

Structure and Content of Future Social Workers' Training: Experience, Problems and Prospects

Elena B. Beregovaya ^{1*}, Elena A. Sorokoumova ², Nataliya M. Komarova ³, Nina I. Kryukova ⁴,
Elena V. Spirina ⁵, Galina A. Stepanova ⁶, Tatyana B. Lisitzina ⁷

¹ Charitable Foundation for Promoting Social and Cultural Initiatives and Guardianship «Lifestyle», RUSSIA

² Moscow State Pedagogical University, RUSSIA

³ Moscow Region State University, RUSSIA

⁴ Plekhanov Russian University of Economics, RUSSIA

⁵ Ulyanovsk State Agrarian University named after P.A. Stolypin, RUSSIA

⁶ Yugra State University, RUSSIA

⁷ Gzhel State University, RUSSIA

Received 5 June 2017 • Revised 3 August 2017 • Accepted 24 September 2017

ABSTRACT

The urgency of the study is determined by the need to train modern specialists in the field of social work, designated to solve serious social problems in various negative phenomena prevention in public life. The paper is aimed at developing a strategy for the pedagogical universities students training in the field of social work, which allows not only master modern technologies and techniques, but also overcome emotional burnout, professional deformation, and be professionally stable specialists. A special course structure and content "The social pedagogue activity in the modern conditions" is developed; a diagnostic toolkit is defined: pedagogical portrait of students professional growth, the competences map are revealed; the main conditions for this special course effective approbation and the directions for assessing its impact on increasing the students professional competence in the field of teachers social work are examined. The paper also presents the results of experimental work on the special course implementation "The activities of the social pedagogue in modern conditions", its features are shown and recommendations for its implementation in the framework of educational projects are given. The paper is intended for researchers, educators, Methodists dealing with the problems of social pedagogy.

Keywords: vocational education; social pedagogy, social work, educational project, professional competence

INTRODUCTION

The role of specialists-educators engaged in social work to support children in difficult life situations, experiencing the social deprivation pressure in the conditions of disadvantaged families, orphans and children left without parents' care becomes more increased in the context of rapid socio-political and economic changes in the world. The aggravated social cataclysms are clearly interrelated with the problems of adaptation, the relationship between man and society. A pedagogue in the field of social and pedagogical work should be formed at the very beginning of professional development. The professional training issues and development of the social pedagogues humanistic outlook development are considered in the works of Russian scientists: V. G. Bocharova [1], V. N. Gurov [2], I. A. Zimnaya [3], N. Yu. Klimenko [4], T. F. Yarkina [5], M. A. Lazarev, V. P. Podvoysky & O. V. Stukalova [6] and others. Among the works of foreign scientists, one can single out the studies of P. G. Schervish [7], D. A.

© **Authors.** Terms and conditions of Creative Commons Attribution 4.0 International (CC BY 4.0) apply.

* **Correspondence:** Elena B. Beregovaya, *Charitable Foundation for Promoting Social and Cultural Initiatives and Guardianship «Lifestyle», Moscow, Russia.*

✉ bereg444@mail.ru

Schroeder et al. [8], M. Gazman & A. Walton [9], A. A. Musick & J. Wilson [10]. According to the conclusions of scientists' majority, the social educators training process effectiveness is ensured by its integrity, i.e. unbreakable unity of professional and personal formation and professional mission essence awareness.

Among the main problems arising in the way of social educators' professional development, first of all one can name emotional burnout, professional deformation, decrease of professional stability level [11-13]. All these professional syndromes lead to such dangerous destructive phenomena as emotional exhaustion and a sense of their own emotional resources' exhaustion, depersonalization, the development of which can result in impersonal communication, professional achievements reduction, which means a decrease in the value awareness of their professional activities, self-esteem, a persistent sense of their own insolvency, indifference to work [14-17]. Of course, professional self-actualization in the presence of such syndromes is simply impossible, as well as the increasing professional competence. According to the researchers' data [18-20] students - future social educators acquire the above-mentioned syndromes during the period of their professional training. Perhaps this is due to the fact that students from the first year fall into the conditions of hard assessments of their professional and personal qualities level, including such as readiness to improve their professional competencies, cognitive interest in the chosen profession of a social pedagogue, empathy, communicative and organizational abilities and etc. At the same time, students are not well-versed in social work current trends, they do not possess self-regulation methods, they can't resist the negative social phenomena challenges, they do not know how to build constructive relations with representatives of social protection bodies; they do not know how to provide assistance in the case of socio-psychological rehabilitation [21-24].

