

Psychological and pedagogical support for the social worker's professional development

Apoyo psicológico y pedagógico para el desarrollo profesional del trabajador social

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ABSTRACT:

The article is dedicated to the problem of psychological and pedagogical support of social workers' professional development. We have specified the factors of psychological and pedagogical support effectiveness. *Research methodology.* The matter of future specialist's professional development is considered to be a mental and practical activity which is aimed at self-adaptation to personal and professionally significant goals. *The results of the research.* It has been stated that future social worker's professional development is related to the external and internal threshold states passing which an individual comes to professionally significant, qualitative personal changes. Discussion. We have established the main directions of providing psychological and pedagogical support for future specialists in the sphere of social work. *Conclusion.* The effectiveness of psychological and pedagogical support is determined by the following factors: self-determination and voluntary participation; activating education results; taking into account and developing social

RESUMEN:

El artículo está dedicado al problema del apoyo psicológico y pedagógico al desarrollo profesional de los trabajadores sociales. Hemos especificado los factores de efectividad de apoyo psicológico y pedagógico. *Metodología de investigación.* La cuestión del desarrollo profesional del futuro especialista se considera una actividad mental y práctica que tiene como objetivo la autoadaptación a objetivos personales y profesionales importantes. *Los resultados de la investigación.* Se ha afirmado que el desarrollo profesional del futuro trabajador social se relaciona con los estados de umbral internos y externos a través de los cuales un individuo obtiene cambios personales cualitativos de importancia profesional. Discusión. Hemos establecido las principales direcciones para brindar apoyo psicológico y pedagógico a futuros especialistas en el ámbito del trabajo social. *Conclusión.* La efectividad del apoyo psicológico y pedagógico está determinada por los siguientes factores: autodeterminación y participación voluntaria; activar resultados educativos; tener en

workers' educational needs; the use of the dichotomic and humanistic approaches; social workers' self-determination; interactive mode of cooperation, democratic style of communication.

Key words. Psychological and pedagogical support, social worker's professional development, the effectiveness of psychological and pedagogical support

cuenta y desarrollar las necesidades educativas de los trabajadores sociales; el uso de enfoques dicotómicos y humanísticos; la autodeterminación de los trabajadores sociales; modo interactivo de cooperación, estilo de comunicación democrático.

Palabras clave Apoyo psicológico y pedagógico, desarrollo profesional del trabajador social, efectividad del apoyo psicológico y pedagógico

1. Introduction

Our analysis of personal and professional development during the training process of a future social worker is based on the system approach to the unity of mind and activity, on the concept of overcoming the difficulties by rebuilding the system of relations and personal interconnections, on the psychological and pedagogical development of the issues related to productive professionalization, effective development, realization of creative potential, movement to the highs of professional and personal development etc.

The main content components of the future social worker's professional and personal development structure embrace cognitive, motivational value-oriented, social perceptive, emotional conative, communicative spheres of the human activity. In this context, productive is the model implying psychological support to the students who need to overcome personal and professional difficulties. The model represents tightly interconnected structural and content components for overcoming personal and professional difficulties (the contents of the psychological help process, its algorithm and technology); the result of the psychological help and the activity of the social and psychological assistance aimed at overcoming personal and professional difficulties (which results inadequate self-esteem, responsibility for realizing life strategy, emotional-volitional stability, strong inter-personal skills, high level of motivation and active duties performance, which helps students in building their own life strategy); the system of optimizing psychological help for students (criteria, indices and levels of psychological help effectiveness; enhancing the contents and the organization of psychological help in overcoming personal and professional difficulties; active psychological and pedagogical support; increasing the role of social institutions in overcoming personal and professional difficulties).

The structure of social workers' professional development refers it to the field of special and technological development, whereas personal development belongs to reflective and communicative fields. Consequently, psychological and pedagogical support will be primarily aimed at developing the above-mentioned directions.

Social workers' general professional development runs in two directions: the internal professional development and the external conditions of professional development. Both directions should be taken into account and must compose the matter of psychological and pedagogical support of future social workers' professional development.

