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**Vocational Training of Experts of Social Sphere
in the Conditions of Modernization of Higher Education
in Ukraine through Globalization**

**Berufsausbildung von Sozialfachleuten unter
den Bedingungen des Globalisierten Ausbildungsbereiches
in der Ukraine**

**Odborné vzdelávanie znalcov sociálnej sféry
v podmienkach modernizácie vysokoškolského
vzdelávania na Ukrajine prostredníctvom globalizácie**

Antonina Lendiel-Siarkevych

Abstract

Research is devoted to the comprehensive analysis of innovation in Ukraine in the context of globalization of society and the conceptualization of the major innovation trends in education. It is shown that education as an important social institution, is also experiencing globalization effect and creates an open information space, which naturally reflects the globalization of information space, which is a prerequisite for entry the education in a global status. Formulated a conceptual framework for these activities. Developed the theoretical basis of the integration of information space of Education of Ukraine into the European educational space, and identified concrete ways to take them into account in reforming education and building a knowledge society. Generalized European experience educational and informational policies and analyzes the main trends of its impact on the OSCE member countries, and personality. The practical significance of the results determined by the effectiveness of the proposed approach in thinking about education policy, its structural elements, the directions of its influence on the development of a knowledge society, knowledge-economy of the individual.

Keywords: Globalization. Educational innovations. Educational standards. Education system. Society. Social policy.

Contemporary developing of Ukraine is proceeding in forming of threats as ecological and demographic situation, reduction of production, increasing of poverty, illness and criminality, change of moral standards of society and corruption. Social work in society is a presentation of essence of social politics of the country, which embraces different aspects of life. This

set the educational process on the human values, open the creative potential of the future socialist teachers, predetermines transform the system of developing the future socialist teacher according to international educational standards and creates necessity of improving the work of the pedagogical educational establishments about developing the training the future socialists teachers to the work with children with special needs [3].

Importance of this problem is conditioned not only by increasing the amount of children, which have physical psychological defects but short standards of material security of families with these children, their social and moral exposure.

The goal of article is reasoning of social problem in training the future social teachers to the work with children with special needs; argue the impossible ways of modernization such training.

Education is one of the important social system, which the functional role was changed within century. Before the Age of Enlightenment the main goal of education was development of social elite, but the mass education was only to religious background. In the Age of Enlightenment educational system was changed to an instrument of improving of qualification and development of civil loyalty. However, the content of education was classical and the knowledge was mostly theoretical. The methodology was unchangeable, the main principles were based by J. A. Komensky.

Philosophical and pedagogical researches which are directed on the whole search of development of the educational system are actually important. It is a result not only of actuality of demand of the development of educational system, but with necessity of training and upbringing of youth in informational civilization, growth of creative component of system of education.

The term "social work" determines human relation of people. It comes from the bible age as charity, and system of human service. Nevertheless in previous century this work was defined as profession that needs special training. Social work differs from philanthropy, charity, patronage not only by helping people in everyday solving problems, but to development of ability overcoming difficulties, skills of self-work. The world experience shows the effectiveness of help which was given not by one self, but professional service, which are helped by state and public. Subsequently on the West there was an opinion about the help to people which are in trouble (old, solitary, out of work, poor disabled people), it was an indicator of good culture and civilization of society.

Development of social work started at the beginning of industrial society because of XIX century characterized with growth of cities, intensification of exploitation, social differentiation, growth of crime, unemployment, lack of spirituality. Gradually due to social reformates and progressive public in Great Britain, Netherlands, the USA, Switzerland, Japan and other developed countries a ramified system of theoretical knowledge and the law, ethic, didactics bases of social work was formed. In this progress it

based on biology, medicine, statistic, sociology, pedagogy, anthropology, psychology, economics, law and other sciences, on self experience, informatization achievements, new technologies. This gives an opportunity to resolve the main problem: studying, diagnose and treatment of social problems.

For example, the structure of training the social teachers in Great Britain is designated by Central Council for Education and Training in Social Work) which was founded in 1983. This Council creates the national educational standards, licenses the departments of social work, define the competence of candidates of social work. This competence consists of demonstration of knowledge, skills and appreciation of values of social work. Usually in traditional educational establishments the two years programs are suggested to students. We want to point out, that Ukraine does not have such organizations, but it is considerable to create it in system of high education.

In contradiction to Ukrainian system of training the future social teachers the main goal in social training in Britain is not only theoretical education, but practical skills of social work. Much attention is on the forming professional ethic and self development of students.

In Ukraine social work is keep on developing. The Ukrainian model of social work should base on historical experience, to be scientifically and economically argued, law proved, be in high methodological level, also be creative, to be based on the best foreign experience, to consider with the perspectives of Ukrainian society [1].

