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Training of future social workers based on competence-based methodology

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Abstract. The article analyzes the process of preparing a future social worker for professional activity, taking into account the trends in the development of modern educational technologies in Kazakhstan and abroad. The purpose, main directions and ideas of scientific research are the analysis of the scientific results of experimental work carried out at the Karaganda University of Kazpotrebsoyuz on the formation of a future social worker. The article discusses innovative pedagogical technologies, approaches to teaching, knowledge acquisition and assessment based on competence-based methodology in the training of a future specialist. The main results and analysis, conclusions of the research work will allow to identify and substantiate the basic pedagogical conditions that ensure the successful formation of professional and pedagogical readiness of the personality of a social worker. This study makes a significant contribution to the field of education by: The contribution of this work to the relevant field of knowledge is the necessity to transition to a multilevel system of higher professional education with an emphasis on practice-orientation. While there is a need to strengthen the "practical orientation", it is important to ensure that the theoretical level of students' training is not weakened. The use of interactive teaching methods ensures the successful mastery of all elements of learning, including knowledge, understanding, skills and abilities. The competence approach to the learning process allows the student to become erudite, to have knowledge and experience.

Keywords: pedagogical skills, vocational and educational training, social work, components, criteria, indicators, model, structural elements.

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Introduction

To implement our TUNING research project, the members of the subject groups discussed effective methods of teaching, learning and evaluation. In particular, the subject groups discussed the optimal organization of teaching, learning and assessment processes to ensure that students achieve the expected learning outcomes. Biggs (2002) describes this aspect in terms of «harmonizing» teaching, learning and evaluation methods with the planned learning outcomes in specific programs. Experts were involved in the research at the university who discussed various subject areas, and also created a structured pan-European picture of subject areas, allowing the exchange of knowledge in the field of used or potential methods of work and as a result of this exchange to form a new understanding of this issue.

Material and method

To conduct research on the study of the program for the formation and development of professional and pedagogical training, a control and experimental group (48 people each) were created for this purpose, 3rd-year students in the educational program of the Karaganda University of Kazpotrebsoyuz were involved. Experimental and control groups consisted of students who graduated from secondary schools. They had no professional education and work experience, naturally they did not have professionally developed important qualities that are necessary for a future specialist.

Results and discussion

It should be emphasized that the results of scientific analysis are considered, reflecting the fact that the activities of future social workers are organically included in their educational content in the form of specific tasks, forms, methods, approaches, conditions, conditionality, results, and so on. Therefore, its future effectiveness depends on the quality of their professional and pedagogical training. The analysis of the scientific results of the experimental work carried out at the Karaganda University of Kazpotrebsoyuz on the formation of professional and pedagogical training of the personality of the future social worker is presented. The obtained results will allow to identify and substantiate the main pedagogical conditions that ensure the successful formation of professional and pedagogical readiness of the individual in the process of her training.

One of the problems faced by the participants of the TUNING research project when discussing approaches to teaching, learning and evaluation at the European level was the presence in each country and even in each educational institution of its own characteristics and features deeply inherent in the culture of a particular country or region. Everywhere there are their own rules of instruction on how to properly prepare students for professional activity. At the first stage of the process of systematization of approaches currently used or planned for use in various national education systems or individual universities, it became obvious that a certain set of methods was developed everywhere and a certain atmosphere of learning was created, each

such set has already been established, but is not entirely clear to the student. This is manifested in the use of the same name for different teaching methods (for example, "seminar", "lecture", "practical exercise") or, conversely, in the use of different names when referring to similar methods. Therefore, within the framework of the Tuning research project, the task of clarifying definitions and their practical understanding was formulated.