What changes are needed in the process of social educators' professional education? When developing new approaches, it is important to take into account the results of monitoring and interviewing students, their professional and personal development correlation indicators. So, for example, as it is shown by V. V. Kustova [25], there is a linear dependence of emotional burnout syndrome and the individual's spiritual and moral qualities. This means that "a high level of goodwill, empathy for children, tact and altruism shows the absence of emotional burnout syndrome. The student personality's spiritual and moral qualities low level provokes the development of the syndrome. With the indices increase of emotional burnout psychological syndrome, the person's spiritual qualities development level (empathy, altruism, responsiveness, communicative qualities), down to personal deformations, which can become a barrier in the professional work of a social pedagogue, decreases in all respondents "[25].

Thus, modern theorists and practitioners working in the future social educators training field face up the complex task of building this process mostly professionally oriented, introducing additional special courses in which students are given the opportunity to master the competences conducive to their spiritual and vocational growth, helping to overcome the negative syndromes' destructive influence. In addition, the educational organizations interaction with charitable foundations, representing the possibility for practical mastering the social educator's professional competences in direct inclusion in various socially oriented philanthropic projects, is productive in this sphere. This interaction organization is especially relevant in the children's and youth's social movement development; negative phenomena prevention organization in the teenage environment (especially among adolescents who find themselves in difficult life situations); family violence prevention; family and orphans protection.

The scientific literature analysis of the last 10 years allows us to conclude that, in general, the strategies for pedagogical universities development take into account the society growing demands for the social educators training capable quickly to responding to the social phenomena challenges and pressing problems, which can recognize symptoms and competently overcome professional deformation's syndromes; to support the organization of social educators educational process as a constructive dialogue based on the principles of public-private partnership

The developed by the authors of the paper special course "The social educator's activities in modern conditions" is a contribution to the didactic support in these strategies implementation. Below are the pilot work results on the special course implementation within the educational project of the Charitable Foundation for the Socio-Cultural Initiatives and Guardianship "Lifestyle" Promotion - <http://obrazfund.ru/> (Moscow, Russia) in cooperation with the Moscow state pedagogical university.

MATERIALS AND METHODS

Study Methods

The studying process of future social educators' professional development features , the possibilities for changing this process structure and content, as well as developed special course's influence on raising the students a professional competences number level, the following methods were used: theoretical (analysis, synthesis,

concretization, generalization, analogy, simulation) ; diagnostic (questioning, interviewing, testing, method of pedagogical situations, expert evaluation of research, students creative and project work); empirical (studying the educational organizations' and non-profit public organizations' work experience , normative and educational-methodical documentation, pedagogical observation, drawing up a pedagogical portrait of the student's professional growth, competences' map); experimental (ascertaining, forming, control experiments); Methods of mathematical statistics and the results graphical representation.

Experimental Base

The study experimental base was Moscow State Pedagogical University. The experimental groups included bachelor students from 2-3 courses of the Childhood Institute, 3 courses of the Institute of Social and Humanitarian Education (Department of Culturology). In February-March 2017, the structure and content of the special course "The social educator's activities in modern conditions", as well as master classes on its conduct, were presented to bachelor students and teachers of the Pre-school and Primary Education Faculty from the Nizhny Novgorod National State University named after N. I. Lobachevsky (Arzamas Branch), bachelor students, master students and teachers from the Dagestan State Pedagogical University (specialty "Pedagogical Education", "Social Pedagogy", "Preschool Pedagogy and Psychology", "Pedagogy and Methods of Primary Education").

Study Stages

The problem study was carried out in three stages:

- at the first stage, the existing approaches' and techniques' theoretical analysis on improving the future social educators professional training in the scientific literature, dissertations was carried out; the positions defining the urgency of a special course development that orient students to master the competences necessary for the social educator's productive activity in social development current conditions are outlined; a plan for the special course structure is drawn up, and its content main positions are identified. The modern social educator's activities directions and principles are indicated, which must be mastered by students who are trained in this special course. An agreement was concluded with the Charitable Foundation "Lifestyle" on the consultative and organizational support for the special course implementation within the educational project of the "Charity School. Lifestyle".

An assessing diagnostic tool for the special course impact on the students' professional development, including the student professional growth pedagogical portrait and a competences map, was developed;

- at the phase II a pilot work was carried out on the special course implementation, competences map was clarified, the main positions of the developing implementation potential were determined.

- at the phase III the experimental work was completed, the theoretical and practical conclusions were clarified, the results obtained were summarized and systematized; the study main positions were presented at scientific and practical conferences on the problems of social and pedagogical work in Moscow, St. Petersburg, Kaliningrad, Arzamas, Makhachkala.

Diagnostic Tools for Assessing the Students' Professional Growth in the Process of a Special Course Mastering

To assess the impact of a special course's mastering on the students professional competence increasing in the social work field and modern teacher's readiness for practice in this activity field, in addition to existing methods, diagnostics several forms were developed specifically for the tasks that the training in this special course sets for itself.

They are:

- Teacher competencies' map in the social work field;
- Students professional growth pedagogical portrait in the social work field.

The competences map in the context of mastering this special course includes:

- Educational competencies (ECs);
- General cultural competences (GCCs);
- Professional competences (PCs);
- Communicative Competences (CCs);
- Social competencies (SCs).