Considering with specific of multinational society in our country, different problems, that are a result of geopolitical situation in solving social problems it is considerable to solve the of ethic, national problems, that can support to the forming of social environment; it gives an opportunity to emphasize on such principles as ethical determinism of social influence, which provides a base on actions which can be comprehended by representatives of other nationalities and are equal to the traditions and habits of this society, be considerable with national and psychological specifics that was founded in influence of national consciousness and social activity, which provides considering with moral and consciousness of representatives of other ethnic society. The next principle is principle of work in specific of national mentality and national ideal, which demands a complex of social activity according with national traditions; principle of individual approach to the representatives of every nation, which considering not only national specific of person, but also individual characteristics which are peculiar to every person and groups.

Contemporary social teacher – is firstly a professional in social engineer and technologies sphere. As a social and teacher he should be a professional in law, moral, psychological issues, he must be able to qualified and good help. For realization of main functions of social work he must a) be competent, knowledge in psychology, pedagogy, physiology, economy, statistics b) to be

and personal development. One way to overcome this is to give the student opportunity to mistake, attitude to the mistake as to cognition and initiate the search of ways of solving this problem by students. Given a mark of the knowledge as analyze and self-analyze of the results of studying hasn't get the development multifunctional: using the mark as a instrument for knowledge and upbringing of students motivate-emotional sphere, forming the skills of professional reflex, necessity in self development. Orientation not on the mark, but on the skills of searching the information, analyzing, transforming, draw conclusions gives the nature character of intellectual-creative searching and is the main criteria of quality professional training. Innovative behavior of the future social teacher – is a complex of personal appearance, which shows eternal parts of "I" (outlook, personal features), which are directed on change the components of the contemporary training of the future social teacher.

In world practice the change of "cultural utility" to "cultural worth" is observed. In concept of personal oriented conception a child with birth of acquired defects regardless of able and profitable for society is surveyed as the object of social help, care and need to found conditions for maximal self actualization, realization the all present opportunities of integration to society. Integration of children with special needs in public society – it is the most goal of disabled children's rehabilitation, which have many specific problems and the main problem – is the personal children development.

Within the forming readiness of the student to work with children with special needs should consider such aspects:

1. Social teacher's sensitivity to personal psychology-pedagogy experience. It is necessary to know the ways and variants of conditions, factors, local and serious situations about other (psychological) positions. Versatile approach to the social-pedagogical experience, qualified analyze and selective attitude to the old methods in combination with new psychological knowledge provide productive synthesis of psychology-pedagogical knowledge and the new level of professional competence.
2. Reflection is defined in using analyze of psychology-pedagogical activity and its results, which comprehends appreciation of professional level, prognoses of professional progress, organization of cognition and self diagnose, keeping the back contact (with children, colleges, administration)
3. Forming the oriented-searching position of the teacher according to aspects of "another" (adopted) social-pedagogy experience. Forming of such position provides special approach to appreciation of opportunities of realization the ways of pedagogical cooperation, defines the conditions of their use.

4. Forming the integrated approach to analyzing the problem social-pedagogical situations. The specific of such situations in educational process deals with a great amount of participants with their functions, ways of cooperation and interests. So, the attempts of solving the problem situation based only on the local features can be failed.
5. Forming the skills of solving the tasks with colleges. This provides an opportunity of comparison their opinions with colleges, parents, searching the effective solutions not only by defending self think, but common generation.

Consequently, realization of these aspects provides a system in training the future social teachers to the work with children with special need in period of education in high educational establishments and on the stage of after diploma training and in the process of medical therapy of the professional-pedagogical skill. It is considerable to select the following perspective approaches of cooperative development between social work and social pedagogy in Ukraine:

- Creation the organization with deals with training the students to social-pedagogical activity, which the main goal is the creation the national standards, license, of the departments and institutes of social work;
- Intensification of the forming the professional sensitivity and personal development;
- Creation of the cooperation with social services in the process of training the future social teachers to the work with children with special need.

So, readiness the future social teachers to the work with children with special need consider the presence of motivation-emotional attitude to the profession, skills in methodology of reaching the social-pedagogical goals, facility to be creative and sensitive. We want to point out that social-pedagogical activity is a way of optimization of the process of socialization the children with special need and performs the function of social culture adaptation, prevention, exclusion, social cultural rehabilitation and play the main role in the work with such families. The base of social-pedagogical activity is the phenomenon of help, which obtains in: educational, intermediary, psychological help than should be based on the eternal resources of the family.

The following researchers we consider in scientific and methodological providing of educational process in educational pedagogical establishments; marketing researches of educational services and work for prediction of the ways of social-pedagogy activity of the future specialists.

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