Universities use various technologies and forms of education. The forms of education, teaching and control should be specific to a particular subject. The indicative list of teaching methods includes not only lectures and seminars, but also:

– consultations;
– research seminars;
– practical exercise;
– session on finding solutions to problems;
– master classes;
– laboratory classes;
– placement for study;
– field work.
– group project work;
– inclusion in the study;
– modeling;
– interactive distance learning

The conducted scientific analysis shows that such lists of approaches to teaching are only approximate and, in fact, represent only categories of pedagogical activity, since the practical implementation of each approach varies not only from different teachers, but also in the practice of the same teacher, depending on the purpose of the lesson and the desired learning outcomes.

Based on this, in order to understand what teaching methods are used in the educational process, it is necessary to look at what educational tasks students perform within the framework of the training program or part of it. As with teaching methods, learning tasks with the same name are often very different. In addition to the obvious attendance (participation) of lectures and the analysis of books and journals, there are widely used study assignments, the list of which (inevitably only partial) allows us to get an idea of the diversity that can be achieved in terms of consistent teaching and learning methods:

– search for relevant materials in libraries and on the Internet;
– review of the necessary literature;
– generalization of the main and additional literature on the subject under study;
– setting tasks and solving problems formulated by the teacher;
– conducting scientific research (albeit small-scale, but with a gradually increasing level of complexity);
– training in technical or laboratory skills;
– training in professional skills (e.g. nursing, medicine, teaching);
– conducting the necessary scientific research, as well as writing essays, reports, theses of increasing complexity (in terms of the volume and complexity of the material);
– collaboration with other students on writing a report / developing a research project / solving problem;

– preparation and holding of various presentations, both in groups and individually;

– the use of constructive critical evaluation of the work and knowledge of other students, as well as the productive use of criticism expressed by other students in relation to the work and knowledge of the student;

– the student performs the functions of chairman or participant of meetings (seminars, for example);

– the student performs the functions of a leader or a full member of working groups;

– the work of a student with time restrictions for learning the skills of doing work at a set time;

– exchange of questions and information with other students using various communication methods;

– fostering a critical attitude to one's own work [1].

According to the study, the main direction of changing the learning model is the transition from teacher-oriented education to student-oriented education. The introduction of a tiered education system in higher education institutions includes

– shifting the focus from the process to the learning outcomes;

– identification of employers' significant competencies that should be formed as a result of training.

The analysis of the scientific research shows that the project settings, as noted above, learning outcomes are expected indicators of what the student should know, understand and be able to perform at the end of the learning process [1]. The term "learning outcomes" includes such a significant practice-oriented indicator as the ability to do something after graduation.

The proposed research project "Tuning" defines the term "competence" as a dynamic combination of knowledge, understanding, skills and abilities. The concept of competence is so significant that the new learning paradigm is often referred to as a competence-based approach. According to the new practice-oriented learning model, the development of competencies is the goal of educational programs.

In our opinion, the competence approach requires changes in teaching methods. Recall that teaching methods are understood as a set of techniques and approaches that reflect the form of interaction between students and teachers in the learning process.

The analysis of the conducted research shows that many authors distinguish three types of interaction between a teacher and students: passive, active and interactive:

– passive interaction. This type of interaction differs in that the teacher alone controls the course of the lesson. In this case, students play the role of passive students who follow the instructions of the teacher. The most common example of this type of interaction is a lecture. This method is optimal when it is necessary to transfer a larger volume of new educational material to the trainees under time constraints. In addition, this option allows you to transfer educational material simultaneously for a large group of students. For example, 100 students or more. A lecture is effective if students are motivated to study an academic discipline.

It should be noted that the lecture can differ significantly both in format and in functions. At one end of the spectrum is the monotonous reading of descriptions by the lecturer and the desperate attempts of students to write information in their notebooks (this approach to

lecturing is called "the tops of your heads", i.e. "occipital", because during the entire lecture you can only see the heads of the lecturer and the students bent over the notebooks). At the other end of this spectrum, students get acquainted with the content of the lecture before it starts on the Internet and, having come to the audience, participate in a more complete presentation of the topic presented on the Internet, this time provided with examples from the lecturer and, possibly, the students themselves. The scope and functions of lectures can also vary greatly. For example, a lecture dedicated to the introduction of a new topic can be an overview and help students quickly learn the key names in a particular area, the history of its development and a list of major problems. But not all lectures have such a general content: a lecture can, for example, explain in detail to students a key but complex concept, drawing the attention of all students only to a small group of problems or even to one problem. And this is the case with all teaching methods: the name of the method is convenient in itself, but it does not reflect exactly what the teacher is doing;

