SOCIAL PEDAGOGY. SOCIAL WORK
СОЦІАЛЬНА ПЕДАГОГІКА. СОЦІАЛЬНА РОБОТА

THE BASIS FOR EFFECTIVE COMMUNICATION OF SOCIAL WORK STUDENTS IN CONDITIONS OF BLENDED LEARNING

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The article highlights the problem of ensuring the training of future social workers for effective communication in conditions of blended learning. On the basis of the analysis of scientific sources and own research, approaches to understanding the concept of "role competence" have been revealed. The role competence of future social workers is defined as an integral characteristic of the personality of a specialist in the social sphere, which has such components as role variability, role flexibility, role depth and the ability to resolve role conflicts. It is noted that the development of these components is a condition for effective communication of students majoring in social work.

An empirical study is described, the purpose of which is to determine the components of the role competence of future social workers to promote the formation of effective communication in conditions of blended learning. Both the components of role competence and the strategies of their formation are considered, namely: eagerness for new experience and the ability of the person to perform various social roles.

The relationship between formal and informal roles connected with industrial, family, social, political, and friendly relations is revealed. It has been proven that success in each of them is a guarantee of overall success and satisfaction with one's life.

An important factor of adaptation and successfulness is the ability of an individual to perform various social roles.

A necessary condition for the role competence formation is interpersonal interaction because it is in the process of communication that a person gets information about role expectations, the compliance of their own patterns of behavior with certain social statuses and roles the person performs.

It is proved that in the conditions of blended learning, important factors in the development of students' role competence are innovative teaching methods, such as trainings, situational exercises, and role-model games, which are used by teachers in the process of their professional training.

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РОЛЬОВА КОМПЕТЕНТНІСТЬ ЯК ЧИННИК ПІДГОТОВКИ МАЙБУТНІХ СОЦІАЛЬНИХ ПРАЦІВНИКІВ ДО ЕФЕКТИВНОЇ КОМУНІКАЦІЇ В УМОВАХ ЗМІШАНОГО НАВЧАННЯ

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У статті висвітлено проблему забезпечення підготовки майбутніх соціальних працівників до ефективної комунікації в умовах змішаного навчання. На основі аналізу наукових джерел та власних досліджень розкрито підходи до розуміння поняття "рольова компетентність". Рольову компетентність майбутніх соціальних працівників визначено як інтегральну характеристику особистості фахівця соціальної сфери, що має такі компоненти, як рольова варіативність, рольова гнучкість, рольова глибина та здатність вирішувати рольові конфлікти. Зазначено, що розвиток цих компонентів є умовою ефективного спілкування студентів спеціальності "Соціальна робота".

Описано емпіричне дослідження, мета якого полягає у визначенні компонентів рольової компетентності майбутніх соціальних працівників для сприяння в умовах змішаного навчання формуванню ефективної комунікації.

Розглянуто як компоненти рольової компетентності, так і стратегії їх формування, а саме: прагнення до нового досвіду та здатність особистості виконувати різні соціальні ролі. Розкрито взаємозв'язок між формальними і неформальними ролями, що пов'язані з виробничими, сімейними, соціальними, політичними, дружніми стосунками. Доведено, що успіх у кожній з них є запорукою загального успіху та задоволення власним життям. Важливим фактором при адаптації та досягненні успіху є здатність індивіда виконувати різні соціальні ролі. Необхідною умовою формування рольової компетентності є міжособистісна взаємодія, оскільки саме в процесі спілкування людина отримує інформацію про рольові очікування, відповідність власних моделей поведінки певним соціальним статусам і ролям, які вона виконує.

Доведено, що в умовах змішаного навчання важливими факторами розвитку рольової компетентності студентів є інноваційні методи навчання, такі як тренінги, ситуаційні вправи та рольові ігри, які використовують викладачі в процесі професійної підготовки.

Ключові слова: *змішане навчання, інноваційні методи навчання, рольова компетентність, майбутні соціальні працівники, ефективність комунікації.*

Introduction of the issue. One of the important fields of modern education is promoting the development of people capable to communicate effectively in the professional sphere and in personal relationships. Promising opportunities for this are provided by the role approach in the professional training of students majoring in social work, in particular, students who are to become social workers. This approach also enables the development of students' personal qualities, particularly role competence as a communicative ability necessary both for the socialization of the individual as a whole and for building up professional potential.