2. Research methodology

The search of psychological determinants of psychological and pedagogical support of future social workers' professional development in a higher educational institution made us turn to psychology, namely to personality theories worked out by Russian and foreign psychologists. Among such determinants we can name the mechanisms of compensation in overcoming the sense of inadequacy and in the personal aspiration to a better self (Adler 1998), achieving the sense of identity (E. Erikson 1995) and successful recovering from personal development crises. These mechanisms can allow a social worker to achieve personal and professional maturity. A person's switch from the deficiency level to the existential one and his/her satisfied need in self-actualization (A. Maslow 1999) are regarded as an integral psychological support process of social worker's professional development. The interpretation of a situation and its personal significance for an individual in "here and now" context is the psychological mechanism of

realizing the self-actualization tendency. (C. Rogers 1975).

Lately, the matters of dealing with stressful situations have not only become prior for particular sciences but are actively regarded as topical interdisciplinary issues, which get much attention in psychological research (A.G. Ambrumova, J.A. Bubeev, F.E. Vasilyuk, N.V. Vasina, A.A. Derkach, V.V. Kozlov, L.G. Laptev, J.P. Povarenkov and others).

Russian philosophers of the 19th-20th centuries (N.A. Berdyaev, S.N. Bulgakov, V.I. Vernadsky, N.O. Lossky, V.V. Rozanov, V.S. Solovyov, P.L. Florensky, S.L. Frank, K.E. Tsiolkovsky, A.L. Chizhevsky and others) placed a man with his completeness, mental spirit, soul, sensuousness, moral ideals and values in the hub of the universe.

Extrapolating Berdyaev's views on a personality as a spiritual category, as a "microcosm in a potential state", and as an "existential centre of the world" (Berdyaev 1979), we present the process of developing the future social work specialist's professional competence as a process of a constant internal battle for spiritual development and realizing the creative potential, as achieving completeness and at the same time being determined to quit the "thing-in-itself" state for coming to a "better self" (S.L. Rubnstein 1976). The social worker's creative self-expression has a positive direction if it goes together with both the responsibility for one's actions and the accompanying purposes of these actions (S.L. Rubnstein, V. Frankle (1990), E. Fromm (Fromm 2008) and others).

The process of future specialist's internal professional development has a philosophic aspect, which is represented by an individual's determination to search for universal values in him-/herself (K.A. Abulkhanova-Slavskaya, S.L. Frank, V. Frankle and others).

According to humanistic psychology and pedagogy, the process matter of the future social work specialist's internal professional development is defined as mental and practical activity which is aimed at self-adaptation to personal and professionally significant life goals.

The interaction phenomenon is the most significant part in understanding the psychological and pedagogical aspects of the future social work specialist's external professional development. The completeness and mutual connection of all the elements along with the coherence of multiple different daily life activities and experience remain the permanent matter of psychological and pedagogic interaction (S.L. Rubnstein, P. Teilhard de Chardin (1987), V.S. Shubinsky and others). These conceptions of psychological and pedagogic interaction are completed by theses from the theory of complex (synergetic) systems self-development (V.I. Arshinov, E.N. Knyazeva, S.P. Kurdyumov, D. Nicholns, I. Prigozhin, G.I. Ruzavin, H. Haken (2003) and others). Mutual interest and personal need for interaction determine the contacts which results in creating the so-called "new reality", "something third" of a unified conceptual sphere and the mutually significant community of interacting subjects (S.L. Frank).

3. The results of the research

Psychological and pedagogical support of future social work specialists in a higher educational institution is to be oriented to individual professional development, the initiation of a professional interactive communication, freedom and responsibility for the activity results.

The future specialist's professional development process is related to the external and internal threshold states which influence the professionally significant qualitative personal changes. "Threshold states" are partly created by resonant psychological and pedagogical influences from the "significant others", i.e. experienced and respected teachers and practical specialists in the sphere of social work.

We can state that professional development should take place under conditions which ensure the possibility to carry out the specialist's own development strategy, include the self-determination and self-development mechanisms in the course of interaction between the educational activity participants. Thus, personality is placed on the border of substance and existence, in the sphere of real interaction between the individual, his/her own self and other

people (G.S. Batishev, M.M. Bachtin, V.S. Bibler, E.V. Ilienkov and others).

Practical social work specialists interpret the reality in correspondence with their own subjective experience and the subjective world within their inner coordinate system (G.P. Medvedeva).

