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CONCEPTUAL APPROACHES TO PROFESSIONAL TRAINING OF FUTURE SOCIAL PEDAGOGUES FOR SOCIAL REHABILITATION OF PUPILS AT SCHOOLS

ABSTRACT. The relevance of improving the concept of future social educators' training in higher educational institutions for social rehabilitation doing is determined. Based on the analysis of domestic experience regarding the problem of social rehabilitation organization and the peculiarities of the future social pedagogues training it has been substantiated the concept of future social educators' training for social rehabilitation organization to neutralize the didactic influences of the school in pupils surrounding. The article is dedicated to the analysis of main components of future social educators' readiness that include: informational, methodical, psychological and value-normative readiness. Information readiness is understood as the mastering of the basic concepts, the formation of the system of theoretical knowledge on the problem of social rehabilitation and reorientation of students to the process of primary social rehabilitation. The psychological readiness of future social educators for social rehabilitation of students includes the formation of professional consciousness, professional competence, individual professional style, professional potential, professional activity and professional autonomy. Methodical readiness for the organization of the rehabilitation process involves readiness to create a rehabilitation environment for the school and develop individual rehabilitation programs based on the consideration of the strengths of the individual. The author makes conclusions about the expediency of organizing social rehabilitation of pupils who are under the didactic influence and will outline the need for further research of such aspects of the mentioned problem as the organization of appropriate conditions for the realization of rehabilitation tasks in the general educational institutions.

Key words: social rehabilitation; concept of preparation; didactogenic; informational readiness; psychological readiness; methodical readiness.

Introduction

A modern system of future social pedagogue's preparation in Ukraine is characterized by constant changes at the level of the legislative framework, which are reflected in the specificity of the readiness of specialists. The basic conceptual approach in the preparation of future social pedagogues can be called the formation of competences that contribute to the integration of specialists and education in general into European space. In its turn, this involves the formation of knowledge about the world experience of social work and the ability to function at the international level of its organization. Analyzing the experiences of western countries (Great Britain, France, America, etc.) in the preparation of social educators / social workers (Bartosh-Pichkar O., 2008; Vinnikova L., 2003; Kapskaya A., 2011; Kozubovsky V. , 2004; Leschuk G., 2009; Heather Alden, 2012; Lyons K., 2000), it should be noted that a large percentage of the time in the educational process is devoted to the practical training of specialists and there is a concentration on the work with a specific problem or category of people. For example, in America, the dominant direction in the preparation of future social workers can be called psychotherapeutic and rehabilitation, which makes it possible to organize a private socio-pedagogical or socio-psychological practice (Tregubova T., 2005 p. 2 – 6); in France - an animated direction of social work (Leschuk G. 2009), which also creates the competitiveness of social educators / social workers in the labor market. The practice of preparing future social educators in Ukraine involves a wide range of professional functions in the future, which leads to a superficial assimilation of theoretical knowledge and the development of practical skills, makes it impossible to master the various methods of social work, in-depth study of the content of work with a certain category of population. In addition, the pedagogical aspect of preparation is gradually alleviated, which negatively reflects on the work of social pedagogues with such categories as children and adolescents. That is why, it is necessary to specify and deepen the content of the training of future social educators in Ukraine, to implement, such conceptual approaches that would ensure a thorough study of the content of social, socio-pedagogical work and promote the formation of skills to actively conduct private practice. One of these directions of social work, which requires deepened study, is rehabilitation, since it involves the restoration of social functioning of the person that is relevant in modern society (Sayko N., 2017). At the same time, if social rehabilitation is understood as a complex of methods aimed at neutralizing didaktogenic influences of general education institutions (Sayko N., 2017), it is possible to talk about active prevention of complex problems of an adult society, since most of them originate from preschool and school children and are the result of negative pedagogical impact.

Among the scientific researches (O. Bezpalko, G. Boyko, L. Zavatska, L. Koval, Yu. Chernets'ka, A. Shevtsov), the most close to the mentioned problem are those where different aspects of social rehabilitation of groups of people who have profound violations of social functioning, such as people with special needs, drug addicts, former convicts, etc. (Bezpalko O., 2008; Boiko G., 2013, Zavatska L., 2012; Koval L., 1997; Chernetskaya Y., 2016; Shevtsev Z., 2012). At the same time, Ukrainian scientists (Koval L. , 1997; Konoshenko N., 2012; Konoshenko S., 2002; Nikolaev V., 2002; Chernets'ka Yu., 2016; Shpak V., 2006) are actively exploring the essence of the concept of "social rehabilitation", its historical aspects, the specificity of training specialists for the realization of the tasks of social rehabilitation on the basis of rehabilitation centers. However, in the scientific literature there is a lack

of attention to the issues of vocational training of future social educators for social rehabilitation, the peculiarities of its organization on the basis of general educational institutions are not disclosed.