Current state of the issue. Regarding the theoretical foundations of the role approach, and, in particular, understanding of the "social role" concept, we note that modern role theory is an interdisciplinary scientific field, which is developed by both foreign and domestic researchers. In particular, the works of P. Gornostay [2-4], O. Kotykova [5-8], O. Mykhaylenko [9; 10] and Z. Miroshnyk [11; 12] are devoted to the problems of development and formation of role competence as a professionally important quality of the future specialist. Based on the theoretical analysis of similar concepts of communication competence, socio-psychological competence, communicative competence and interaction competence, role competence is defined as the ability to solve life problems related to role

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behavior, functioning of life roles or means of role behavior [2: 16].

Such concepts as "professional-role competence" and "role professional competence", "role professional orientation of master's students" should be important for the formation of competence of future specialists, which are measured through the formed qualities: through the breadth, depth, and flexibility of the role repertoire. From this position, the professional role repertoire of social workers was developed [5].

O. Mykhailenko [9; 10] investigated the peculiarities of the development and psychometric testing of the author's questionnaire of role competence on the following scales: role reflection, breadth of role repertoire, role flexibility, ability to resolve role conflicts. The indicators of the methodology through the factors "Width of role repertoire" and "Role reflection" significantly correlate with academic performance, and the indicators of the methodology through the factors "Role flexibility" and "Ability to resolve role conflicts" significantly correlate with expert assessments.

The afore-mentioned methods were used to study the formation of the role competence among students majoring in psychology, primary and secondary education, law, but the development state of such competence among students majoring in social work remains unclear. This task seems relevant because, in our opinion, role competence is associated with communication skills and innovative personality traits.

The analysis of the scientific literature on this problem makes it possible to identify both components of role competence and certain strategies for their formation and development. First of all, this is being open for new experience.

The requests of modern society for social work, its trends encourage a special organization of practice-oriented training of social workers and the formation of social competence [14; 15], social leadership [1].

Undoubtedly, in an environment where the world is changing rapidly, a person must also be constantly ready to renew, accumulate new social and life experience that should promote self-realization. This applies to all spheres of life: professional, political, and personal, because in today's world people often change their profession, field of activity, place of residence and so on.

Aim of research. The *purpose* of the article is to find out the formation state of role competence in social work students.

Research methods. Different stages of the research and study involved utilizing different methodology and techniques relevant to the object of the study, namely:

– methods of fundamental research: analysis of scientific works and documentation on training social workers at high schools; contrasting and comparing, classification, codification of theoretical and experimental data; ranking, abstraction, prognostication; synthesis in order to make up a research concept; comparing and contrasting approaches to the organization of role interaction, determining its features in the process of training specialists of different fields; modeling in order to create a methodology for role training of social work students, which aims to form their multi-role professional competence and ensures their ability to perform professional duties according to the requirements of certain professions; generalization method to determine the conceptual statements, forming the conclusions;

– empirical methods: diagnostic (observation, questionnaires, surveys, interviews, testing, processing of creative works, reports on students' internship); experimental (method of expert assessment), pedagogical experiment (stating and forming stages), methods of mathematical statistics in order to ground scientifically the role-training of social work students and forming their role competence. The computer program SPSS for Windows 16.0 software was used to compute statistics and plot diagrams.

Empirical studies involved participation of 27 students of specialty "Social Work", Faculty of Linguistics and

Social Communication of the National Aviation University (Kyiv, Ukraine).

The longitudinal method of organizing the research conducted at the beginning of the first semester and through the second semester of the second year, was used. Among the empirical methods of obtaining the scientific data, observational (observation) and psychodiagnostic methods were used, namely: "Role Competence Questionnaire" and "Role Conflict Locus Scale" by P. Gornostai. The study also involved the projective techniques in order to find out the dynamics of making students' repertoire of interpersonal roles more varied.

While processing the results of the study, both standard methods of statistical data processing (quantitative processing) and methods of qualitative analysis, including the differentiation of material on high, medium and low indicators of role competence on scales 1 and 2, were used.

