

pedagogical culture are formed during special training for the profession and on the basis of self-determination. They characterize the teacher by his ability to introduce the child to the culture, to teach him to see, to feel, to think, to adapt to life, to commit acts of self-actualization and self-determination within the cultural experience reproduced in the society. To do this, the teacher should perform his professional activity in cultural forms, organizing educational environment so that culture-correspondent being would actualize for him and his students involved in this medium.

*References translated and transliterated*

1. Albukhanova-Slavskaia, K.A. (1991). *Strategia zhyzni [Strategy of life]*. Moscow: nauka [in Russian].
2. Borisova, E.M. (1995). Professionalnoie samoopredelenie. Lichnostnyi aspekt [Professional self-determination. Personality aspect]. *Extended abstract of candidate's thesis*. Moscow: RGB [in Russian].
3. Markova, A.K. (1996). *Psikhologia professionalizma [The psychology of professionalism]*. Moscow: Mezhdunarodnyi humanitarnyi fond "Znanie" [in Russian].
4. Rubinshtein, S.L. (1986). Printsypy tvorcheskoi samodeiatelnosti (K filosofskim osnovam sovremennoi pedagogiki) [Principles of creative amateur work (To the philosophical background of contemporary pedagogy)]. *Voprosy psikhologii – Issues of psychology*, 4, 101-108 [in Russian].
5. Slobodchikov, V.I. Psikhologicheskie uslovia vvedeniia studentov v professiiu pedagoga [Psychological conditions of introducing students into the profession of pedagogue]. *Voprosy psikhologii – Issues of psychology*, 4, 72-80 [in Russian].
6. McDermott, P., Gormley, K. & Rothenberg J. (1995). The influence of classroom practica experiences on student teachers thoughts about teaching. *Journal of Teacher Education*. Vol. 46, 3,184-191.

***Parfenyuk V. O.***

**STUDENTS' INVOLVEMENT TO PROFESSIONAL SELF-  
IMPROVEMENT DURING THE SOCIO-PEDAGOGICAL PRACTICE**

*Odessa, Ukraine*

**Abstract.** *Socio-pedagogical practice lets future social teachers formulate professional positions of social worker, outlook, behaviors and professional ethics. Such an activity gives an opportunity to master techniques and technologies of social and educational activities, form ability and skills, such as contractual, organizing, investigative and communicative. Such a practice allows the students get to know the modern educational work in different institutions, consolidate and deepen knowledge in socio-pedagogical subject courses and shape the readiness to educational institutions. When future social teachers do practical work, they obtain professionally significant and personal skills,*

such as independence, tolerance, respect, strong-willed efforts so on. **Keywords:** professional self-development, social - pedagogical practice, practical training.

Socio-pedagogical practice lets future social teachers formulate professional views of social worker, point of view, behaviors and professional ethics, master techniques and technologies of social and educational activities. Such a practice helps to form facility and skills, such as: contractual, organizing, investigative and communicative. The students have a possibility to acquaint with modern educational work in different institutions, consolidate and deepen knowledge in socio-pedagogical subject courses and work on readiness to educational institutions. During a socio-pedagogical practice important thing is formation of professional and personal qualities, such as independence, tolerance, respect, strong-willed efforts so on.

*Formulation of the problem.* During the professional self-improvement and development of future social teachers, professional and socio-pedagogical training plays a big role in skills formation of practical activities. The main focus of the program of social and pedagogical practice is balance formulation between personal and professionally practical training. Reality does not always match the impressions that students get in the institute that is why practical training helps to use theoretical knowledge with development of thought.

*Analysis of last research and publication.* Getting to practical work, future social teachers act as students, not only in a new activity, but also in socio-pedagogical world. Thus, in educational and methodical book "Organization of social support in teaching practice" Paskal O.V. offers a model of socio-pedagogical practice of students – future social workers that includes four stages. Let us study them later.

*The purpose of the article* is to analyze the practical training of future teacher in socio-pedagogical practice aiming to professional improvement.

*Basic material.* Practical students training is carried out though teaching and producing (pedagogical) practice. It provides consistency and continuity in the skills formation and pedagogical development of future socio-pedagogical teachers. Pedagogical practice facilitates connection and implementation of the theoretical knowledge that students receive in high school with their practical activity as teachers. It allows you to consolidate and deepen the knowledge of the theory and acquire the skills needed for future independent work. During the social teaching practice and by their own experience at school, the students acquire teaching skills of their subject and pupils education, learn how independently and creatively apply the knowledge received during the training in universities, master modern methods and forms of educational activities, new advanced technology of training and education. The more students are active, the more equal participants of educational process in high school they find themselves, the better are their results. The reality of today needs the studying at

university was interactive. The essence of the interactive learning is constant and active learning process in interaction all the students with each other. Interactive (lat. Inter- between and actio-action) training – is training and studying together (collective, group, training in cooperation), where teacher and student are equal, same important subjects of study. The organization of interactive learning provides simulation of life and teaching situations, using role-playing games, common solving of problems, creating a common strategy to overcome difficult situations and so on. It effectively promotes skills, constructive creative thinking; development of values; creating an atmosphere of cooperation and interaction; enable future social workers to develop their skills, as there is a kind of "redistribution of activity" from teacher to student. [1]

Through the practical knowledge of social psychology and pedagogy, socio-pedagogical practice should help future social workers to develop their own abilities and inclinations, to determine the level of readiness for professional self-improvement.