That is why **the aim of the article** is to substantiate the concept of preparing future social pedagogues for the organization of social rehabilitation, which involves the formation of the professional readiness of future social pedagogues to neutralize the didactic influences of the school.

Methodology of the research is based on the principles of humanistic philosophy; understanding of the person as an active subject of development and activity; the conceptual provisions of the psycho-pedagogical and socio-pedagogical science on the formation of a harmonious personality in the unity of the spiritual, mental and physical aspects; on the provisions of pedagogical science concerning the formation of a person, his professional development, taking into account the peculiarities of professional activity; on the positions of positive psychology and its methods.

Key findings

On the basis of the analysis, the term of "concept" from the philosophical (Ilyichov L., Fedoseev P., Kovalev S., Panov V., 1983), economic (Borisov A., 2003), psychological (Skrypchenko O., Volynska L., Ogorodniychuk Z., 2005), sociological (Lukashevich M., 2004), pedagogical position (Goncharenko S., 2011) and from the position of the manager (Picha V., 2002) we have formulated its essence in social-pedagogical science: it is a managerial structure that contains the system of views, a way of understanding, an explanation of socio-pedagogical phenomena and is aimed at the formation of the "I" -personality in certain social conditions, taking into account the specifics of their interaction. The main guidelines of the concept of professional preparation of social pedagogues for social rehabilitation is the understanding of social rehabilitation as the main goal of social and pedagogical activity and involves the formation of the professional readiness of future social pedagogues to neutralize didactic effects of the school, which is ensured by the creation of a school rehabilitation environment; conducting of individual and group diagnostics, aimed at revealing the consequences of didactic and features of the psycho-emotional atmosphere of classes and schools; providing effective, successful functioning of the child in a comprehensive institution, which is a condition of psychological and social health of the individual; creation and realization of individual rehabilitation programs, the purpose of which is the restoration of internal harmony of the individual, determination of the effectiveness of rehabilitation work, determined by the level of satisfaction with the personality of his school life.

The concept of the preparation of future social pedagogues for social rehabilitation of the students of the higher education institutions is presented in the form of such components: formation of information, methodological, psychological and value-normative readiness.

Information readiness involves assimilation of the basic concepts, formation of the system of theoretical knowledge on the problem of social rehabilitation and reorientation of students to the process of primary social rehabilitation. Students' attention should be paid to the understanding of social rehabilitation as a process of organizing socio-pedagogical, socio-psychological conditions for the functioning of the individual in order to restore harmony between the individual and society. In its turn,

the harmony between the individual and the society is based on the social norm - to be satisfied with own life and to feel happy. If a person begins to worry, be not satisfied with personal situation, then it is a reason to find out the problem and to solve it. It is necessary to focus on the essence of the concept of "social rehabilitation", the categories of people who need rehabilitation process and the notion "norm" in the rehabilitation process and its concept during organization of the preparation of future social pedagogues for the organization of social rehabilitation at the general educational institution. In the classical understanding, social rehabilitation is the organization of socio-economic, medical, pedagogical, psychological, domestic, sanitary and other conditions for the restoration of the social functioning of the individual and the development of appropriate skills for such a functioning (Arkhipova S., 2011, Bezpalko O., 2008, Zavatska L., 2012). The tasks of the rehabilitation process are solved on the basis of rehabilitation centers and cover the categories of people who are in difficult life situations, in which the problem is already a consequence, the result of smaller, inconspicuous at first glance violations of social functioning. We do not deny this approach, people who are in an unfavorable socialization environment need active rehabilitation measures in specially created conditions, of course. However, we would like to draw attention to those categories of people who at first glance do not have problems in social functioning, but the first signals such as self-doubt, lack of criticality of perception of information, underestimation of self-esteem, impulsiveness, aggressiveness, anxiety appear. So, future social pedagogues should understand the concept of "rehabilitation" on the basis of socialization or integrative approaches to socio-pedagogical work, rather than scarce. It means children who are at the initial stage of social functioning disorder, for example, the timidity to ask a teacher, self-doubt, lack of independence need rehabilitation. These are deviations in social functioning, which violate the balance, harmony in the relationships of personality and society and can lead to more complex. The main factor of such violations is the problem of didactogenicity, so future social educators should know the essence of this concept, types and reasons. Particular attention should be paid to the formation of the informational readiness of future social educators in understanding the concept of "fear", its demonstrations and consequences in the life of students of different age groups, the concept of "pedagogical violence" as a kind of didactics and the main source of the appearance of different types of fears, and in the future, neuroses, , depressive states.