Interpretive methods were represented by variations of genetic and structural methods, as the processed material of the study was interpreted according to the characteristics of both the development (change dynamics) of certain psychological phenomena and the types of relationships between the obtained indicators.

Results and discussion. In order to study the level of role competence among students, we tested them using the method "Questionnaire of role competence" by P. Gornostai.

The methodology provides for the assessment of role competence development on two scales – scale I "role flexibility and sensitivity" and scale II – "role depth and ability to role experiences". The study involved 27 first-year students majoring in specialty "Social Work" (code 231) at the beginning of first academic year and at the beginning of the second semester of the second year. Our aim was to establish the extent to which communicative trainings and role-plays taking place during the first and third semesters contributed to the development of role competence.

The number of students at the beginning of the first year showing high indicators of role flexibility and sensitivity – 7 people, medium – 12 people, low – 8 people. High indicators of role depth and the ability to experience a role-play mode – 8 people, medium – 12 people, low – 7 people.

In the second year, after trainings and role-playing games, the following indicators were identified: high indicators of role flexibility and sensitivity – 9 people, medium – 10 people, low – 8 people. On the scale of role depth and ability to experience role-play mode, high indicators – 6 people, medium – 18 people, low – 3 people.

It should be noted that, according to the research of P. Gornostai, the author of the methodology, there is a slight negative correlation between the two scales, i.e. those respondents who have average or high scores on one of the scales may have lower scores on the other scale. It is obvious that the "lack" of role flexibility and sensitivity can be to some extent "compensated" by role depth and ability to experience role-play mode. Conversely, the intensity of role experiences can limit a person's ability to "switch" quickly from one role to another, narrowing the some extent the scale of role repertoire.

In general, the combination of double high markers in two scales for students at the beginning of the first year was not found [B (1) – B (2)] – 0 people, rate high and medium [B (1) – C (2)] – 5 people, high and low [B (1) – H (2)] – 2 people, medium and high [C (1) – B (2)] – 5 people, medium [C (1) – C (2)] – 6 people, medium and low [C (1) – H (2)] – 1 person, low and high [H (1) – B (2)] – 3 people, and low and medium [H (1) – C (2)] – 1 person, low (H (1) – H (2)] – 4 people. We saw a slightly different distribution for these students becoming sophomores. Combination of high rates on two scales [B (1) – B (2)] was found for 2 people, high and medium rates [B (1) – C (2)] – 9 people, high and low were not found [B (1) – H (2)] – 0 persons, medium and high [C (1) – B (2)] – 1 person, medium [C (1) – C (2)] – 7 people, medium and low [C (1) – H (2)] – 2 people, low and

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high [H (1) – B (2)] – 2 people, low and medium [H (1) – C (2)] – 4, low rates on both scales were not found [H (1) – H (2)] – 0 people.

As we can see, the most typical is the combination of high and medium rates on two scales of role competence for students at the beginning of the first year, and after training and role-playing games in the second year. In our case, only five individuals had high scores on one scale and low scores on another at the beginning and the end of the study.

In the first year there was no student who would have high scores on both scales, in the second – no student who would have low scores on both scales.