The process of social teaching practice allows students to:

- Identify the structure, formation of society where the people locate;
- Introduce a mechanism of interaction between elements of social organization, nature of the social objects and their socio-pedagogical regulation;
- It helps to see the reasons of personal activity, features of means used by teachers to regulate personal behavior and its correction and improvement [2].

In our opinion, this type of practical training with theoretical aspects of the training provides prospective teachers with individual social skills, long conversations, consultations with mentor.

During the planning and organization of practical training of future social workers there was identified the following conditions for the effective realization of socio-pedagogical practice:

- Practical training of students – future social workers should be continuous throughout the study period;
- Its content and form of organization should be gradually improved, it should be investigative (giving an opportunity to explore a variety of socio-educational and socio-psychological problems);
- Socio-pedagogical practice should be conducted under the mentor who is assigned to a student for a period of practical training and report;
- Practical training should give students the opportunity not only to use their knowledge at the end of high school, but also to express themselves, to test innovative technologies in socio-educational and socio-psychological activity [2].

To understand the organization of socio-pedagogical practice to the full, let us examine its principles:

- Raising of students motivation to master skills in socio-pedagogical activities;
- Using individual potential of students;

- Consistent complication of tasks that trainees perform;
- Connection between practical problems and activities of institutions where the students have practice;
- Combination of practical skills with theoretical knowledge that students received during the educational process;
- Use of practice results to further learning and scientific research activities [2].

Let us define the objectives of the practice management program. In comparison with educational program, socio-pedagogical practice aims to form students' practical training skills, which assist to their future effectiveness of decision-making, establishing communications, planning of facilities, searching of adequate communication style, etc. [2].

Professional self-improvement of future social workers during socio-pedagogical practice, in our opinion, is the right using of trusting conversations by the mentor; discussion of problems and issues; modeling of own methods and techniques of socio-educational work. Help of mentor is important for interns as determining their work effectiveness.

To improve the efficiency of socio-pedagogical practice that gives an opportunity to self-improvement, you need to develop an integrative model that would include the stages.

Getting to practical work, future social teachers act as students, not only in a new activity, but also in socio-pedagogical world. Thus, in educational and methodical book "Organization of social support in teaching practice" Paskal O.V. offers a model of socio-pedagogical practice of social students-workers that includes four stages. Let us review each of them. The first step is initial (pre-planning stage), organizing of socio-pedagogical practice determines the overall atmosphere and means of communication between trainee and his customer (child). In the initial stage, the main task of mentor initially is to create an atmosphere in which learning could take place. Performing of this task is possible if the trainee understands the problems that he can face in the course of practical training; when he is sure that mentor will help him to recognize and solve these problems not criticizing him. At this stage, trainees learn practical side of expression of Japanese wisdom "If you didn't meet any barriers on your road, therefore, you didn't reach anything." At the second stage requirement is adding to the previous planning, according to which before each meeting the trainee must submit his working materials to mentor in written form. The deepening of consultation develops the student's ability to describe the results of their observations after the child, after himself. It helps to understand the child's reaction in conflict situations. Such an approach allows the mentor to analyze the trainee's work and focus on the aspects of the theory and methods that the student must learn first during socio-pedagogical practice.

The purpose of this approach in socio-pedagogical practice is to help students to catch out the aspects of socio-pedagogical situations that are essential for the trainee's formation as a practical worker. Socio-pedagogical

practice involves a specific joint operation. One trainee, communicating with the client (child) constructs his image, revealing his behavior. The other mentor listens to report about a child, helps to create adequate socio-pedagogical technologies of impact on the child, and effects on relationship between trainee and child. Through interaction with the trainee, the mentor helps him to conclude the data obtained during the socio-pedagogical practice. To let such a collaboration occur, you must follow the conditions below:

- During the training the trainees should know (or learn) how to organize their subjective ability to obtain new information about the child, himself.
- Assistance in the organization of the process should be provided by mentor, but important to note there is a difference between the advice and imposition of a particular approach.
- Teacher should feel tolerant to the formation of trainee's opinion about choosing the right technology of help to the child if it is not only cognitive, but also effective, can cause a change of conflict.

Let us consider the third stage – technological that takes place in the interpersonal context. The ability to recognize the child's problem, be tolerant to it, analyze it, and if necessary to find a way to solve as it is essential for a qualified social teacher. Thus, at the fourth stage – analytical, the mentor evaluates trainee's ability to analyze difficult situations and select the technologies of corrective intervention [2].

Socio-pedagogical practice of students is one academic year in order to consolidate, to accumulate knowledge and improve them. In our opinion, this is a very important condition for professional self-improvement of future social workers during the training.

*Conclusions and prospects for further research by this subject.* Studying socio-pedagogical practice, we concluded that trainings should end by seminar where future social teachers could talk about the goals of their practice, what they learned, what skills were received, the methods were used; were able to share their experiences. We believe that such seminars enable to understand, to evaluate the way to their professional self-improvement that has begun. Conducting of social teaching practice for such a model should be an integral part of professional self-development of future social workers during the training.

*References translated and transliterated*

1. Meshko, G.M. (2010). *Vstup do profesii uchytelia [Introduction to the teaching profession]*. Kyiv "Akademyvdav" [in Ukrainian].
2. Paskal, O.V. (2014). *Organizatsia sotsialnoi pidtrymky pid chas praktyky [Organization of social support in teaching practice]*. Odessa [in Ukrainian].