

RETROSPECTIVE ANALYSIS OF INTERNATIONAL EXPERIENCE IN THE TRAINING OF SOCIAL WORKERS

Izida I. Ishmuradova

Kazan Federal University

Natalya E. Koroleva

Kazan Federal University

Farida Kh. Sakhapova

Kazan Federal University

Abstract. The article is devoted to the establishment and development of vocational training of social workers abroad and in Russia on the basis of comparative-historical, systematic, social and personal approaches. Russian society reforms and its movement to a qualitatively new state has created a kaleidoscope of diverse but equally bleak crisis phenomena, which has made acute social problems, the need to establish an effective system of social protection and support for marginalized population. Therefore, social work as a profession is a response to the request. The appeal to the American and British experience of theoretical and practical training of specialists of the social sphere, the analysis of the content of their training is due to the fact that these countries have 100 years' experience in this area. Historically, social work arose from the immediate practical steps to ensure the well-being of life, helping people, both material and moral. According to researchers, charity was one of the most important virtues. In ancient Rome and ancient Greece a tradition of outdoor dining on the occasion of any major festivals or public events was not an exceptional thing. Such traditions were not strangers in Christianity either. *At the turn of XIX - XX centuries the need for professionals, people who could give qualified assistance - moral, psychological, material began to realize.* In the early 20th century, especially after the First World War, the further development of social work as a professional activity was directly related to the growing industrialization as well as the women's movement for emancipation. After the Second World War, education in the field of social work developed in parallel and in accordance with the social security system.

An important stage in the development of social workers was the appearance of new schools and the rehabilitation of the old ones after the collapse of the socialist system in 1989-1991. In today's global European experience in the training of social work teachers and social workers are extremely varied and difficult to generalize. In a number of countries, training is conducted on the advanced programs, which consist of individual courses in various disciplines and provide participants the opportunity to improve professional skills. Moreover, today the American and British models of training of experts in social sphere are used as the most versatile and those meet the expectations of society and the capabilities of the profession. In a global world and internationalization it is important to study and use foreign experience in our country. Taking into account global trends is one of the principles of the modernization of the national vocational education. The source material on selected issues of psychological and pedagogical aspects of the objectives, forms and methods of professional education are revealed by foreign and Russian contemporary researchers.

Keywords: social protection, social work, social worker, professional training, professional activities, practical activities, charity, mercy, School of Social Work, the democratization of society.

1. Introduction

Reform of Russian society and its movement to a new state has created crisis phenomena, which has made acute social problems. Therefore, social work as a profession became a response to the request. In science and practice ways of protection and support of the population is guaranteed, attention is drawn to the analysis and study of foreign experience and the possibilities of its use in the creation of social and educational macro system in society. In this regard, the aim of this article is to analyze the main models of social workers training in different countries of Europe and in the United States, to identify the contents and features of effective training of social workers in these countries. The activities of the social worker is in the diagnostics of conditions of life of customers and in prediction of their actions aimed at the removal of psychological tension, overcoming conflicts, the development prospects of building interpersonal relationships.

2. Methodology

The source material on selected issues of psychological and pedagogical aspects of the objectives, forms and methods of professional education are revealed by researchers G. Berngard, B.P. Bitinas, D.V. Lifintsev etc. We also studied the works of Russian authors, which addressed issues of foreign schools and educational thought in the twentieth century: R.A. Valeeva, M.V. Efimova, M. Voskresenskaya, B.L. Vulfson, Z.A. Malkova, T.M. Tregubova, D.A. Chaldaeva. etc. The study of monographic works of such leading foreign researchers as N. De John, F. Idenburg, (works in the field of structural changes in the curriculum for the training of social workers, Holland); A. Davidson (about the organizational forms of training and procedural aspect training in the United States); M. Doel and S. Shardlow (in the field of social work methods, study the mechanisms of organization of scientific management students, the organization of field practice); J. Midgely and Sh.K. Khinduka (works on the international experience in social work and the prospects of development; R. Ramsey (Social Pedagogy and Social Work Abroad) were of particular importance for our research.