Psychological readiness of future social educators for social rehabilitation of students includes awareness of the importance of forming such components of professional training in higher educational institutions: professional consciousness, professional competence, individual professional style, professional potential, professional activity, and professional autonomy. Professional consciousness implies the presence of future social pedagogues in understanding of what benefits in the future and now can bring the chosen profession. Conscious attitude to a certain type of activity depends on the purpose and the desire to implement it. It is advisable in defining the goals of preparation and future professional activities to follow the path from personal benefit of the student to solution of socially important tasks (for example, earning money) to help the country in difficult situations. From the first year of education in a higher education institution student should determine goals which can be close, outlying, relate to personal growth, improve material and economic conditions, help to groupmates, educational institution, society, people, etc. After identifying goals that, by

the way, may change, it is advisable for future social pedagogues to develop a personal growth program in accordance with professional requirements and to assist in its implementation. The program can be compiled on the principle: what you want at the moment or in the future and how to achieve it. Professional suitability should be determined even before the person joins a specialty, but if there is no such diagnosis, then it is necessary to conduct purposeful, systematic work on the improvement of skills, skills, personality traits and alignment with professional norms, requirements specified in normative documents. Professional suitability is in close relation with rational, conscious use of own health and ability to restore psycho-emotional state. This involves, first and foremost, the development of students' skills to draw a clear line between personal life and professional, to identify in timely manner situations that can harm both physical and mental health and the ability to eliminate or neutralize them.

Future social educators need to be directed to the development of an individual professional style, which involves the uniqueness of the combination of individual features, opportunities, attitudes, insights of professional activities, their own professional preferences. The formation of an individual professional style ensures the stability of a professional position, the principles of personality and the implementation of creative abilities and approaches. Individuality consists in the ability of a personality to organize his professional and personal life in his design, in accordance with his interests, abilities, aspirations. The less a person thinks, aware of his professional life, the less opportunities he has to create his own individual style, his professional life takes a copy and therefore the possibilities for self-realization and enjoyment of life in general disappear.

The basis of the formation of an individual style is the definition of the strengths of the personality of the future social teacher and the creation of appropriate conditions for the disclosure, development and professional growth. The valuable foundation of this approach is that any person, family or society has the strengths and resources. Everyone has such aspects of life, the features of the personality that is not damaged by the problem or which is the best developed, are dominant. The dominant aspects of life and personality make it possible to move forward and develop (Pavlovsky A., 2015). Each student personally has to choose the methods of rehabilitation that are suitable for his / her inner convictions, attitudes, and abilities. For example, for one student, who owns dance art - this will be dance therapy as a rehabilitation method, for the other - musical therapy or perhaps a choice will occur between the known rehabilitation work models - behavioral, psychoanalytic, etc.

Professional potential is a concept that depends, first of all, on the biological resources of the individual, on health, skills, abilities, and on the desire to improve, expand the outlook and increase the opportunities for professional activity. The disclosure of the professional potential of the individual depends on the development of his professional abilities, on the coincidence of the desires of the individual and the possibilities of realization, that is, from the social, cultural, material, and moral conditions in which the person lives. In the professional preparation of social pedagogues for social rehabilitation, it is necessary to create conditions in which students would have the opportunity to acquire additional knowledge, abilities that promote the expansion of professional capacity, provide free professional functioning and confidence in their abilities. This involves the inclusion of students in extra-curriculum forms of education, the development of their creative abilities, work on the formation of the "I" personality. It should be guided by the definition of the goals of

students and take into account the strengths of the individual. The student should also be aware that the biological resources can also be improved, for example, doing different kinds of sports strengthens health and promotes the formation of such necessary features of a modern young specialist as strength of character, flexibility, speed of response, etc.; doing various forms of art leads to self-disclosure, self-realization, a person gets an opportunity to express his thoughts and discover the inner world.

