society regarding socialization, personal and professional development rights. Basic education is the starting point of activity. One of the main objectives is to be forming activity guidelines for self-education. The organization of professional self-improvement is reduced to the formation of social pedagogy instruction for self-education, self-education, self-development, reflection through the establishment of appropriate internal and external conditions: the requirements of society, moral and material incentives, the creation and optimization of conditions for this activity.*

**Keywords:** *Self-cultivation, professional self-cultivation, professional self education, pedagogical conditions.*

Professional self-cultivation of future social pedagogues previously characterized by the need for professional self-determination on the basis of belief in its importance. Future social teachers must be active in acquiring knowledge and skills, it depends on their attitudes, interests, needs, motivation at work. To determine the basic conditions required for the formation of readiness of future social teachers for professional self-improvement, we consider the characteristics of this process. Active position in relation to their identity, their future professional activity is an important mobilizing factor and charge for self-development.

Albuhanova - Slavska K.O. emphasizes that "if the source of professional self-improvement is in the social environment, the driving forces of this process you need to look for in a person - among the motives of professional self-improvement. To successfully manage the process of self-improvement, it is necessary to solve two tasks - to create the appropriate conditions of everyday professional activities and to build up human needs and motives [2, p.233]. With this in mind, it can be argued that important pedagogical condition is formation of readiness of future social teachers for professional self-improvement is the formation of their motivations and needs.

Podolyak L.G. and Yurchenko V. I. indicate that to increase the motivation of students for professional self-improvement, it is important to combine group and individual forms of educational activity. Other scientists believe that to ensure the professional motivation of the teaching of students is of great importance:

- familiarizing with their future professional activity and its social significance, with the requirements that it imposes on the knowledge, skills and qualities of a specialist;
- creation of ideas about the professional chosen profession, awareness of future goals professional learning - making a positive "Image " I", adequate professional self-esteem of the student;
- the formation of value orientations related to professional activities, - support curiosity and "cognitive" psychological climate in student academic group [3, p.164].

Shestakova T.B. emphasizes that an important mean of encouraging students is self-reliance, personal experiences. There are various latest technologies: dialogical forms and methods of education and upbringing

(group discussion, analysis of the socio-professional situations); active and heuristic methods (brainstorming, etc.) training technologies (training of reflexivity, professionally-behavioral training and other). They are aimed at the continuous enrichment of the experience. Formation mechanisms of self-knowledge, self-organization and self-identity to promote the disclosure of personal potential students [4, pp.36-37].

Such technologies can only be collective, open to the manifestations of the individual "I" of the personality, its activity and creativity. Given this another condition of formation of readiness of future social teachers to professional development that creates in the students a favorable environment for the activity of each student, his personal. About the importance of person's self-improvement Suhomlinsky V.O. said: "Self-education is not a mechanical learning, not isolation and detachment from people and real human relationships. The intellectual life of the school is unthinkable without the subtle relationships that open before man as a great spiritual wealth. Their essence consists in the exchange of knowledge, skills" [5, p. 426].

Professional self-improvement is impossible without self-education, which consists in self-development properties of their personality, mental processes, competencies and skills. In addition to the formation of motivation, the needs of future social teachers in professional self-improvement, making a positive impact in student groups, organization of educational activity of students and use of the required forms and methods of work in the educational process, is also important independent work of students. Given this another condition of formation of readiness of future social teachers for professional self-improvement can be called the development of their independence through self-organization and self-education. Independence is the most important characteristic of a person and as a person and as a subject of activity.

Podolyak L.G. and Yurchenko V. I. believe that for the development of self-reliance in students must be created the following skills:

- plan compliance perform academic tasks, identify and classify mental and practical actions (methods and tools)needed for this;
- independently control their actions, comparing them with the purpose, if necessary, must be agreed between them, to correct, clarify and regulate their use;
- to evaluate the results of their work and to identify further prospects [3, p.171]

Gromtseva O.K. believes that "the main road, which helps in the development of the whole complex components of self-education, primarily concerned the organization of educational work" [1, p.32].