The future specialist's professional development process is psychologically determined by difficulties in comprehending the cultural values. It runs via the system of pre-formed concepts, based on the previous experience (A.G. Kovalyov), taking into account the pre-formed "self-concept" (R. Burns). This fact indicates the insufficiency of lecture classes only, which contain innovative information. In order to achieve professional development, it is much more effective to use a dialogue as a way to change each other ("mutual enlightening" by M.M. Bachtin, "mutual focus of the inner action" by M. Buber). The dialogue leads to the individual's inner search and awakens deep personal development potentials (V.N. Voloshinov).

In the process of human activity and due to this activity the personality develops and performs different social roles. Only via activity the individual acts out and asserts him-/herself as a personality. The specialist's professional development in the activity approach is determined by the basic interiorization and exteriorization mechanisms (according to L.S. Vygotsky, A.N. Leontiev, V.A. Petrovsky and others). These mechanisms acquire efficacy under the conditions when "the subject creates and determines oneself", when "the external reasons act through internal conditions" (S.L. Rubinstein 1957).

The pedagogically expedient conditions for ensuring the effective professional development process can be created by regarding individual professional development as a self-motion, which is guaranteed by special attitudes as the motion stabilizers (D.N. Uznadze) and non-contextual activity as a process of moving the activity itself, its self-modification (V.A. Petrovsky). Moreover, one should keep in mind that personal involvement in activity triggers the psychological mechanism of switching the motivation to a goal (A.N. Leontiev), which enables to create pedagogically appropriate conditions for effective professional development process. At the same time, the realization of the social worker's potential abilities is due to his/her active involvement, which precedes the activity and accompanies the processes of self-development, self-adaptation and self-modification (K.A. Abulkhanova-Slavskaya, A.G. Kovalyov and others).

This allows us to apply the principle of activity mediation (V.A. Petrovsky) while defining the specificity of psychological and pedagogical support. The above-mentioned principle causes the need to use active methods of influencing the social worker's personal conceptual structures. The methods are based on an indirect (sideway) interpersonal influence, which is characterized by a subject's will to change the behaviour of another one by modifying the daily life environment with the aim of getting the needed response. Such influence is connected with the facilitation phenomenon and is based on the metasubject form of interpersonal perception (A. Maslow, A.V. Petrovsky, V.A. Petrovsky, K. Rogers, E.L. Fedotova and others).

Proceeding from the anthropocentric approach to the educational practice, the process which encourages individual professional development is regarded as:

- subject-subject interaction which is characterized by mutual focus, mutual coherence of expectations and actions, reflective activity and psychological security;
- facilitating subject interaction which is based on the genuineness of mutual understanding and mutual empathy;
- interactive cooperation of the facilitator and the facilitated, realized via the principles of equality, mutual respect and understanding, sympathy, joint creative work and cooperation, i.e. the interaction is based on interpersonal dialogue which does not only serve as a solution to any problem but is also believed to be one of the main conditions for the professional development;
- interaction based on subjective experience. It allows pointing out personally significant aspects of the professional activity;
- training interpersonal interaction. It practically helps to realize a new type of professional and pedagogic interrelations in the educational practice.

An essential factor of creating conditions for the social worker's professional development is the possibility to choose a way of professional self-realization in the ambiguity zone and the necessary presence of the distinction zone (V.S. Merlin). The above-mentioned zones allow actualizing the motivation for choosing the path of the specialists' professional development (A.A. Bodalev, L.I. Bozhovich, V.A. Kan-Kalik, A.N. Leontiev, B.F. Lomov, V.N. Myasishev etc.). The motivation actualization is more effective if the subjects interact, united by the same goal and common activity in which they develop different forms of cooperation and realize individual creativity. A comfortable psychological background for communication creates mutual trust, friendliness, sympathy, compassion, sincerity in expressing emotions (Perelomova 2002).

Internal factors of the professional development process are self-exactingness, reluctance to be satisfied with what has already been achieved, self-criticism. External factors are represented by an individual's involvement in different activity types and dealing with highly complicated tasks and new content.

The philosophic basis of the human support system is the concept of free individual choice as a condition of personal development. To form the theoretical bases of psychological and pedagogical support, we took the person-centered approach as the original thesis. Within the framework of this approach, development is regarded as the subject's choice and mastering of certain innovations via professional growth. Of course, each situation of choice creates multiple solution variants which are determined by socio-economic conditions and internal personal values.