The competences mastery assessment is given by a rating point system. At the beginning of the course, each student's competencies correspondence profile is made, and then the same profile is drawn up at the end of the course. The profile indicates not only the professionally significant personality traits' main groups, but these qualities' indicators. Profiles comparison allows you more clearly to see students' professional growth dynamics.

- When developing a pedagogical portrait of the students' professional growth, such personal qualities groups are taken into account as:
- Valuable attitude towards the chosen specialty of the teacher (the level of mastering professionally important knowledge and skills, the readiness of applying this knowledge and skills in the real practice of the teacher's social work, motivation for professional improvement),
- Professionally significant competences (social competence, communicative competence, information competence),
- Professional resilience and ability to overcome the professional deformation syndromes,
- Readiness for permanent professional growth and self-education in the field of teacher's social work.

The pedagogical portrait composition takes place on the basis of pedagogical observation, psychological testing, surveys, interviews, analysis of pedagogical documentation and expert evaluation of research and students' creative work, including individual and group projects.

RESULTS

The Structure and Content Main Components of the Special Course "The Social Educator Activities in Modern Conditions." Directions and Principles of Introducing into the Pedagogical Universities Educational Process

The developed special course is designed for 36 academic hours and can be introduced into the educational process of both bachelor students and master students.

The special course structure is based on a combination of lecture classes, practical seminars - classroom and away meeting, trainings (including training on overcoming emotional burnout), as well as independent socially oriented tasks. After special course training, students are given the opportunity to conduct classes, activities, excursions, trainings and other forms of pedagogical work with adolescents who are in difficult life situations at the moment, orphans, and children left without parental care, and also to become trainees in one of the charity funds away meeting programs.

The special course content includes the modern social work problems and the interaction possibilities familiarization between educational organizations and non-profit public organizations.

Thus, in theoretical studies, students learn information on the social educator's work theory and methodology, studying materials on the following topics: "The development main trends in the social educator's work in Russia", "Invariant characteristics of development and self-development processes of educators' social work in the modern informational multicultural society", "The moral and humanistic essence of the teacher's social work with adolescents with deviant behavior", "Levels organization and the main directions of pedagogues' social work in modern educational institutions of different types", "Problem families: negative effects' prevention on teenagers", "Types of family trouble" and others.

In practical seminars, students learn how to use various methods to identify the family crisis causes, make up a social passport for the family, conduct psychological rehabilitation classes for different age children - survivors of violence, or being in social deprivation, to prevent family disadaptation, etc. At the training sessions, students develop existing skills or acquire them - this helps them, on the one hand, to overcome the professional deformation manifestations, and on the other hand - to conduct similar trainings with participants in the class in the subsequent independent work. It can be children and adolescents of different ages, members of their families and friend groups, teachers, etc.

After the course completion, students are given the right to conduct several classes or to become trainees in an away-meeting integration program (for example, in a health recreation camp), during these classes students keep a diary of pedagogical observations, identifying their achievements and realizing the difficulties that arise. After such a reflection students receive individual recommendations for correcting problem areas in their professional development. **Figure 1** summarizes the course outline - its structure and the main content components.