In addition, it should be noted that a combination of medium and low rates, (being low on both scales) was observed in those students who had absences and slightly lower (compared to the others) academic performance, which is positively correlated with role competence, as noted by researchers (See Fig. 1).
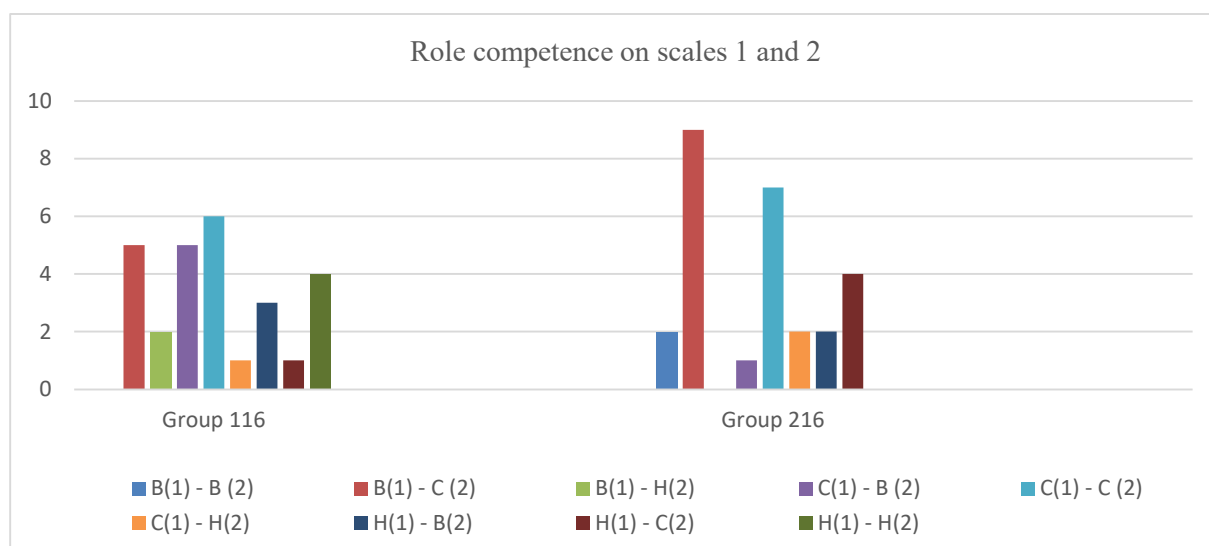

Fig. 1. Role competence on scales 1 and 2

This feature of role competence required further implementation of psycho-correctional measures, appropriate training and classes for students during their studies in the first year and on.

That is why the Department of Social Technologies of NAU conducts "Personal Growth Training" for the first-year students aiming to form the competencies needed to mobilize the internal psyche reserves for personal development and the development of confident behavior skills.

In the process of training social work students get acquainted with the problems of group psychological influence; with group norms, group ethics, with the dynamics of group work, its stages, types, peculiarities of the course within different groups; learn to determine the stages of group development, group roles; factors influencing the success (failure) of the

group. Students expand their role repertoire, enhance the ability to move easily from one role to another and develop a role identity. Particularly, students before and after the case study were offered a projective method of "Men on a Tree". The picture, which was given to everyone, showed a tree, with men under it and in its branch. The students had to choose one of them to say, "It's me". Namely these are: "A person who has not yet decided what he wants from life", "A person who can always be relied on", "A person who does not believe in his/her own strength", "A person who dreams of grand projects, but does not make an effort to implement them", "A person who always needs advice and support from others", "A person haunted by failures", "A dreamer", "An extreme person", "An uncertain person", "A person who does not stop at what has been achieved", "A reserved person", "A person who constantly looks back", "A person who follows the rule

of *more haste, less speed"*, "A carefree person", "A stable person", "A person who tries to achieve his goal at any cost", "A person constantly insulted", "A melancholic person", "An ambitious person", "A leader".

These methods provide an opportunity for both potential case study participants and the teacher-moderator to determine the problems that can be solved during the case study training session. It is very important that the participants of the session should include not only students whose self-esteem and position in the group indicates discomfort or maladaptation – "A person who does not believe in his/her own strength", "A person constantly looking back", "A reserved person", etc. but also "well-being", at first glance, students given their position in the group: "A person who tries to achieve his goal at any cost", "An ambitious person", "A leader", etc. This regulation to include "well-being" students aims to: a) ensure the heterogeneity of the group in terms of interpersonal roles harmony; b) further verification of the role claims adequacy of students in the process case study session, because their positions must be recognized by other participants; c) correction of inadequately inflated self-esteem, which leads to the desired role, but one not yet confirmed by the results of interaction.