The future specialist's professional development actualization has its own particularities which are conditioned by the specificity of his/her activity: a social work specialist has to realize him-/herself as an independent, self-ruled personality. They possess a stock of subjective (personal and professional) experience, have a certain level of professional knowledge and skills. This creates the basis for self-analysis and goal-setting in their own educational and self-educational activity.

4. Discussion

Revealing the meaning of psychological and pedagogical support of the social workers' professional competence development, we can distinguish the following functions:

- specialized function, aimed at getting and comprehending special information;
- compensatory function, which implies filling gaps in the basic education;
- innovative function, aimed at renewing theoretical knowledge and improving skills;
- developing function, aimed at forming a personal social focus;
- orientational function, aimed at looking for the proper activity direction.

At the same time, the support may run in different directions:

- in its relation to a certain social work specialist (developing his/her own individual, unique highly-effective activity system);
- in its relation to a group of social work specialists (a subsystem of professional skills: skills of optimal activity planning and of optimal plans realization);
- in its relation to the future social work specialists' community (a group, a course, a batch etc.) (skills to analyze the achievements and drawbacks according to the correspondent criteria etc.).

Each social work specialist's skill is based on a whole spectrum of professionally significant personal traits.

With this factor taken into account, the psychological and pedagogical support should be aimed at:

- enriching the social work specialists' knowledge (domain, social, psychological etc.);
- establishing the world outlook, value orientations and convictions correspondent to the tasks of professional education (focus on humanization, optimal activity results etc.);
- activating creative work motives (a need for innovations, self-realization, creative kind of work);

- developing stable professionally significant personal qualities (empathy, reflection, tolerance, communicability etc.);
- developing a critical way of thinking;
- developing the abilities of reflection, self-understanding and self-realization).

The second set of social work specialists' functions concerns both individual specialists in the social sphere and their whole community. We should include the following functions in the list:

- consolidation within the social institution collective, based on like-mindedness;
- development of a united position, common values, rituals and traditions;
- organizing the diagnostics and self-diagnostics of real professional possibilities, needs and requirements;
- expert evaluation of the authorial variants of social programmes;
- developing the methods of obtaining knowledge, self-actualizing the professional development; detecting, generalizing and distributing the social institution experience, exchanging the advanced methods and work forms;
- stimulating creative work within a group and the members' initiative within a social collective;
- involving the collective in scientific research and experimental work, in purposeful creation of positive work experience.

The third set of functions considers both particular social work specialists and the collective as a whole. All the functions which are included in this set ensure cooperation between social institutions and the outside world. These functions are the following:

- creative comprehension of a social work order, new regulatory acts and documents;
- introduction of advanced experience achievements, deviation prophylaxis;
- introduction and application of scientific achievements;
- distribution of innovative forms and work methods.

Progressing from the above-stated points and basing on the conceptual theses which concern psychological support of professional personal development (according to E.F. Zeer, 1988), we distinguish the following psychological and pedagogical support functions of the social work specialists' professional development:

- informational and analytical support of particular professional development stages (adaptation, professionalization etc.);
- designing and self-designing the scenarios of particular personal professional development stages;
- correct psychological and pedagogical help in overcoming professional development difficulties;
- preventive measures against professional deformations and well-timed help in overcoming the critical periods of professional development;
- tracing the positive changes of professional development.

One of the most important aspects of the organization process is defining the subject matter of the psychological and pedagogical support.

Analyzing the problem of professional development in a higher education institution, we distinguish the directions in which the social work specialists' training should run: those are social, cultural, domain-specific and socio-psychological directions.

With the specificity of the social work specialists' professional development taken into account, the main directions of psychological and pedagogical support are the following:

- studying the conditions and factors which influence the efficiency of professional activity and the specialists' emotional and psychological state;
- designing the professionograms which reflect the dynamics of personal professional development and the alternative variants of professional advance;
- developing the social work specialist's psychological culture, their needs in self-realization and ability for optimal activity;
- ensuring comfortable psychological and pedagogic working conditions for the specialist and restoring their potential internal resources;
- providing psychological and pedagogic assistance in solving professional development problems on

all the stages.

The fixation and the realization of the above-mentioned directions become possible if the following person-centered technologies of professional development are used:

- monitoring of professional development;
- giving psychological and pedagogic consultations regarding the problems of professional development;
- designing alternative paths of professional activity;
- organizing person-centered trainings for enhancing professional and psychological competences;
- organizing trainings aimed at acquiring self-administration and self-regulation of emotional and conative personal spheres;
- organizing individual and collective types of work;
- applying interactive technologies;
- organizing project activities, etc.