Professional activity involves forming responsibility for students for the implementation of their own intentions and plans. Future social educators need to understand that if you want to achieve something, you must at least make counter-steps to your desires. Personality without internal readiness and external actions can not be realized in this society. The organization of the process of social rehabilitation requires from the social teacher the ability to select, combine methods and organize the efforts of various social structures for the care of the child. This involves the active professional position of the social pedagogue, the ability to make important decisions, organize, influence, and be supported, coordinator, etc. Therefore, special attention in the process of preparing future social educators should be given to creating the conditions in which the student would demonstrate professional activity, acquire new knowledge and transform them into their own professional experience.

Professional autonomy as a result of the formation of these components involves the identification of itself as a professional from a number of other specialists, maintaining the independence of thoughts, principles, and views. Students need to understand that work on professional autonomy starting with the first year of study involves gaining confidence in their own knowledge, skills, independence in judgments, preserving their own individuality, and also overcoming fear and dependence on external evaluation, depriving obsessive goals, pedagogical stereotypes and orientation towards positive life, the development of an individual trajectory of personal and professional life. The task of developing its own individual trajectory has to be solved by everyone, regardless of the requirements of society and the percentage of assistance in this process from the side of other people. Professional autonomy depends on the autonomy of personal life, which determines the specifics of professional activity (Abulkhanov – Slavskaya K., 1973).

Methodical readiness for the organization of a school rehabilitation environment and individual rehabilitation work with pupils involves the readiness, based on the knowledge of methods, ways, devices and means of organizing the rehabilitation process, to create a rehabilitation environment for schools and to develop individual rehab programs for pupils based on the consideration of the strengths of the individual. This involves understanding the concepts of "school rehabilitation environment", "individual rehabilitation environment", mastering such methods of creating a school rehabilitation environment as a situation of success, a joyous psycho-emotional atmosphere, the application of pedagogy of life-creation, health-saving technologies, the formation of an atmosphere of satisfaction, happiness on the basis of finding on work, creation of conditions for the sustainable development of the individual, anesthetization of the social environment, etc., be able to choose methods and combine, guided basically conceptual approaches: humanistic, acmeological, synergetic, systemic, axiological, and praxeological.

Knowledge of diagnostic techniques that allow to timely notice the violations of the harmony of the child-society also refers to methodical readiness. Diagnostic

methods should be aimed at determining the degree of satisfaction of the child to life, how much he/she feels happy and feels the fullness of life and the general atmosphere (communication styles, the availability of creative approaches to teachers, teacher orientation on the child's successes, joint activities of teachers and students, school directorate and teachers, the main orientation of the school in the educational process) of the school. Organization of the process of social rehabilitation requires additional material resources; therefore, in preparing social educators it is worth emphasizing the formation of skills to use PR-technologies to attract the attention of society, sponsors to the problems of school and the individual child. It involves mastering social pedagogues' methods of intellectual social work, which can involve material resources - the creation of projects, the conduct of actions, the organization of charitable activities, etc., that is, the study fundamentals of fundraising.

Valuable-normative readiness of social educators involves the formation of a certain ideological position of the individual, attitude to life, professional activity and self-personality in professional activities.

The first component of value-normative readiness is the focus on positive in life. With this aim it is important to get acquainted with the basics of positive psychology, the principles of which are laid down in such methods of social work as empowerment, facilitation, coaching, reliance on the strengths, etc., and the use of therapeutic techniques in students' learning processes, aimed at forming a positive orientation in life. However, such a positive trend should be supported by constructive practical steps to achieve success in life, gaining professionalism and life satisfaction. Otherwise, if a person reduces the level of harassment, he will be satisfied with what it is, this will lead to a regression in life. According to research by A. Rean (Rean A., 2002), the motivation for success, is positive, of course. In this motivation, human actions are aimed at achieving constructive, positive results. Personal activity here depends on the need to succeed.

The next component is the formation of the philosophy of leadership. The Italian scientist Antonio Meneghetti (Meneghetti A., 2004) understands the notion of "leader" as a person-vector, a person that controls operations and is able to synthesize the context of relationships, is the operational center of numerous relationships and functions. An internal leadership position also involves a certain attitude to own mistakes and failures. In order not to stay on the same place and go further in your professional development, you need to distinguish between positive experiences and multiply your inner world from every difficult, problematic situation, with a failed decision.