– use of active interaction. This proposed interaction option involves a significant increase in student activity. In this case, they have more opportunities to express themselves, make judgments and determine aloud their attitude to the material being studied. The activities of students and teachers in this type of interaction are coordinated. Passive interaction is more authoritative, active interaction distinguishes democratic relations. We believe that in the real practice of using active and interactive teaching methods (hereinafter ITM), this type of interaction corresponds to a problem lecture and conversation;

– use of interactive interaction. This model is focused on the interaction of students not only with the teacher, but also with each other. According to this model, the activity of the trainees is higher than that of the teacher. The main function of the teacher in this type of interaction is coordination, i.e. he becomes the organizer of the process of mutual learning of students.

In our opinion, the above three types of interaction between a teacher and students should not be literally used in real practice, therefore, three groups of teaching methods should be chosen: passive, active and interactive. We proceed from the fact that most of the well-known teaching methods used in universities imply an interactive level of interaction between the teacher and students. This means that the entire set of methods, including active learning methods and ITM, should be called "interactive learning methods".

The analysis of scientific research allows us to substantiate the stated position, here is a list of the most popular active teaching methods: discussion, brainstorming, training, role-playing, business game, organizational and activity game, analysis of specific situations and situational tasks. It should be noted that in each of these methods of active learning, students interact with each other.

According to the analysis of scientific research, it seems that from the point of view of the practical application of teaching methods, it is more expedient to distinguish two groups of teaching methods: traditional and interactive. It is important that the process of borrowing is conscious and critical, i.e. we must choose methods that are useful and effective from the point of view of learning goals.

We show an analysis of two teaching methods that are repeatedly mentioned in the materials of the TUNING project: case-study and simulation.

The first method - case stages - is especially popular in the international practice of business education. Some researchers believe that this should be considered the most effective way to teach students to solve typical problems. The essence of the method is to analyze practical situations and make decisions on them. Without a doubt, both of these methods are very close in essence and content.

The second method, often mentioned in the setup materials, is modeling. The purpose of modeling is to acquire appropriate skills and competencies based on the model. The modeling method is essentially close to a business game. The essence of the business game is to simulate real processes.

As we have already said, in practice there are difficulties with defining ITM as a single group of methods. For a more accurate choice of interactive teaching methods in the group as a whole, it is necessary to identify the features that outline its boundaries. At the same time, these signs can be understood as the principles of interactive learning.

These principles include:

– activity;

– mutual learning;

– subject-subject communication;

– problematic;

– collectivity.

Using the activity. Among these five principles, special attention should be paid to activity. Here is what M. Forverg, a specialist from Germany, wrote about this sign in the 80s of the 20th century: "When learning, a person learns dynamic processes better, and especially if he personally participates in them" [2]. Recall that this scientist has developed such a type of training as socio-psychological training. When developing this method, M. Forverg relied on the ideas of the famous Soviet psychologist D. N. Uznadze. Let's name just one of D. N.'s ideas. Uznadze: "The activity that arises in the learning process has not only the value of a means, but also its own independent value." The essence of learning is not any particular skill or knowledge, but the development of the forces involved in the learning process. "Let's pay attention to one more idea, speaking about the value of a student's activity. This is an idea from the field of experimental psychology: "A person learns 10% of what he hears, 50% of what he sees, 70% of what he says, and 90% of what he does" [3].

Using mutual learning. With interactive teaching methods, each student is considered as a carrier of knowledge and experience. An important task of the teacher is to create conditions under which the process of mutual learning will be optimal.