Psychological and pedagogical support implies creation of the orienting field for the professional development, professional ego strengthening, adequate self-esteem maintaining, prompt assistance in the subject's life activity self-regulation and in mastering different techniques of professional development and growth.

Psychological and pedagogical support of a social worker will result in a higher level of general professional competence and particular skills, which add quality to the general competence.

As we see it, there is a necessity for strict coordination between psychological and pedagogical support of professional development in higher education and professional activity.

At the same time, psychological and pedagogical support of social workers' professional development in higher educational institutions is a significant element. First, psychological and pedagogical support in a professional institution is relatively uninterrupted, continuous, day-to-day and is an important part of the system of social workers' continuous education in contrast to professional retraining, which takes place every 4 or 5 years.

Second, practice-oriented social workers' training in higher professional institutions provides tight connection between theoretical and practical training (all types of practice are implied: introductory training, practical training, internship and pre-graduation practical training). Third, working in a particular social establishment will provide a possibility to learn the activity and professional qualities of individual specialists profoundly and during a long period of time, to find drawbacks and difficulties in their work as well as progressive tendencies and sprouts of groundbreaking innovations, which will allow making the process of social workers' professional development systematic and regulated. Forth, if psychological and pedagogical support is realized by a particular, developing pedagogical team, its unity and solidarity will create favourable conditions for the social workers' professional competence development (Krutetsky and Pedbayeva 1982).

The content of such psychological and pedagogical support is determined by actual psychological, pedagogical and professional problems and is directed to strengthen the creative component of social workers' activity.

Psychological and pedagogical support in an educational institution will go in correspondence with a range of principles:

- Connection with the real life and contemporary society demands as well as with the practice of the social establishment's innovative activity. It must be taken into consideration when carrying out the psychological and pedagogical support and global innovative processes taking place in the society.
- Scientific character. The implementation of this principle implies the the analysis of a particular establishment performance as well as the study of the educators' most important personal features and activity, on the basis of modern scientific knowledge.
- Systematicity. This principle implies that psychological and pedagogical support is viewed as an integral system whose optimality depends on the unity of the purpose, tasks, content, forms and methods of work with future social workers, on its orientation on positive ultimate results,

- particularly on effective social workers' professional development.
- Complex approach. The principle considers the unity and interaction of all sides and directions of social workers' professional development.
- Regularity, consecution, succession, continuation. This principle is performed by using the monitoring technique.
- Creativity and actualization of the person's inner potential. This principle implies creative forms of psychological and pedagogical support of social workers' professional development, which provide active stimulation of their creative potential.
- Particularity. This takes into account the specificity of a particular establishment, educators, differential approach to each subject of the educational process.
- The unity of theory and practice. Psychological and pedagogical support is realized on the basis of theoretical research and develops, completes and deepens it in the course of practical activity.
- Efficiency, flexibility, mobility. This principle is a determining component of the monitoring technique.
- Favourable conditions for effective creative search in social workers' training, for all participants of the educational process.

These principles imply different forms of work for students throughout the whole academic year and considering psychological and pedagogical support of social workers' professional development as a component of the educational process.

Consulting research is an important component of psychological and pedagogical support of social workers' professional development. In order to increase the effectiveness of psychological and pedagogical support, this activity needs to be science-based. The scientific organisation of any process is connected with systematization of its constituting components.

The methodology of systematic analysis in the pedagogical field was worked out by Y.A. Konarzhevsky, who singled out four main aspects of its realization (Konarzhevsky 1986):

- morphological aspect, which helps to determine the object's boundaries as a system, to identify sub-systems and the system's elements;
- structural aspect, which aims at detecting the system's inner organization and its external connections;
- functional aspect, which reveals the mechanism of the elements cohesion;
- genetic aspect, which helps to see the object's development.

Viewing psychological and pedagogical support of social workers' professional development through the systematic approach implies carrying out the morphological (component) and structural aspects of the systematic analysis. The morphological aspects is aimed at the most exact determination of the external components of the system; the internal components – i.e. connections, interconnections, dependences – can be determined as a result of carrying out the structural aspect of the systematic analysis.