3. Results And Discussions

According to researchers, charity was one of the most important virtues. In ancient Rome and ancient Greece a tradition of outdoor dining on the occasion of any major festivals or public events was not an exceptional thing. Such traditions were not strangers in Christianity either. It was the beginning of the formation of public and private forms of organization of charity at the end of XVIII - XIX centuries. Society and organizations carried out their social activities in institutions of charity for children and adults who cannot support themselves (orphans, the blind, the disabled, the deaf), also in health care institutions and prisons. M.V. Efimova said "an important factor in the emergence of social organizations was also interaction between different countries in the field of social work, especially at the initial stage. The British organization of friendly visits and German organization for helping the poor became a model for the social work system in the Nordic countries". [3, p. 33]. At the turn of XIX - XX centuries the need for professionals, people who could give qualified assistance - moral, psychological, material began to realize. At the same time the first schools of social work began to set up, which appeared in the Netherlands in 1896, in Germany in 1899, and later in England - in 1903. However, in such countries as England, Austria, Germany, France, the Netherlands, Sweden, Switzerland, the United State where professional social work and education were formed before the First World War, strong national traditions are kept. The World War I has exacerbated the internal problems in participated countries, which affected the economy, politics and the social sphere. After World War I the number of the countries which provided professional social work and education was continuously growing. In the early 20th century, the further development of social work as a professional activity was directly related to the growing industrialization as well as the women's movement for emancipation. The most powerful relationship with industrialization was in Belgium, France, Italy, Spain, Turkey, Germany, and Yugoslavia. Between the First and Second World Wars, the following countries such as Belgium, Denmark, Ireland, Israel, Italy, Greece, Hungary, Norway, Spain, Portugal, Finland, Czechoslovakia, Estonia began education in social work. In 1928-1930 the first schools of social work were opened in Chile. In the same year the training courses for social workers were converted into the high school in Spain (1932), Israel (1934), Ireland (1934), Luxembourg (1935), Portugal (1935), India and Egypt(1936), Greece (1937) and Denmark (1937). Iceland, Turkey, Yugoslavia, Norway joined the social work training after the Second World War . In Russia In 1920-1930 environmental pedagogics appeared. This activity was more focused on society, but not on a person .The profession of social worker did not exist for a long time. After the World War II, education in the field of social work developed in accordance with the social security system. The social welfare system in the United States differs from most other countries with decentralization models. It consists of all sorts of social programs regulated by federal law or state law or federal government agencies and state governments. Local authorities take individual programs. The state system of social security is executed at the expense of allocations from the federal budget, the budgets of state and local authorities. After the World War II, the United States played an important role in the restoration of social work schools in western European countries. The US, UK and Canada have been leading up to the mid of the 60s in the field of social work and training. In today's global European experience in the training of social work teachers and social workers are extremely varied and difficult to generalize. In a number of countries, training is conducted on the advanced programs, which consist of individual courses in various disciplines and provide participants the opportunity to improve professional skills. A master's degree and doctorate of social work may be received on the basis of university education in Finland, Iceland, Estonia, and Sweden. In some countries, such as Austria, Spain, Norway, the Czech Republic, there are many opportunities for continuing education, but there is insufficient coordination between the various private organizations, government agencies, professional associations, participating in the training.

This process is completed now, and profession is already at a high level. Scientific researcher R. Ramsay from Canada indicates that "... the perspectives and characteristics of social work social workers lead to new broad understanding of social work as a science - the profession" [4]. Over the past 10 years education in the field of social work was included in the university system in the following countries. Almost all countries have an academic education, the majority of social workers and teachers still runs non-university training, mostly in vocational schools. In some countries, schools of social work do not provide higher academic education.

Table 1 - Analyzing the European context of initial training of social workers, we have identified three major groups of countries, which in their turn are different in the type of training

Type of training of social workers.	
Non-university type is represented by schools (agencies) of social work.	Austria, Belgium, Germany, Holland, France, USA
Non-university and university levels. First level is represented by secondary schools. Second level is represented by a four-year college education. High level is represented by: university departments	Countries in Eastern Europe, the Baltic countries, Switzerland, United Kingdom, Czech Republic, Slovakia, Hungary, Bulgaria. Bulgaria, Hungary, Poland, Russia, Lithuania, Latvia, Belarus, Norway, Denmark.
University level is represented by : 1. Vocational schools as part of the university faculties 2. Colleges with a high level of education	1. Great Britain, Italy, Spain, USA. 2. Great Britain, USA.

3. High Schools of Social Work, which are non-university.	3. Great Britain, Greece, Holland, Yugoslavia
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Four countries Austria, Belgium, Holland, France belong to the first group. The main type of training social workers is non-university one [5,6]. Countries in which a university and non-university type of training is developed belong to the second group. They restore studies in social work at various levels in recent years. The education of social workers in the near abroad countries, going different ways, shows a great interest. Thus, in Latvia training social services is carried out both in public and private institutions. Students of the school of social work and social pedagogy "Attistiba" may qualify as a practical social worker, for whom training lasts for 4 years, and a Bachelor of Social Sciences, term of training lasts 4,5 years. The training is conducted in four specialties: social administration, the sphere of rehabilitation, social pedagogy, social insurance. [3, p. 44]. Training of social workers is carried out in the Republic of Belarus on the basis of Teacher's Training Institutes and Universities and provide an opportunity to get an education of a social teacher practitioner.[7] In the Russian Federation training of social workers started on the bases of the universities of different profiles: teaching, medical, technical. Only in 1991 two new specialties "Social pedagogy" and "Social work" were established by the Orders of the USSR State Committee for Public Education [1, 2,].

4. Summary

1. The formation of any professional training of social workers is a long and controversial process.
2. There were some different periods in the formation of the social workers profession. An important stage in the development of social workers was the appearance of new schools and the rehabilitation of the old ones after the collapse of the socialist system in 1989-1991. The process of the formation of social workers training is completed, and profession is at a higher level nowadays and characteristics of social work lead to new broad understanding of the profession.

5. **Conclusion.** Social work as a profession was formed during the industrial revolution and related to migration of population, urbanization, stratification of society, etc. It should be noted that the idea of a radical transformation in the system of social work, as well as in other spheres of life, are rare, most often they are associated with the improvement, adaptation to new conditions of life, with the modernization of already known ideas and approaches. The process of social reform is closely connected with the revival of the democratic movement, where social protection has a special place. This explains the interest of society in the social reforming, in which the creation of human social protection system plays a pivotal role. Social work pay great attention to training students to work with specific groups of the population, for example, providing assistance to adolescents, children with behavioral problems and their families, people with mental disabilities, the elderly, offenders and the problems that they have to deal directly after graduating from the high school. There is a wide variety of schools of social work and social workers in the world. In various European countries, education in the field of social work can be a part of vocational education, a part of higher education, a private and integral part of university education. Education in the field of social work is in a state of transition from secondary vocational education to higher education.

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