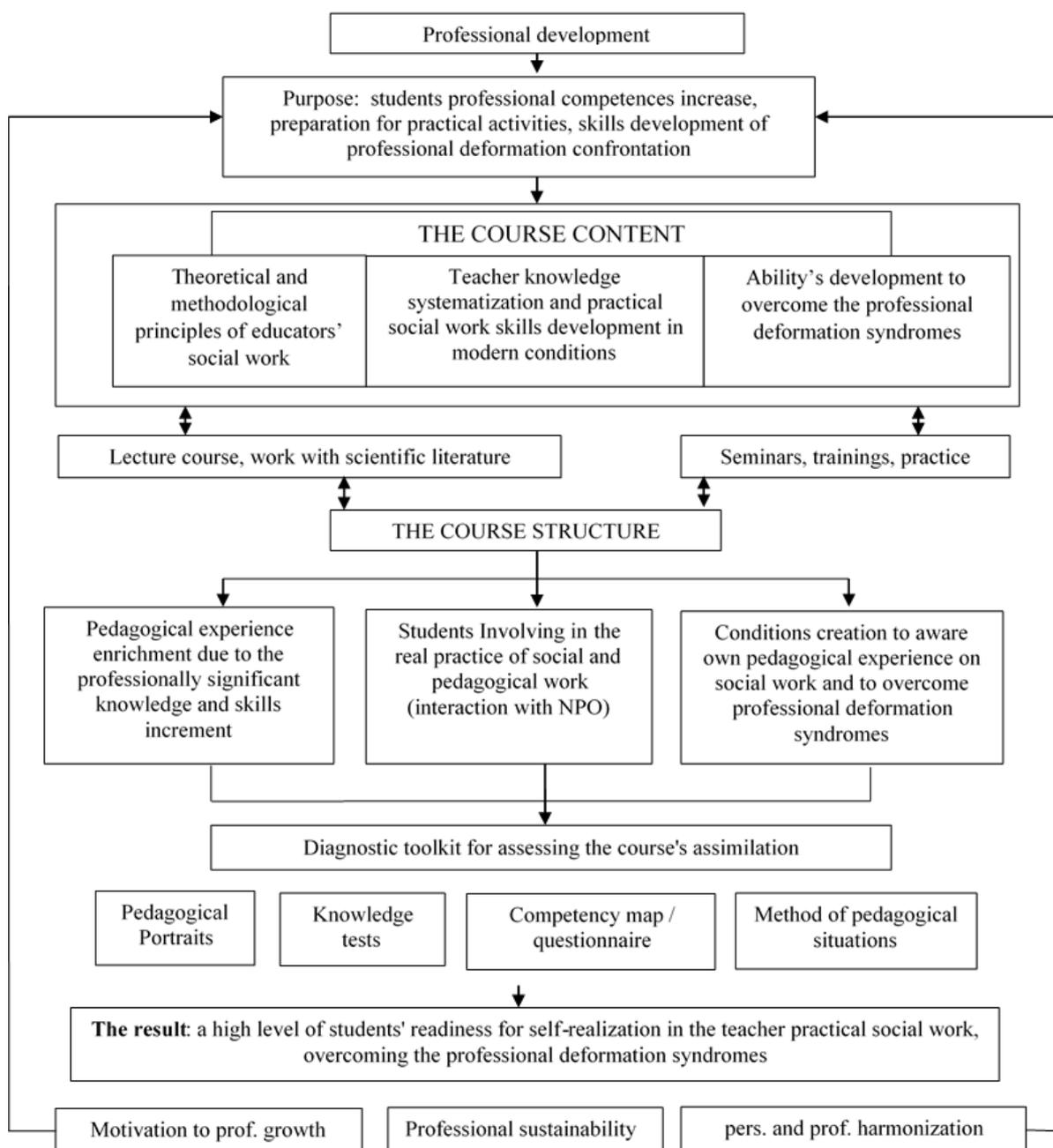


Figure 1. Structure and content of the special course "The social educator activities in modern conditions"

The fund of evaluation means for this special course is not only tests that allow you to study the students' knowledge level, but also control tests, certain tasks - including those based on the principles of project technologies - of research and creative nature. For example: "Compare the views on the educator's social work in the modern conditions of the informational multicultural society that have developed in the professional, scientific environment and in the public consciousness.

Explain the reasons why these representations may be different. Make the speech abstract at the parents' meeting / scientific conference / at a meeting with the residents of the district where the orphanage is located, which will clearly and convincingly explain the goals and objectives of the educator's social work to the community."

Preparing for classes on the special course each section, students independently master (writing abstracts, making presentations, drawing up their ideas in essays and abstracts) a number of classic and relevant scientific works on this topic. At the course end, students carry out course work based on their own practice analysis and the comparison of the results obtained with one or another scientific position, research, existing theory, etc.

Pedagogical Conditions for Special Course Effective Implementation in University Educational Process

Effective implementation of the special course "The social educator's activities in modern conditions" is provided by the following conditions organization:

- the special course inclusion in the logic of psychological and pedagogical disciplines teaching and the presence of content's and activities' thought-out links that are conducted within the framework of students training in these disciplines, with content and activities within the framework of the special course;
- accurate observance of studies' certain stages, including diagnostic, prognostic, technological, reflexive stages;
- a set of modern teaching forms and methods, technology and evaluation tools, used in the classroom that activate the process mastering by students of knowledge and skills in the teacher's social work and the development of students' desire for self-realization in social and pedagogical activity based on deep interiorization of its educational and optimizing mission. In particular, it can be business games that problematize discussions in small groups, creative tasks, methods of pedagogical situations imitation;
- creation a developing dialogue space in the classroom: reliance on the principles of success pedagogy in the classroom [26], techniques and technologies of pedagogical support, facilitating the dialogue barriers removal, fear of public speaking, the ability to build relationships with a different age group of adolescents, etc.;
- systemic building of materials course's assimilation goal setting. At the very beginning all students who have become the special course's students receive methodical materials, including requirements for mastering the course, which describe the requirements for the knowledge level (the main stages and trends in the teachers' social work formation; concepts, categories, principles and regularities, forms and levels, methods of teachers' social work, the main theoretical paradigms in the theory of teachers social work, etc.); requirements for the skills and abilities development level (readiness to apply theoretical knowledge in order to improve the quality and effectiveness of the teacher's professional work, to promote the social relations improvement in families, etc.); requirements for the students professional growth (assessment of independence, logicity, creative approach to the task fulfillment, the student communicative skills assessment, assessment of the ability to think creatively and defend their views, information competence assessment - the ability to navigate in a set of urgent problems of the teacher social work in modern society, etc.);
- public-private partnerships' opportunities using in special course's implementation practice - primarily interaction with charitable foundations and non-profit socially-oriented organizations.