Any pedagogical system (note that psychological and pedagogical support of professional development is a part of this system) has such core components as a pedagogical purpose, scientific information, whose uptake can be achieved with the help of the system and means of pedagogical communication, and subjects of pedagogical communication (educators). These components are defined by N.V. Kuzmina and A.A. Rean as structural, apart from them the authors distinguish functional elements, which are specific for the pedagogical system. The specificity of the pedagogical system is in the fact that its structural components are people, during their activity these components engage into complex interaction and form functional components, such as gnostic, constructive, organizational, communicative. They characterize the system in its action and can be singled out in all participants' activity (Kuzmina and Rean 1993).

One of the most essential features of the pedagogical system is its megastructure. With that in mind, psychological and pedagogical support can be reported depending on the aspect of viewing it in the form of real structures.

For example, the management aspect allows reporting psychological and pedagogical support in terms of the following interconnected elements (structures): programming – planning –

organizing – regulating – control – analysis – stimulating – correcting.

The activity aspect allows distinguishing another structure: motives – purpose – tasks – content – forms – methods – results. The content aspect also determines a very specific structure, which is characterized by particular types of social workers training: didactic – particular methodological – psychological-physiological – general cultural – technical.

The organizational structures of the pedagogical system can be built on the basis of different forms of performing psychological and pedagogical support (uniting social workers in the same age groups, according to their work experience, gender differences and so on).

Support is implementation and realization of L.S. Vygotsky's idea about "little help to adults", whose feature – universality for everybody or individuality for each one – is a complex and interesting scientific question. K.A. Abulkhanova-Slavskaya says that solving this question is a perspective psychological task. However, it can be foreseen that the more person is self-motivated and self-developing, the less he/she needs external support and vice versa (Derkach 2004, p. 267).

It is essential to understand that all components of psychological and pedagogical support corresponding to certain aspects of the pedagogical system really exist and are naturally interconnected with each other, so that each of them is realized in another one and in all together.

Carrying out psychological and pedagogical support of social workers' professional development it is necessary to take into account (Panteleyev, Vizgina and Zimacheva 1997):

- tasks which are set in state educational regulations;
- the results of detecting specialists' professional competence in the process of their professional activity;
- the quality analysis of the current, ultimate and perspective results of the educational institutions activity;
- quantity and quality analysis of the teaching staff;
- the specifics of psychological and pedagogical work;
- comparative effectiveness of different forms and methods of work;
- particular psychological, pedagogical and social conditions.

The optimality of psychological and pedagogical support functioning can be characterized, first of all, by its results. All the diversity of psychological and pedagogical support forms in an educational institution can be presented in three interconnected groups:

- collective forms (psychological and pedagogical seminars, workshops, research-to-practice conferences, etc.).
- group forms (methodic unities, creative micro groups, schools of state-of-the-art experience, etc.).
- individual forms (individual consultations, mentoring, personal theme work, individual self-educating, etc.).

It should be kept in mind that inside collective forms of work, group or individual work can also be possible, that is why differentiation between the above-mentioned forms of work are not absolute. These forms are singled out on the basis of quantity and quality of the teaching staff.

Important conditions for effective psychological and pedagogical support are: diagnostics of the teaching staff professional activity and social work specialists' professional development (in this research, it is monitoring of social work specialists' professional competence) and positive motivation of the educational process participants.

Social work specialists' positive motivation should be given special attention to while carrying out psychological and pedagogical support. The problem of motivation is addressed by N.A. Perelomova, K.M. Ushakov and others (Perelomova 2001; Ushakov 1995). Motivation is understood as inspiring yourself and others to actions in order to reach personal as well as team's goals.

Psychological and pedagogical support causes different attitude to itself from future social work

specialists. It can be either positive and active, or passive accepting, or passive non-accepting, or active non-accepting.

Each psychological and pedagogical support of future social workers should find out and take into account types of their attitude to the process of the support and build additional individual psychological and pedagogical support of their professional development.

While organizing psychological and pedagogical support it is essential to keep in mind the specifics of the social worker's professional development process. It reveals through their individual psychological, pedagogical, personal and existential characteristics and through their functioning in the system of professional education. The efficiency of psychological and pedagogical support much depends on interpersonal relations.