The use of subject-subject communication. ITM presupposes equality of participants in the learning process, mutual activity of the parties, acceptance of each other and willingness to cooperate. According to the famous American psychologist K. Rogers, the main goal of training is "to create a psychological climate corresponding to meaningful learning and guided by the students themselves" [4].

Exploiting Issues. Here we can agree with the point of view of the Russian scientist A.M. Smolkin, issues [5] that the fundamental principle of activating educational and cognitive activity should be considered. He points out that the basis of active teaching methods are tasks

or questions that create a problematic situation for the student. The problematic situation forces the student to form new knowledge with the help of the teacher and other participants of the training.

Using collectivity. Since the end of the XIX century, numerous studies have shown a positive "effect of the presence of others" or "effect of social assistance" [6]. It should be remembered that many Soviet scientists and teachers made a great contribution to the development of the principle of collectivity in teaching. Please note that the "effect of the presence of others" acts depending on individual psychological characteristics. This means that interactive methods are not the best learning option for some students. For such students, an individual form of study is more suitable. According to our estimates, there are from 5 to 10 percent of such trainees.

It should be emphasized that each specific method of interactive learning assumes a certain optimal number of students. For example, for a training - twelve people, in a discussion it is determined by its specific type; in a business game, the number of students sets the scenario.

The analysis of scientific papers shows that the transition to level training in higher education institutions is characterized by a wider use of the ITT educational process. Therefore, one of the requirements for the implementation of the basic educational programs of the bachelor's degree is currently formulated: "at least 30% of classroom training should be conducted in interactive forms." This requirement has been expanded for master's degree programs: "at least 50% of classroom classes must be conducted in interactive forms." The analysis can be classified depending on the scientific papers used. Such a change in the structure of the methods used at the university is fully justified and is due to the fact that ITM is optimal for solving the tasks of forming students' professional competencies. They allow you to successfully develop all the elements of a student's preparation: knowledge, understanding, skills and abilities. It is well known that this is especially effective in terms of developing skills and abilities.

According to the results of the analysis of scientific papers, attention should be paid to all four elements that are included in the definition of competence, then they can be divided into two groups: practice-oriented and theoretical. Nevertheless, the analysis of scientific papers shows that we treat practice-oriented elements as skills and abilities. Knowledge and understanding, in turn, will constitute a theoretical set of competence elements.

We share all the conventionality and abstractness of such a division. However, this classification indicates that from the point of view of practice-oriented attention, more time should be devoted to the formation of skills and abilities of a graduate of a higher educational institution. It's no secret that employers are primarily interested in the skills and abilities of a future professional. Nevertheless, the introduction of the competence paradigm should not weaken the theoretical (knowledge) training of students. The expansion of the use of ITM in the educational process does not mean a loss of interest in traditional teaching methods. Moreover, in many cases, when forming such an element of competencies as knowledge, such a teaching method as a lecture is simply irreplaceable. Without sufficient knowledge, he simply will not be able to work successfully.

Conclusion

Based on the above, the following conclusions can be drawn:

– it is necessary to switch to a tiered system of higher professional education with an emphasis on practice orientation;

– it is necessary to strengthen the "practical orientation", but this should not weaken the theoretical level of students' training;

– competency-based approach allows you to move from teacher-centered education to student-centered;

– the use of interactive teaching methods to allow the successful development of all elements of training: knowledge, understanding, skills and abilities;

– one should actively use the successful experience in the development and application of ITM, available in Russian universities;

Over the past decade, European universities have gained experience in implementing practice-oriented learning. Its useful samples should be comprehended, borrowed and used [7, 8, 9, 10].

Contribution of the authors

This section indicates each author's contribution to the work. A contribution to the work is an intellectual investment without which a part of the work or the work as a whole could not have been completed or the article written. The authors of the paper contributed to the work based on the following criteria:

Minzhanov N.A. prepared materials for writing the sections devoted to the results of the research and their discussion. **Minzhanova G.N.** prepared materials for writing the introduction and discussion of the results. **Okashev R.D.** prepared materials for writing the introduction, as well as materials and methodology of application. **Kossybaev Zh.Z.** prepared materials for writing the conclusions of the study. **Isina S.S.** assisted in the selection of materials and their editing.