After the case study session students were offered to use the same projective technique in order to check: if their personal roles have changed, in what way it generally influenced the role repertoire on everyday basis. The research has shown that students which took part in personal growth project don't identify themselves as "A person who has not yet decided what he wants from life", "A person who does not believe in his/her own strength", "A person who dreams of grand projects, but does not make an effort to implement them", "A person who always needs advice and support from others", "An uncertain person", "A reserved person", "A person who constantly looks back", "A carefree person", "A person who tries to achieve his goal at any cost", "A person constantly insulted" anymore. Instead, they started identifying and associating themselves with "A person who can always be relied on", "A person who does not stop at what has been achieved", "A stable person", "An ambitious person", "A leader". In our opinion, it shows the harmonization of interpersonal roles which in turn influences the role competence in general and facilitates efficient communication in group or intergroup relations.

As a result of active participation in the training, students form the following structural components of role competence: role reflection and the ability to resolve role conflicts.

Fig. 2 shows the dynamics of change for percentage role competence indicators on scales 1 and 2 for 27 students who were trained at the Department of Social Technologies FLSK NAU in the first and second (1 semester) courses.
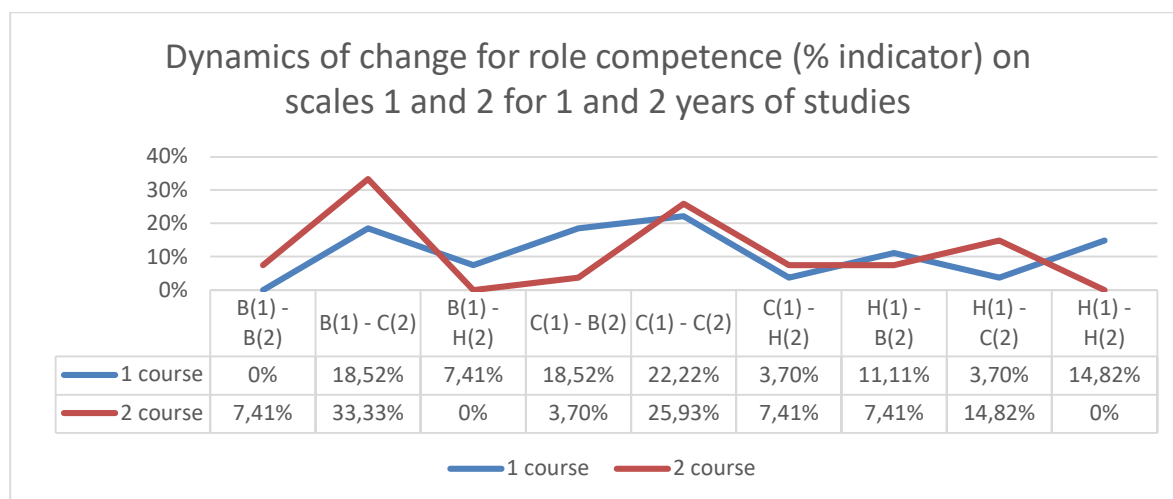

	B(1) - B(2)	B(1) - C(2)	B(1) - H(2)	C(1) - B(2)	C(1) - C(2)	C(1) - H(2)	H(1) - B(2)	H(1) - C(2)	H(1) - H(2)
1 course	0%	18,52%	7,41%	18,52%	22,22%	3,70%	11,11%	3,70%	14,82%
2 course	7,41%	33,33%	0%	3,70%	25,93%	7,41%	7,41%	14,82%	0%

Fig. 2. Dynamics of change for role competence (% indicator) on scales 1 and 2 for 1 and 2 year of studies

The next step in the study was to find out how students define the locus of role conflict. In order to determine the locus of role conflict, we used the method "Scale of locus of role conflict" by P. Gornostai. We considered the locus of role conflict as an integral characteristic of personality, which determines not only the dominant strategy of personality behavior in role conflict, but also the basic trend of role development of personality, which affects role self-realization and, accordingly, the development of innovative qualities of future social workers.

The methodology has provided an opportunity to get an idea of the strategies in resolving role conflicts – internal locus of role conflict, external or intermediate one.

Among the first-year students, the external locus of role conflict was revealed for 13 people, and for 6 people there was a high-level externality (4-5 points), intermediate – for 12 people, internal – for 2 people. The same second-year students provided the following results: 12 people demonstrated an external locus of role conflict, 13 people – an intermediate locus, and 2 people – an internal one.