Sukhomlinsky V.O. believes that "without independent reading impossible conscious choice of the life of the road. To interest would not be fleeting and random, even in the years of adolescence need lot of reading, thinking, and let life is closely associated with the creative, with labor and interests. Self-education is the unity of learning in the classroom and the independent intellectual work at home, in the book, in which is expressed by a long process of formation tendencies, abilities, vocations" [5, p.424].

Raiskiy B. F. and Skatkin M. N allocates skills students needed to hearings and records of oral speech. In particular, scientists believe that students should be able to plan a course of lectures, listen carefully to lectures, to edit entries [6, p.84].

Therefore, the inclusion of self in the learning process provides consistent teaching students the types and methods of independent work. Thus, the analysis of pedagogical and psychological literature identified a number of pedagogical conditions for professional growth of future social teachers, progress. The future social workers depends not only from professionals who should be interested in education, should be engaged in self-education, self-development, reading books, etc. Teachers should be encouraged to self-improvement, to identify their abilities, inclinations; to motivate to work and to your teaching; to form the cognitive autonomy of future social teachers in the process of professional training.

#### *References translated and transliterated*

1. Gromtseva G. K. Formirovaniye u shkol'nikov gotovnosti k samoobrazovaniyu [The Formation of pupils' readiness for the self-education ]// M.: Pedagogy, 1983. - 145 s.
2. Vasina N.V., Laptev L.G., Slastenina V. O. Psikhologiya i pedagogika [Psychology and pedagogy] [Uch. set. Edited by. Abulkhanova K.O.] // M.: Perfection, 1998. - 320 s.
3. Podolyak L.G., Yurchenko V.I. Psikhologiya vysshey shkoly [Psychology of the high school] [Textbook. Second form]. // K.: Caravelle, 2008. - 352 s.
4. Shestakova T. V. Formirovaniye gotovnosti budushchih pedagogov k professional'nomy samosovershenstvovaniyu [Molding of the readiness of

- future teachers for the professional self-perfection] [Dis. Cand. ped. the sciences: 13.00.04/Tatyana Vitalevna Shestakova] // M., 2006. - 244 s.
5. Sukhomlinskiy V.O. Izbrannyye proizvedeniya [Selected works.] In 5 T. - T.3. Ya serdtse otdayu detyam [I give my heart to children.] Rozhdeniye grazhdanina [The Birth of a citizen.] Pis'ma k synu [The letters to the son].// M.:Education, 1977.-670 s.
6. Raiskiy B.F., Skatkin M.N. Rukovodstvo samoobrazovaniyem shkol'nikov [Management of pupils' self-education] /edited by// M.: Education, 1983. - 127 s

*Paskal O. V.*

## **PREPARING FUTURE SOCIAL PEDAGOGUES TO THE USAGE OF SOCIALIZING OPPORTUNITIES OF RECREATIONAL ACTIVITIES**

*Odessa, Ukraine*

**Abstract.** *The article focuses on the problem of training future social workers to use socializing of recreational activities, determining key criteria and indicators of the above-mentioned process, which makes possible to evaluate the effectiveness of training future social workers: motivational-evaluative, cognitive-intellectual, functioning-creative, analytical-reflective components.*

*Recreational activity is an integral part of the professional activity of socioeconomic sphere. The peculiarity of recreational activity is its orientation on implementing recreational needs, recovery and development of physical and spiritual strength of a person, his intellectual improvement and is characterized by the self-worth of not only the results but also that of the process. Recreational activity of the specialist of the "person -person" profession is one of the key forms of socio-professional activities of the specialist in the given field, a fundamental quality of human consciousness and common human culture, significant aspect of social interaction and communication.*

*Formative stage of the experiment-based study involved the implementation into the process of the training future social workers an elective course "Technologies of socio-cultural recreation", focused on practical preparing students - social workers to work on providing the recreation of different social groups: technologies of formation of recreational needs and personal values; technology of stimulating recreational activity of the individual; technology of organization recreational activities; technologies of formation of recreational activity; technology of formation of aims and style of person's recreational activities; technologies of organization of recreational activities as event. The use of event-technology resources, the latter being understood as innovative activity on involving participants of the educational process into the event-activities, whose point lies in the fact that each of them transforms into an exceptional event, especially from the point of view of participants. Educational potential of "event-technology" lies in: the*