Results of Introducing a Special Course

The evaluation of the special course development influence on changes in the level of professional competency level of students - future teachers in the social work field was carried out in several directions:

- first, the dynamics of students' motivation for active independent professional participation in various types of teacher social work was studied - participation in a volunteer detachment working in an orphanage; carrying out rehabilitation sessions with children who found themselves in a difficult life situation, etc.;
- secondly, it was estimated how much the students' value attitude toward the chosen specialty is changing;
- thirdly, it was studied how the special course's assimilation affects the overall students academic performance;
- fourthly, an experts group, including charitable foundation employees, within the educational project of which the students pedagogical practice - the special course's students, educational organizations teachers, where the practice was held, students- colleagues on work in away meeting programs for orphans and children who found themselves in a difficult life situation, assessed the activities and students' socially oriented projects, manifestations of their independence and creative activity in these projects.

All this allowed creating fairly objective and complete profiles of compliance with the competences map.

An example of such a profile is given below in [Table 1](#).

Table 1. Profile of compliance with the competencies' map in the course of the special course's materials mastering (rating system of points)

Student: X (The Childhood Institute, MPSU, 2 year)

Competencies indicators / type of competence included in the competencies map	Initial slice (general survey)	2 cut		Completed slice: theory / practice	Work in the draft fund
		Theoretical training	Teaching practice		
Valuable attitude towards the chosen specialty of the teacher					
Demonstrates knowledge in the field of social work (UC)	46	32	58	52/85	85
Takes into account the current trends and characteristics of the teacher social work (GC) (PC)	23	14	28	44/36	70
Clearly expresses faith in the possibility of helping every child who needs support in a difficult life situation (CC) (PC) (SC)	12	20	25	36/58	72
Expresses understanding of constant professional growth's importance (PC)	20	18	32	46/58	68
Builds independent strategies for effective social work with children of different ages, with members of their families, etc. (PC) (UC)	5	8	12	24/40	44
TOTAL	106	92	155	202/277	339
Professionally important competences *					
<i>Note: In this case, the indicators for the last slice were not considered - work in the draft fund</i>					
Demonstrates knowledge of the subject and procedures for implementing a special course (UC)	8	16	40	60/82	x
Puts forward adequate goals for of knowledge and skills realization obtained in a special course (PC) (PC)	6	12	36	28/ 48	x
Increases colleagues and students motivation in the classroom, optimizes communication (CC) (SC)	10	14	38	24/58	x
Independently develops plans for classes and projects (PC) (UC)	4	14	20	24/32	x
Uses a variety of information resources in preparation for classes (PC) (UC)	20	34	34	48/56	x
Takes into account the ensemble nature of pedagogical activity and social partnership (SC) (UC) (CC) (PC)	6	20	40	46/80	x
Actively participates in research and socially oriented projects (PC) (CC) (SC)	20	24	40	40/86	x
Gives clear explanations to the proposed strategies of teacher social work (PC) (SC)	2	10	12	22/28	x
Demonstrates the ability to ask questions, lead a discussion (CC) (PC)	6	18	24	30/56	x
Selects and uses adequate methods of teacher social work (PC) (SC)	2	12	16	24/46	x
Involves other learners in the process of classes and in the projects' / assignments' preparation, is able to organize joint planning leading to a learning significant experience (CC) (PC)	10	20	26	36/60	x
Involves other students in the individual goals setting, project planning, promotes the development of a creative work atmosphere (PC) (CC) (CC)	6	10	24	24/80	x
TOTAL	100	204	350	406/712	x

Table 1 (continued). Profile of compliance with the competencies' map in the course of the special course's materials mastering (rating system of points)

Student: X (The Childhood Institute, MPSU, 2 year)