We can assume that individuals who have shown an intermediate locus of role conflict resolve such conflicts in relatively flexible way, "externals" and "internals" (provided that the numbers are close to the average) are also able to communicate constructively. At the same time, those who have shown high externality should be paid attention to and, respectively, they may be characterized by a high-level conflict in interpersonal relationships in the performance of certain roles, which may hinder the development of role competence. There were three such students.

High degree of externality does not mean only the tendency to defend one's role identity and build role behavior in accordance with it, even if it contradicts the role performed. Disharmony of role development of personality in this case can be expressed in maladaptive externality, which can lead to neurotic and psychosomatic problems and is a violation of normal role development of personality, while maladaptive forms of internality may be associated with psychopathic personality development. (See Fig. 3).
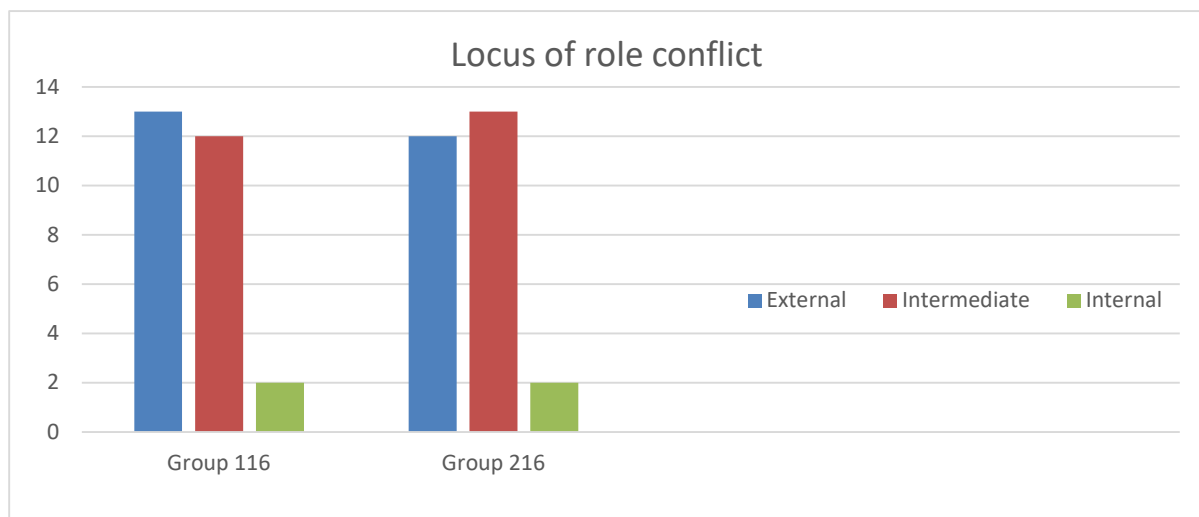

Fig. 3. Locus of role conflict

Besides the development of structural components of role competence such as "role flexibility and sensitivity" and "depth and capacity for role experiences" (see scales 1 and 2), an important step in training a social work students is personal correction of maladaptive forms of both external and internal loci of role conflict. The profession of a social worker requires serious personal work, namely:

working out their own emotional and meaningful problems, forming the capability for the change and reflection as a person's ability to assess their position in accordance with the requirements and interests of the partners.

We can assume that such training sessions will be the condition for the kind of personal correction of social work students, based on active methods of group work and the use of innovative educational technologies.

For this purpose, the Department of Social Technologies FLSK NAU implemented practicing the following methods and techniques in classes of "Innovative methods and technologies in social work" (second year): activities in pairs and small groups; use of interactive techniques "Circle of ideas", "Aquarium", "Association", "Microphone", "Teaching – learning", "Brainstorming", "Incomplete sentences", "Openwork saw"; discussion training (discussion, dispute, debate), as well as other non-standard forms of work (role play "Discussion of an innovative idea", combination of ideas, collage, etc.).

In the process of personal correction and the formation of role competence, role-playing games have proved to be the most effective, allowing the combination of knowledge and skills, transforming knowledge from a foreground to action into action itself. Out of the general range of issues that affect the quality and results of the game, the following are distinguished: successful choice of topic, its relevance and discussion opportunities; selection of game participants, their division into subgroups, positions considering the knowledge of students and the environment in the group; clear development of tasks; deep study of the material by students, working on various options; analysis of the game, its assessment, etc. [12].