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Құзыреттілік әдіснамасы негізінде болашақ әлеуметтік қызметкерлерді даярлау

Аңдатпа. Мақалада Қазақстанда және шетелде заманауи білім беру технологияларының даму тенденцияларын ескере отырып, болашақ әлеуметтік қызметкерді кәсіби қызметке дайындау процесіне талдау жасалды. Ғылыми зерттеудің мақсаты, негізгі бағыттары мен идеялары - болашақ әлеуметтік қызметкерді қалыптастыру бойынша Қазтұтынуодағы Қарағанды университетінде жүргізілген эксперименттік жұмыстың ғылыми нәтижелерін талдау. Мақалада болашақ маманды даярлаудағы құзыреттілік әдіснамасына негізделген инновациялық педагогикалық технологиялар, оқыту, білімді игеру және бағалау тәсілдері қарастырылады. Зерттеу жұмысының негізгі нәтижелері мен талдаулары, қорытындылары әлеуметтік қызметкер тұлғасының кәсіби-педагогикалық дайындығын табысты қалыптастыруды қамтамасыз ететін негізгі педагогикалық жағдайларды анықтауға және негіздеуге мүмкіндік береді. Осы салым тиісті білім саласына жұмыс істеу тәжірибелік-бағдарлауға баса назар аудара отырып, жоғары кәсіптік білім берудің көп деңгейлі жүйесіне көшу қажеттілігінен тұрады; бірақ теориялық деңгейді әлсіретпей, практикалық бағдарлауды күшейту; оқытудың интерактивті әдістерін қолдану оқытудың барлық элементтерін: білім, түсінік, дағдылар мен дағдыларды сәтті игеруді қамтамасыз етеді; оқу процесіне құзыреттілік көзқарасы бар студентке болашақ қызметінде білімі мен тәжірибесінің орнығуына мүмкіндік береді.

Түйін сөздер: педагогикалық шеберлік, кәсіби педагогикалық дайындық, компоненттер, көрсеткіштер, модель, құрылымдық элементтер.

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Подготовка будущих социальных работников на основе компетентностной методологии

Аннотация. В статье проведен анализ процесса подготовки будущего социального работника к профессиональной деятельности, учитывая тенденции развития современных образовательных технологий в Казахстане и за рубежом, с использованием педагогических условий в практико-ориентированном обучении. Цель, основные направления и идеи научного исследования - это анализ научных результатов экспериментальной работы, проведенной в Карагандинском университете Казпотребсоюза по формированию профессионально-педагогической подготовки личности будущего социального работника. В статье рассматриваются инновационные педагогические технологии в подготовке будущего специалиста. Подходы к преподаванию, усвоению знаний и оценке, основанные на компетентностной методологии, раскрываются как

инструмент, с помощью которого может быть реализована новая образовательная парадигма. Основные результаты и анализ, выводы исследовательской работы позволят выявить и обосновать основные педагогические условия, обеспечивающие успешное формирование профессионально-педагогической готовности личности социального работника в процессе ее обучения. Вклад данной

работы в соответствующую область знаний заключается в необходимости перехода к многоуровневой системе высшего профессионального образования с акцентом на практико-ориентацию; необходимо усилить "практическую направленность", но это не должно ослаблять теоретический уровень подготовки студентов; использование интерактивных методов обучения обеспечивает успешное освоение всех элементов обучения: знаний, понимания, навыков и умений; компетентностный подход к процессу обучения позволяет студенту быть эрудированным, обладать знаниями и опытом в будущей деятельности.

Ключевые слова: педагогические умения, профессионально-педагогическая подготовка, компоненты, критерии, показатели, модель, структурные элементы.

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