

Social Work

& Education

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*Received: September, 2016
1st Revision: October, 2016
Accepted: December, 2016*

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Kalaur, S. (2016). The system of professional training of future specialists in social sphere to conflict resolution, *Social Work and Education*, Vol.3, No. 2., pp.50-55

THE SYSTEM OF PROFESSIONAL TRAINING OF FUTURE SPECIALISTS IN SOCIAL SPHERE TO CONFLICT RESOLUTION

ABSTRACT. In the article the author substantiates the necessity of using a systematic approach in professional training of future professionals in social sphere to solve social conflicts. Deals with the essence of a scientific categories and examines the main aspects used the system of professional training of future specialists in social sphere. The author deals with general psychological and pedagogical approaches development of the system of professional training of future specialists in social sphere to solve conflicts. Attention is focused on three main concepts (theoretical, methodological and technological) that provide the optimization of activities taking into account specificity of occupations of the future social teacher and social worker in the process of continuous professional training («junior specialist», «Bachelor», «Master»).

Keywords: system; system approach; system training; future specialists; social sphere.

Introduction.

Professionals of social services can have open or hidden conflicts with clients, colleagues or partners. Based on these realities future professionals while studying in higher education establishments must be prepared for the professional conflict resolution. Therefore, professional training of “Social pedagogy” and “Social work” students should be implemented the basis of scientifically justified, properly developed and tested educational system, which is based on the active implementation of modern pedagogical innovation and provides continuity of educational levels.

The analysis of recent publications indicates that the numerous scientists, psychologists investigate the forms of conflicts expression, behavioral characteristics of conflict interaction (M. Deutsch, A. Ishmutarov, W. Merlin, E. Erickson etc.). Ukrainian researches (N. Grishin, A. Miner, V. Zhuravleva, P. Kovalchuk, G. Lozhkyn, N. Mamiyeva, M. Piren, M. Tsyurupa etc.) gained the considerable scientific potential in the sphere of prevention and resolution of conflicts. However, the analysis of publications on the aim of study indicates that only some issues were dedicated to the analysis of professional competence of the future professionals in social sphere towards conflict resolution. Thus, I. Kozych’s thesis shows the process of conflict competence formation in future social teachers during their studying at the master degree program; general methodological principles of the conflict culture of future specialists’ social work professions are reflected in the studies of T. Branicki. Research papers of R. Vaynoly, I. Zverev, A. Cape, I. Kozubovskoyi, L. Mischyk, N. Oleksyuk, V. Polishchuk highlight the general theoretical and practical aspects of future social teachers and social workers training in higher educational establishments and act as a main methodological framework for our study.

With all responsibly we have to note that this research data will serve as methodological base for the creation of a comprehensive psycho-pedagogical studying of the problems of future social workers’ professional training system development for preparing them to conflict resolution, however, do not cover it completely. Thus, paying tribute to the importance of researchers’ achievements, we understand the urgent need for thorough study of psychological and pedagogical aspects that directly concern the development of vocational educational training, that works in the social sphere and maintain solid theoretical knowledge and practical skills in resolving professional conflicts. The analysis of the actual practice of future social teachers’ and social workers’ training is based on continuity. The result of first stage of experiment also suggests the need for a balanced development of educational system. So, taking into consideration the importance and urgency of developing of theoretical and applied issues that are associated with the development of future specialists’ vocational training for social conflict resolution we think to focus more attention on them.

The purpose of the article: prove the feasibility of developing of a system of future professionals training to social conflicts resolution, and to define its essence and outline the main approaches to the separation of its components.

Presenting of the main material.

Taking into consideration reforms that are going on in the sphere of higher education in Ukraine we have to pay attention on the organization of proper educational process in universities that are based on systematic approach and provides the possibilities for developing of continuous professional training of future social teachers and social workers. We suppose that the most important contradictions that determine the relevance of developing an integrated system of training of highly qualified persons for the social work sector through continuous training include contradictions in social and educational level – between the requirements which are set up by the organization responsible for professional training due to the modernization of educational sector and requirements which are set up by the employers (the modernization of social services) and society (changing the image of the professions) and outdated approaches to professional training of future specialists which are based on insufficient active willingness to work on conflict resolution; between the necessity to design a coherent process of continuous professional training in conflict resolution by the future specialists in social sphere in accordance with state educational standards, educational qualification characteristics and lack of preparedness of schools teaching this subject and absence of methodological approaches to that process.

On scientific and theoretical level we find out the contradictions between the development of the conflictology as a science, the research of general content of professional competence and lack of development of modern scientifically based, valid approaches and methods of formation of readiness for future conflict resolution experts in the social process of continuous training; between the strengthening of the acmeological, systemic and competency approaches in the educational paradigm to ensure the achievement of quality results in the formation of preparedness for conflict resolution and inertia of the traditional system of professional training of future specialists of social sphere; between the perspective of using in the educational practice the teaching methods of disciplines that give the students' high level of preparedness for conflict resolution and insufficient scientific justification for their content and using of innovative interactive methods in their implementation.