Collective cooperation of teachers is another condition for professional development of future social workers. Sharing the opinion of L.I. Novikova, L.N. Kulikova, N.L. Selivanova, we consider a collective not as a tool of suppressing an individual, but as an environment for raising a personality. Only with other people a person can be realized as a unique personality (Perelomova 2001). According to S.L. Bratchenko (1999), for the most effective personal development in the collective, it is necessary to build and maintain helping relations in it, based on communicative rights of a person in the educational space.

The next condition for professional competence development is lessons content. As we see it, future social workers should be offered a set of psychological and pedagogical disciplines and provided with a possibility to determine their own way of studying these or those relevant problems. Besides, each lesson should be given with hospitality, freedom of choice and should take into account conscious and subconscious constituents (A.V. Vylvovskaya). The content of the lessons should include considering each question from philosophical, psychological and pedagogical aspects, provide a wide range of approaches to understanding psychological and pedagogical categories and so on. The problematical character of the content demands that a social worker has his/her own opinion in understanding psychological and pedagogical categories, notions, phenomena. Dialogue presupposes both communication between teachers and students and interconnection of different subject disciplines (Philosophy, Pedagogics, Psychology).

A very important psychological and pedagogical condition is finding and providing possibilities for social worker's self-realisation in the educational process. That is why theoretical lessons should be supported by such lessons where future social workers get a deeper understanding and personal interpretation of the knowledge and compare it with their personal experience. Such lessons can be organised in the form of discussions, "round tables", brainstorming and so on. They demand future social worker's active position. Besides, for their self-realisation, there are "disarray zones", which suggest self-organisation in interest clubs for informal communication in the free time.

The most important and significant condition of social workers' professional development stimulation is psychological and pedagogical support carried out by different teachers who express humanity values and are "congruent" (C. Rogers) persons who wield respect, understanding, psychological help (S.L. Bratchenko).

The insight into the basics of Andragogy let us single out the environment (comfort, coziness, food, etc.) as a condition for professional potential development.

Analytical-synthetical approach as a condition of achieving interconnection between theoretical and practical knowledge is possible by means of creating and carrying out the social-pedagogical project itself.

5. Conclusion

Psychological and pedagogical projecting is work on determining conditions for realising a psychological-pedagogical idea, which is understood as a complex of knowledge which describes

a certain social object, phenomenon, process, as a way to interpret social reality having quality specifics. At the first stage of projecting a student actualizes his/her theoretical knowledge comparing it with their experience. In this case, we understand projecting as one activity direction in the educational process which provides solving certain social-pedagogical tasks on the basis of fundamental theories. To solve the tasks the student has to study those theories which reflect the laws of the object's development, find out contradictions in its development and functioning in certain conditions, formulate the ideas which will let most effectively use the acquired data for solving the tasks. Planning an individual project a social worker acquires general and cross-functional methods of projecting, which help to detect theoretical phenomena and processes deeply and comprehensively and organize his/her theoretical knowledge. Creating a project in the form of an experiment programme or an innovation implementation programme a social worker reaches higher goals than just acquiring knowledge. In project teaching it is necessary to proceed from two interconnected logics of projecting: subject-content (understanding the methodology of projecting, working out the way out of education development problems) and personal (implementation of ideas, motives, experience development, development of pedagogical skills, creativity realization, projecting one's own activity, etc.). As a result of engaging into project activity a social worker finds him/herself in the situation of free problem choice, the solution of which is of personal importance for him/her. Helping the future social worker in this situation will facilitate his/her professional competence. Thus, the efficiency of psychological and pedagogical support is determined by the following factors:

- self-determination and voluntary participation, which involve the choice of the content and forms of cooperative work at lessons;
- activating education results, i.e. obligatory usage of innovative psychological and pedagogical ideas in the pedagogical practice, innovations promotion, etc.;
- taking into account and developing social workers' educational needs;
- using the dichotomic approach, which suggests social worker's professional competence in the course of solving contradictions as well as existential, personal and professional problems;
- humanistic approach, which suggests understanding that a social worker is a subject of self-development;
- social workers' self-determination, which is looked at as a possibility of self-development in the educational space;
- interactive mode of cooperation, democratic style of communication.

The determining factor of psychological and pedagogical support is pedagogical monitoring, which enables, due to systematic diagnostics, in-time corrections into the line of professional development and allows predicting changes in the subject of education in accordance with the acquired level of professional competence.

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