Competencies indicators / type of competence included in the competencies map	Initial slice (general survey)	2 cut		Completed slice: theory / practice	Work in the draft fund
		Theoretical training	Teaching practice		
Professional resilience and ability to overcome the professional deformation syndromes					
Demonstrates on the lessons naturalness, adaptability, flexibility and ingenuity (UC) (SC)	4	12	24	20/38	44
Demonstrates an understanding of participants' social and psychological characteristics in communication (CC)	6	22	24	40/56	58
Demonstrates interest and enthusiasm by participating in training on the professional deformation's syndromes overcoming (CC) (PC)	10	12	34	36/48	50
Demonstrates emotional empathy towards colleagues and students (CC) (SC)	2	10	16	22/30	42
Supports a warm atmosphere of constructive and joyful communication (CC) (SC)	20	20	36	44/70	76
Demonstrates responsibility, enthusiasm and initiative in mastering knowledge and skills in overcoming dangerous manifestations of emotional burnout, etc. (UC) (PC)	20	28	34	46/60	70
Demonstrates ingenuity, warmth, self-confidence (CC) (SP)	4	18	20	28/40	50
Strives for harmonization of strong-will and emotional spheres, owns the skills of self-regulation (CC) (SC)	2	10	12	20/34	36
TOTAL	48	132	200	256/376	426
Readiness for permanent professional growth and self-education in the field of educator's social work *					
<i>Note: in this case, the initial stage was not considered</i>					
Demonstrates oral and / or written realizing of pedagogical practice: continues to conduct a pedagogical diary (PC) (UC)	x	28	40	50/86	86
Actively participates in activities for the exchange of pedagogical experience and professional development in the field of social work (SC)	x	20	36	44/86	88
Demonstrates an individual holistic vision of self-education goals (UC)	x	12	12	24/30	38
Puts forward new goals of self-education and professional growth (PC)					
Participates in the educational projects of the charitable foundation - including the away-meeting integration programs (SC) (PC)	x				
Susceptibility to proposals for improving performance (PC) (CC)	x	12	12	20/34	36
Develops the skills of introspection and adjustment of the pedagogical style (PC)	x	4	10	20/20	22
Demonstrates sustained personal and professional growth (PC)	x	14	18	24/44	44
TOTAL	x	90	116	182/300	314
GENERALLY	254	772	821	1046/1284	1079

Based on the analysis of such profile's data and interviews, interviews with the students, with their group mates and other methods of diagnosing the competence level in social work, pedagogical portraits of student professional growth were then compiled. They are descriptions of the dynamics of student changes. So, in the profile presented above, it is clear that the student development is primarily practically directed to competency increase in the educators' social work.

The indicators comparisons in the profiles and the profiles themselves make it possible to disclose clearly - in which particular areas of training in the special course there was the greatest increase in competencies, what the student has mastered deeper - theoretical knowledge or practical skills, etc. Totally 64 pedagogical portraits were compiled in the study.

The analysis of the compiled portraits made it possible to identify the following groups among the students who had been taking part in the special course for 3 years (2014-2017):

- students who actively demonstrated the desire to increase competence in social work, self-education, participation in practical classes, volunteer socially oriented work (13 students - 20.3%);
- students with problems in knowledge and skills implementation in practical work, while they had a good knowledge of theoretical knowledge in the field of educator social work (26 students - 40.6%);
- students who showed passivity in class, were not confident in themselves, were not ready for independent manifestations in practice, were quite indifferent, had low level of empathy, but at the same time were glad to be able to participate in collective projects and accomplish tasks in the group, thus finding colleagues and friends in the special course (8 students - 12, 5%);
- students who showed leadership qualities but were not ready to develop the professional sustainability qualities, they constantly needed to be in success situations, demonstrate their achievements, while they were talented enough in practical work, but could not take part in volunteer activities - it depended on mood, these students had problems with the development of self-regulation skills (6 students - 9, 3%);
- students who showed leadership qualities but were not ready to develop the professional sustainability qualities, they constantly needed to be in success situations, demonstrate their achievements, while they were talented enough in practical work, but could not take part in volunteer activities - it depended on mood, these students had problems with the development of self-regulation skills (6 students - 9, 3%);
- students who were well motivated to increase competencies in the field of social work, but had difficulties with mastering skills in overcoming the professional deformation syndromes. At the same time, students were interesting in the educational projects of the fund, but were not ready to do this on an ongoing basis, i.e. needed constant support for the professional sustainability's development (21 students - 22, 6%).

It is important to note that in the surveys all students (100%) pointed on the expansion of the communication circle. More than 60% of respondents noted that the main goal of participating in a special course was the development of knowledge and skills that enabled professional self-actualization in various forms of pedagogical work - not only in school, kindergarten, but also in extra-curricular activities, additional education, and work of non-profit public organizations. From the study results, it is also visible that a sufficiently large number of second-year students were not yet very well adapted professionally, which means that it is necessary to improve the conditions for their successful adaptation in the profession. For this purpose, it is possible to use the practice, organized in the framework of NPOs educational projects, to work in volunteer teams, to participate as teachers in camps, etc.

Psychological testing to the study of various personality traits dynamics has shown that the greatest positive dynamics is marked by the internality qualities, which is related to the independence degree, the individuals' independence and activity in achieving their goals, with the development of personal responsibility for occurring events, the ability to plan their actions, predict performance. This personality quality was manifested at the final stage among 65.6% of students who took part in the special course.

Pedagogical observation showed that in practical professional activities 45.3% of students at the end of the course learned to show leadership qualities, initiative, organizational skills, and communication skills.

