

METHODOLOGICAL APPROACHES OF SOCIAL PEDAGOGUES TRAINING IN THE HIGHER EDUCATIONAL SYSTEM OF UKRAINE

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The article reveals new methodological approaches (synergistic , axiological and acmeological) of future social pedagogues training in higher educational establishments that are updated in the light of professional training of future specialists at the beginning of XXI century.

Social pedagogue , methodological approaches , training .

The issue of the research. Today 's system of higher education faced an urgent need for comprehension the status and problems of professional training in all aspects of life , including social and pedagogical . Higher education includes not only the training of students , but also the social, intellectual and cultural development. It provides a significant positive impact on society because the specialists' qualifications and skills depend on professional features realizing by them. So it should be primarily used certain methodological approaches in professional training.

Analysis of recent research and publications. The analysis of scientific sources confirms significant interest of scientists to methodological bases of future social pedagogues training (O. Bezpalko , R. Vaynola , A. Paw , A. Mezhyrytskyy, V. Polishchuk , S. Falynska etc.).

The purpose of the article is to outline the new methodological approaches (synergistic , axiological and acmeological) that are updated in the light of professional training of future specialists at the beginning of XXI century.

The main material of research. First we note that the methodology of pedagogic science is a doctrine about principles, methods , forms and processes of learning and pedagogical transformation of reality. The methodology of science gives the characteristic of components of the study: the object and subject of analysis, research tasks , research methods and means that are needed to solve them , and form the steps, the sequence of movement during the problem solving

of the research. The basis of the hierarchy of methodologies is underlying the concepts, scientific approaches aimed at overcoming certain shortcomings of traditional vocational training.

Synergetics (Greek . *Son* - "common " and *Ergos* - "action") is a theory of self-organization in systems of different nature. It deals with the phenomena and processes that result (in the system as a whole) in some properties that any of the parts from the system do not have. Synergetic approach demonstrates how and why chaos can be considered as a factor of constructive mechanism of evolution developing, and how the chaos itself can develop a new organization .

The concept of synergy in training and education develops fast in recent years. It is noted that in modern education is not necessary to deal with the chaos of knowledge, learning process, the individual, and one must learn to make it creative, using the idea of synergy that studies the processes of self- sustainability, collapse and revival of various structures of animate and inanimate matter. Therefore, the learning process should provide self-organizing , creative nature, because it is of non-linear nature [9, 11].

As A. Halus says, synergistic approach along with the system one should be the theoretical and operational basis of innovative processes in education distribution, increase their efficiency and social value [6], and synergistic principles of education in general should coincide with the principle of self-actualization of humanistic pedagogy as a synergistic approach to education and the person is understood as a holistic phenomenon, as a "return to oneself" [10].

The basic concepts of synergy are based on its key concepts and positions, such as integrity, open systems, non-linear character of development and it shows the stages of integration and disintegration, therefore an order and chaos, attractors as the conditions that define the purpose of systems, and ultimately the chaos which appears as a "deterministic" and regulating matter [11]. These concepts have tremendous value for social and pedagogical education which is experiencing a period of formation.

From the perspective of a synergistic approach an image model of the learning process can be described in the language of fields means. Teachers and students field means create a class field means, so it appears the possibility to develop in different "speedworlds" [9, p. 89].

Thus, there is need to develop a synergistic approach in education, which can be described as a heshtaltosvita . The last one is defined as the learning procedure , the method of communication of the student and the one who teaches the student, i.m. teacher. It's not shifting knowledge from one head to another , not a report and supply ready-truths, this is a nonlinear situation of open dialogue, the direct and feedback, educational adventure, a hit (as a result of solving the problem situations) in one "speedworld" . This is the situation of excitation of own strength and abilities of the learner , his initiation into one of his own development paths. Heshtaltosvita is a stimulating or exciting education, an opening up or cooperation with others [10].

Analysis of the above mentioned aspects of education in the dimension of the main concepts of synergy (integrity , transparency, non-linear development, attractors, chaos) detects a position , such as behavioral, affective and perceptive , thoughtful , spiritual, philosophical, personal openness of the students to the world; holistic (integrative) nature of training and education , the quantum nature of students development (alternating order and chaos as the stages of learning [10], which is dominant in future social pedagogues training .

The synergetic approach as well as the system one is using the concept of "open system ." It is through that openness educational systems obtain features of innovative structures as self-reflecting, able to create new models of the external world according to the inner world of the subjects of the system in terms of individual or collective action. An important feature of such systems is the ability to efficiently function under conflicting controversial information. For example, if the educational system of the teacher activity is open, it is constantly updated with new knowledge, reflexively reacts to changes and gets qualitatively different properties not occasionally, but constantly, continuously. Resolving the conflicts

between opposites of the synergy (harmony and chaos in every educational system) defines the progressive development of the system and any absolutisation one of the principles leads either to chaos , or to too much ordered system , in which personal creative potential cannot be updated [6 , p. 29-31].

Synergetics sets also a principle of dialogue interaction (interaction and its dialogicality). Dialogue provides the achieving of the consensus in resolving certain contradictions arising from the fact that there are in every controversy and its components some positive aspects. The common search of problem solution, attempts to bring together opposing positions, not pinpoint of differences are the basis of the principle of dialogue between cultures and the relative stability of [9].