While studying the definite range of issues we have identified contradictions on the scientific and methodological level – between the objective need of continuity in the process of professional training of future specialists of “Junior specialist”, “Bachelor” and “Master” degrees for future conflict resolution as the basis for professional competence development and weak elaboration of methodological support of the mentioned educational process; between significant potential of disciplines that are focused on the conflict and inadequate using of educational innovative technologies in their teaching.

Therefore, scientific and balanced mechanism for the development of vocational training of future specialists for social conflict resolution can be defined as the main in overcoming the contradictions and will increase the effectiveness of theoretical, methodological and technological concepts of optimization of activities depending on specific occupations of the future social teacher and social worker

WORK EDUCATION

during their continuous training (“junior specialist”, “Bachelor”, “Master”). Based on the logic of our research we consider it appropriate to analyze the nature of the term “system” and explore a vision scientists contents of its main components.

In the process of thorough investigation it has been revealed that one of the first scientific interpretations of the definition of “system” is presented in K. Bolduinha studies [2]. In particular scientist considers “the system” as a set of two or more elements in which the behavior of each element affects the behavior of the whole, the behavior of each element effects the whole and are interdependent. We believe that the scientific category “system” should be considered as the most philosophical definition, because it reflects not only something separate and indivisible but also provides uniting of many and at the same time. Let’s note that the encyclopedia of education focuses on the fact that “training system is the means aimed at implementation of objectives” [3, p. 516]. Exploring the methods of systematic pedagogical research, N. Kuzmin considers the educational system as an integral unit, “which has its own history, its stages of development, its traditions and provides the interaction of parts within the system” [5, p. 13-14]. Thus, in the most general aspect the system can be defined as a scientific definition which is considered to be an integrative object of training facility optimization, which combines concrete educational facilities that define the activity for achieving the overall objective, which scientist uses for getting information.

From the methodological point of view valuable for us are the conclusions which are presented in the monograph E. Ilyina [4]. In particular, the author supposed that system combines the most number of educational processes. It means that based on the development of the system we can fundamentally think of professional training of future specialists through the introduction of innovative approaches in specific cycles of professionally oriented disciplines so that the last can influence on the formation of knowledge, skills and personal qualities in a given context.

Based on the deductive analysis of scientific developments and conducted generalization we have to consider the system of professional training of future specialists to resolve social conflicts as clearly ordered a specific set of interrelated elements that have their own structure and efficient organization. In practical terms, we proceeded from the fact that each system must have its own structure, which essentially acts as the most stable, the main part of the system. This structure reflects the ordering of internal and external connections between the constituent elements that ensure continuity, stability and certainty of the system. In developing the training have enough theoretical understanding of how it works, and must clearly understand on what basis it can operate and what its optimal components.

Note that today there are several ideas while finding the main components of educational system. Particularly well-known theorist of systemic problems academician P. Anokhin [1] in the early 80s of the twentieth century put forward the idea that the decisive factor is the existence of a result which actively influences the selection of specific system components that influence in the integration on purpose. In our study, we proceeded from the fact that the system

WORK EDUCATION

must include clear and specific set of interrelated processes that are necessary to create an organized and purposeful pedagogical influence on the formation of future professionals in social competence in solving trade conflicts. On the basis of scientifically substantiated components of system which would be chosen correctly we can train well qualified professionals at the university who will operate the desired qualities and perform value-content, regulatory, technological and procedural productive tasks.

Philosophical Dictionary [6] interprets category structure (from the Latin Structura – construction) as construction and internal form of the system serving as the unity of sustainable relationships between the elements and the laws of those relationships. That structure is an inherent part of all actually existing systems and that's why we from that point of view we consider to search this category. It is necessary for our future research is the isolation of specific components that influence on the optimization of the system generally. In this aspect, as a basis it has been adopted the systematic approach to H. Shchedrovskyj [7; 8]. In particular, in the vision of the scientist, the system must include:

- 1) a set of tools on which help to investigate training;
- 2) a set of actions (operations and procedures) which are applied in relation to training;
- 3) researcher experience that captures the research in a particular direction;
- 4) certain generalized schemes of practice through the development of graphical system model.

Thus, the development of professional training of future specialists for social conflict resolution is long-time process, needs a clear reflection of specific subsystems, each of which should combine certain elements that have functional qualities and aim at achieving of professionalism during the continuous training.

Conclusions.

Conducted semantic analysis of psychological and pedagogical approaches demonstrates the lack of a systematic approach to solving the solemnity of issues. It was established that while determining the meaning of scientific category “system” we should include the unity of components. While developing a system we should emphasis on the following structural components such as purpose, content, principles, forms of education and education components, criteria, technical training, and outcome. Coming from this, the development of a system of future professionals training for social conflict resolution we should provide an ordered set of defined components, among which we must make logical cooperation for achieving the goal. So, on the study of specific components and their detailed characteristic we will focus our further activities.

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WORK EDUCATION

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