It should be emphasized that it is the communicative skills that are the core ones of the teacher's social work and are closely correlated with the organizational skills. Analysis of the students practice showed that 65.6% of students by the end of the special course mastering significantly increased the communication skills level. And the more developed one was the ability to establish contacts with adolescents in different age groups, and the greatest difficulties remained in the field of individual speeches with reports and participation in problematic discussions.

Among the unsolved problems of the special course implementation were the following: more than 40% of students continued to experience difficulties in stimulating the interest, initiative and creative manifestations of adolescents in class and in extra-curricular activities. This indicates that it is necessary to include topics on the social work methods development and conducting classes in the special course, and to strengthen the development of this knowledge and skills.

In general, it can be concluded that the introduction of the special course "The social educator's activity in modern conditions" has a significant positive impact on increasing the pedagogical universities students' competence in the process of preparing for social work.

DISCUSSIONS

The scientific literature study on the modern teachers training conducted in the study showed that competencies' improving issues in the field of social work are currently being considered primarily in connection with its theoretical aspects [1-6, 21]. Meanwhile, the significant potential of educational organizations and non-profit socially-oriented organizations interaction in this process hasn't been considered in sufficient detail and widely in Russian scientific works. The higher education problem zone in the social pedagogy field remains the students' practice organization and their involvement in conscious ongoing volunteer activities. In addition, the study of the higher pedagogical education current state confirms the need to introduce the training component in the educational process that is classes where students would have the opportunity to increase their competence in the field of overcoming and preventing the professional deformation syndromes.

The identified problems solving can be carried out due to the inclusion of special courses in the educational process, which are more deeply and informally present those or other sections of educators social work. Such special courses implementation should take into account their practical-oriented component - therefore, the lecture component should be reasonably reduced and, conversely, the training component and practice carried out should be strengthened, where students are more active in exercising independence. The pedagogical conditions for the special course's effective implementation have been singled out in the study i.e. strengthening its influence on the students' professional competencies development. Among them: the special course's inclusion in the logic of teaching psychological and pedagogical disciplines, observance of classes' certain stages; a combination of modern forms and methods teaching, technology and evaluation tools that activate the process of students' knowledge and skills mastering in the educator's social work; a developing interactive space creation in class; systemic alignment of the course materials' goal-setting; charitable foundations' interaction possibilities use with non-profit socially-oriented organizations in the practice of a special course implementing.

The structure of the special course includes several components: 1. Pedagogical experience enrichment due to professionally significant knowledge's and skills' accumulation. 2. Involving students in the real practice of social and pedagogical work (interaction with NPOs). 3. Conditions creation for their own pedagogical experience awareness on social work and on professional deformation syndromes' overcoming. A diagnostic toolkit is also developed within the course: a competences map and the students' development profiles, a pedagogical portrait of the students' professional growth in the social work field.

These methods use makes it possible to define more clearly the essence of the changes dynamics that occur in competences mastering in the social work field by students.

CONCLUSION

It is established that in the implementing process of a special course "The social educator's activity in modern conditions" in the pedagogical university's educational process among students:

- basic knowledge on methodology of modern educator's social work is expanded;
- theoretical ideas about the most urgent problems in the development of the teacher's social work are formed;
- students are taught to systematize and generalize knowledge about the basic theories of social work affecting the practice and choice of practical activity strategy;
- students are more deeply involved in the most acute current social problems and master the ways to solve them with effective means, methods and techniques of social work;
- are able to highlight the specifics of social work as a professional activity in connection with its interrelation and interaction with the theory of social work; reveal the most important problems of interaction and coordination of social work theory and practice.

The special course introduction contributes to the students' readiness development to apply theoretical knowledge in practice.

The paper materials can be useful for pedagogical universities teachers, non-profit socially-oriented organizations employees implementing educational projects, as well as for students seeking to increase their professional competence in the social work field.

In the study process, new questions and problems appeared that need their solution.

It is necessary to continue research on the special course's new sections development - especially with regard to introducing to students new effective methods and technologies for conducting classes with adolescents of all ages, including teenagers in difficult life situations, orphans and teenagers without parental care, adolescents, experiencing social deprivation. An important problem is the students' increased social responsibility, their willingness to participate in volunteer activities.

ACKNOWLEDGEMENTS

The paper was carried out within the framework of the project of the State Institution "Institute of Art Education and Cultural Studies of the Russian Academy of Education", "Content and Mechanisms for Modernizing Art Education" No. 27.7394.2017 / 8.9 (head: L.L. Alekseeva, doctor of pedagogical sciences, associate professor).

The authors are grateful to Irina Borisovna Przhilenskaya, the head of the Department of Cultural Studies of the Institute for Social and Humanitarian Education of the Moscow Pedagogical State University, and to the Doctor of Sociology for her assistance in organizing the experimental study.

Curators of the students practice in the educational project of the Charitable Foundation "Lifestyle" were M. A. Lezhneva (deputy director of the foundation) and I. B. Shulgina (Methodist SBEU "School No. 1537 at Bratislava, Candidate of Pedagogical Sciences, Honored Teacher of the School of the Russian Federation).