Fig. 4 clearly shows the dynamics of changing the locus of role conflict among 27 students who were trained at the Department of Social Technologies FLSK NAU in the first and second (1 semester) courses and mastered the discipline "Innovative methods and technologies in social work" is clearly shown in.
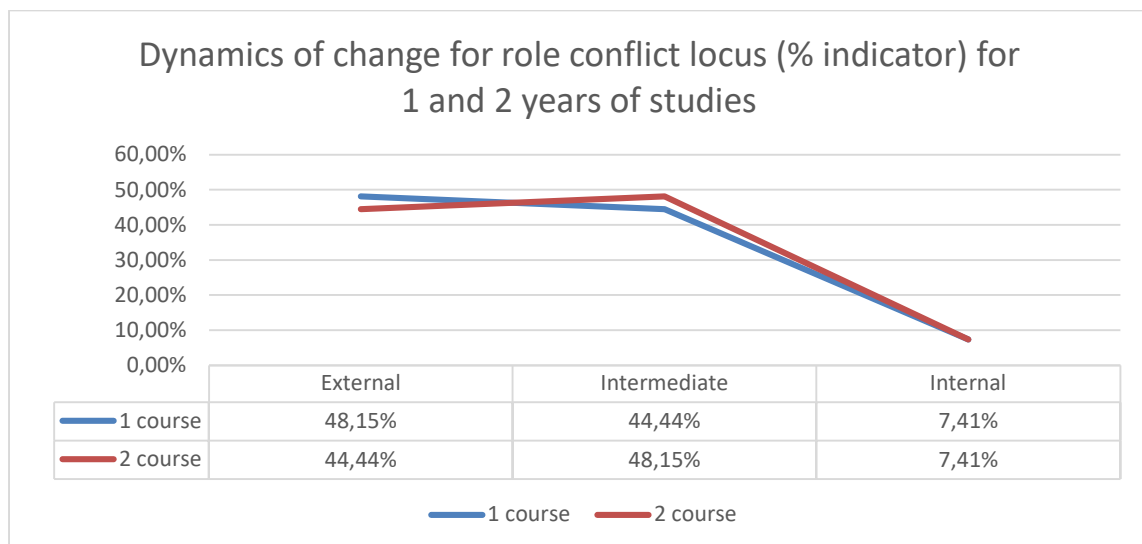

Fig. 4. Dynamics of change for role conflict locus (% indicator) for 1 and 2 years of studies

Thus, according to the results of our study, the implementation of role-playing games into the educational process will contribute to the effectiveness of the innovative and role competence formation of future social workers. Concluded from Diagram № 2 and Graph № 2, in the

second year the number of students (representatives of the intermediate locus of role conflict) increased, and the numbers of "internals" and "externals" began to approach the average, which indicates a positive result of correctional work, aimed at overcoming maladaptive

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behaviors and mastering the skills of efficient communication.

Conclusions and research perspectives. A necessary condition for the role competence formation is interpersonal interaction because it is in the process of communication that a person gets information about role expectations, the compliance of their own patterns of behavior with certain social statuses and roles the person performs. Therefore, we consider it appropriate to exercise and implement special training that will promote the development of role competence in social work students, and will provide an opportunity to resolve role conflicts efficiently.

The efficiency of the developed methodology is exemplified by the methods and techniques used to develop the role competence among social work students as a ground for their successful communication where belong case studies, discussions, role-plays.

The next stage of the research involves finding out the content of the role repertoire of social work students and introducing them to the repertoire of professional roles that they will perform within their professional duties in the future. Furthermore, this will help them to find methods that would ensure their successful role development, improvement of role competence, the ability to resolve role conflicts, and accelerate role socialization. To this end, it will be necessary to develop a special curriculum that would include role-playing games, trainings and case studies using transactional analysis and other techniques.

Prospects for further research in this area include devising a multi-component development program for the formation of role competence of students training to be managers of the social sphere, taking into account such components as role variability, flexibility, depth, reflection and ability to resolve role conflicts.

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