Another value to be guided by in the preparation of social educators for the rehabilitation of pupils is the category of happiness and a sense of life satisfaction. The norm of human life is to be happy; this is indicated in various sources, as well as in the Bible. In the absence of satisfaction, joy of life, its meaning is lost. According to a modern psychologist who teaches courses in positive psychology and leadership at Harvard University, Tale Ben Shahar (Ben Shahar, 2012), the modern school teaches children to many complex mathematical, physical laws and other possible and necessary knowledge, but the modern schoolboy has no idea how to apply them to the benefit of themselves and society. However, if you ask parents: "What would they want for their children?" Or "How do they see their child?", They would answer: "Happy", but school does not teach it. Nowadays in the information space there are many recommendations for introducing the category of happiness into one's own life and

outlook, but it is important that each individual resolves and answers to the question "What is happiness and how to achieve it?". At the same time, social pedagogues should not accept the category of "happiness" as the highest goal, the remit of the rehabilitation process, since the filling of the concept of "happiness" must constantly change, which ensures the movement of the individual forward and continuous improvement of the quality of her life.

Conclusions

To sum up, the concept of the preparation of future social educators involves understanding social rehabilitation as a leading area in socio-pedagogical work, which covers the categories of children and teenagers who are subject to the didactic influence; and contains such basic components as informational, methodical, psychological and value-normative readiness of specialists. The organization of material and technical, psychological and pedagogical conditions of social rehabilitation on the basis of general education institutions, that is, the creation of opportunities for the implementation of various types of social therapy requires further research.

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КОНЦЕПТУАЛЬНІ ПІДХОДИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ СОЦІАЛЬНИХ ПЕДАГОГІВ ДО СОЦІАЛЬНОЇ РЕАБІЛІТАЦІЇ УЧНІВ ЗАГАЛЬНООСВІТНІХ НАВЧАЛЬНИХ ЗАКЛАДІВ

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Анотація. У статті обґрунтовується актуальність удосконалення концепції підготовки майбутніх соціальних педагогів. На прикладі досвіду західних країн визначається першочерговість професійної підготовки майбутніх соціальних педагогів до соціальної реабілітації, що організовується і здійснюється на базі загальноосвітніх закладів, використовуючи їх виховний потенціал. На основі аналізу вітчизняного досвіду щодо проблеми організації соціальної реабілітації та особливостей професійної підготовки майбутніх соціальних педагогів визначено основну мету дослідження, яка полягає в обґрунтуванні концепції підготовки майбутніх соціальних педагогів до організації соціальної реабілітації, що передбачає формування професійної готовності майбутніх соціальних педагогів до нейтралізації дидактогенних впливів школи. Методологічною основою дослідження стали принципи гуманістичної філософії; позитивної психології; педагогічної науки щодо становлення особистості, її професійного розвитку з урахуванням особливостей професійної діяльності. У статті розкривається концепція підготовки майбутніх соціальних педагогів до соціальної реабілітації учнів ЗНЗ, яка представлена у вигляді таких складових: формування інформаційної, методичної, психологічної та ціннісно-нормативної готовності. Інформаційна готовність розуміється як засвоєння основних понять, формування системи теоретичних знань з проблеми соціальної реабілітації та переорієнтацію студентів на процес первинної соціальної реабілітації. Психологічна готовність майбутніх соціальних педагогів до соціальної реабілітації учнів включає формування професійної свідомості, професійної придатності, індивідуального професійного стилю, професійного потенціалу, професійної активності, професійної автономності. Методична готовність до організації реабілітаційного процесу передбачає сформованість умінь створювати реабілітаційне середовище школи та розробляти індивідуальні програми реабілітації на основі врахування сильних сторін особистості. Автор робить висновки про доцільність організації соціальної реабілітації учнів, які знаходяться під дидактогенним впливом та окреслює необхідність подальшого вивчення таких аспектів зазначеної проблеми, як організацію відповідних умов для реалізації реабілітаційних завдань у ЗНЗ.

Ключові слова: соціальна реабілітація; дидактогенія; концепція підготовки; інформаційна готовність; психологічна готовність; методична готовність.

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