REFERENCES

1. Bocharova, V. G. (1994). *Pedagogy of social work*. Moscow: Argus.
2. Gurov, N. (2006). *Social work of educational institutions with the family*. Moscow: Russian Pedagogical Society.
3. Zimnyaya, I. A. (1992). Social work as a professional activity. *Social work*, 2, 8-15.
4. Klimenko, N. Y. (2003). Social and pedagogical competence of social workers. *Pedagogics*, 2, 22-27.
5. Yarkina, T. F. (1996). *Man as an object of social pedagogy and social work: the theoretical and methodological aspect (in the context of world experience)*. Moscow: Center for Social Pedagogy of RAO.
6. Lazarev, M. A., Podvoysky, V. P., Stukalova, O. V. (2016). *Pedagogical maintenance of the liberal arts colleges students' social indifference overcoming: Socio-Cultural Approach*. Moscow: IAE; Daugavpils: DU.
7. Schervish, P. G. (2003). *Inclination, obligation, and association: What we know and what we need to learn about donor motivation*. Boston: Association for the Study of Higher Education.
8. Schroeder, D. A., Penner, L. A., Dovidio, J. F., & Piliavin, J. A. (1995). *The psychology of helping and altruism: Problems and puzzles*. New York: McGraw-Hill.
9. Gazman, M., & Walton, A. (2008). *Philanthropy, volunteerism, and fundraising in higher education*. Boston: Pearson.
10. Musick, M. A., & Wilson, J. (2007). *Volunteers: A social profile*. Bloomington: Indiana University Press.
11. Formulyuk, T. V. (1994) Syndrome of "emotional combustion" as an indicator of professional disadaptation of the teacher. *Questions of psychology*, 6, 57-64.
12. Kong Y., Kayumova, L. R., & Zakirova, V. G. (2017). Simulation Technologies in Preparing Teachers to Deal with Risks. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(8), 4753-4763.
13. Ke, Z., Borakova, N. U. & Valiullina, G. V. (2017). Peculiarities of Psychological Competence Formation of University Teachers in Inclusive Educational Environment. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(8), 4701-4713.
14. Prokhorov, A. O., Chernov, A. V. & Yusupov, M. G. (2017). Dynamics of Mental States' Representations in the Conditions of Experimental Influence. *Eurasian Journal of Analytical Chemistry*, 12(A Multidisciplinary Approach to science 5b), 579-590.
15. Gorbunova, N. V., & Sabirova, E. G. (2017). Pedagogical Design of Future Teachers' Personal and Professional Route. *Man In India*, 97(14), 217-226.
16. Gilmeeva, R. Kh. (2011). Formation of professionally significant personal qualities of the future specialist in the process of humanitarian training. *Professional education in Russia and abroad*, 1, 29-35.
17. Shushara, T. V., & Khuziakmetov, A. N. (2017). The Problem of Professional Orientation of Youth: Trends and Prospects. *Man In India*, 97(14), 197-205.
18. Asmakovets, E. S., & Mitina, L. M. (2001). *Emotional flexibility of the teacher: psychological content, diagnosis, correction*. Moscow: Moscow Psychological and Social Institute.
19. Kuzina, V. M. (1999). On the issue of professional deformation of the teacher's personality. *Journal of Applied Psychology*, 2, 67-81.
20. Masalimova, A. R., Levina, E. Y., Platonova, R. I., Yakubenko, K. Yu., Mamitova, N. V., Arzumanova, L. L., Grebennikov, V. V., & Marchuk, N. N. (2017). Cognitive Simulation as Integrated Innovative Technology in Teaching of Social and Humanitarian Disciplines. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(8), 4915-4928.
21. Orekhovskaya, N. A. (2011). Tolerance of the mass consciousness of the youth as a factor of the social and political stability of Russian society. *Bulletin of the Moscow State University of Culture and Arts*, 3, 145-150.
22. Gilmeeva, R. Kh. (2015). Formation of the spiritual and moral immunity of youth as a condition for the prevention of extremism in a safe educational environment. *Kazan Pedagogical Journal*, 6-3, 56-61.
23. Stukalova, O. V. (2011). Postmodernism as a factor of social practice of modern youth. *Humanitarian space*, 1, 180-193.

24. Mukhametzyanova L. Yu. (2016). Formation of the civil identity of Russian youth using the spiritual and moral potential of literature and art. *Kazan Pedagogical Journal*, 3, 48-52.
25. Kustova. V. V. (2006). Analysis of the manifestation of the psychological syndrome of emotional burnout in students - social educators. *Bulletin of the Buryat University, Psychology Series*, 3, 232 - 235.
26. Belkin, A. S. (2010). *The situation of success: how to create it*. Moscow: Enlightenment.

<http://www.eurasianjournals.com>