Thus, synergistic approach can identify a number of conditions which make possible the self-organization of educational systems and their self-development, Those are: system openness, constant flow of information from society, collectively coherent behavior of the subjects of the educational process, the transition from unstable to stable state, nonlinearity, multi-variant development. This argues the necessity of its use in the preparation of future social pedagogues.

The unity of actions within pedagogical collectives is possible only when all the subjects of educational activities have common values and semantic orientation. Due to that, there appears a need to supplement the regulations of synergistic approach by the axiological, value- orientation approach. Theoretical and methodological basis of axiological problems in education are studied by many researchers (J. Bech , B. Hershunskyy , I. Zyazyun , W. Flint , A. Mishchenko , V. Slastonin , V. Strelnikov , N. Tkachev etc.), who consider axiological approach as the foundation of the spiritual culture of the future teacher.

Axiology (Greek “axia” - value, “logos” – word, learning) is defined as a philosophical discipline that deals with the study of values as sense-developing foundations of human existence, which set the direction and motivation of human life and activity, specific acts and actions [5, p. 26]. The central concept is the notion of values.

The basic nature of axiological approach is disclosed by the Ukrainian researcher M. Oksa. He believes that the implementation of axiological approach assumes the following requirements: 1) educational ideology should be based on a cosmopolitan positive sense, not criticism and negative effects of the world; 2) the pedagogical process should make a holistic combination of learning and education that is based on the same approaches and are characterized by a single development strategy; 3) the system of pedagogical impacts on the personality of the child should be implemented not only by using the ideas of global significance, the restructuring of the world, but through the teachers involvement in the inner world of each individual, revealing by him the desire to understand and help the child to navigate the current reality; 4) during the formation of students value orientations one should fully use the power of the team as the main leader of social values and group norms for people who are in it [12, p. 26-27].

Axiological approach is revealed through the set of axiological principles, which include [1]: the equality of all philosophical views within a single system of humanistic values system, equivalence of creativity and tradition, recognizing the need to capture and use the achievements of the past and the possibility of discovery in the present and the future, existential equality of all people, sociocultural pragmatism instead of debate on values background, dialogue instead of indifference or cross denial.

Scientist V. Kryzhko believes [7, p. 162] that the axiological approach is a bridge between theory and practice. On the one hand, it allows us to study the various events and phenomena in terms of inherent them opportunities to meet the urgent needs of people; on the other hand, to solve the task of humanization of society and education in particular.

A similar opinion has E. Shyyanov. He notes that the axiological approach is inherent to humanistic pedagogy as it considers man as the highest value of society. This is the reason why axiology (that is more common in relation to the humanistic perspective) can be considered as the basis of a new philosophy of education and in accordance with the methodology of modern pedagogy [14].

Therefore, it is necessary to combine not only professional and general culture of the future specialist of socio-educational sphere, but also to talk about his involvement in educational humanities programs that shape individual and personal attitude to the world.

Today the issue of youth humane education gained relevance in the modern Ukrainian society. There is a number of public documents to solve this problem, which states that the basic principles of social policy are: respect for human values, human rights and the people of Ukraine, the direct involvement of young people in social and cultural life, the responsibility of the state to provide a self-development of every individual . In the context of these regulations there is problem of higher education orientation is not just to give our future social workers profound knowledge , but also to emphasize the values and philosophical aspects of the professional culture of young specialist .

This requires from the students the humanity sense development , as in the future they will work with people who need support and assistance. Social protection is in constant contact with spirituality , and humanity is one of the main means of the people whose professional activity is connected with the most vulnerable sections of the population . So, one of the main priorities of higher education is to bring the individual humanistic orientation with the inclusion of socio-cultural and of psycho- pedagogical knowledge into the training as a part of the humanities and education.

For future social workers as professionals of the humanitarian sphere it's important to exist in humanistic environment that is spiritually rich atmosphere. It makes the outlook, way of thinking and behavior of his subjects, includes the realm of the individual 's value and creates the need for involvement of national and universal spiritual values. Humanistic environment is characterized by the following structural features: a) the level of enlightenment, culture, social stability and its institutions (family , school, institution of higher education , etc.), b) the heterogeneity of their values and cultural space where the ideals (that are on teamwork standards oriented) are replaced with values of a civilized culture based

on creative individualism and individual freedom of choice and liberty of choice. Humanistic environment in the institution of higher education can be seen as professional, educational and cultural space created by a particular educational system and focused on the formation and development of spiritual and moral values of the individual [6 , p. 34].

Now humanization of educational content is reached with a maximum use of individual-developing features of subjects, and not just humanitarian. Organizing the content of education it is necessary to achieve the optimum ratio of the humanities and natural sciences, but also to fill the other courses with knowledge (their role is crucial in developing humanitarian relations between people, human interaction with nature).

Thus, the essence of axiological approach in future social pedagogues training is in the orientation of the educational process on the formation of students' personal and professional values, bringing them closer to the activities of socially active person.

The need of usage of acmeological approach in the educational process of future social workers training is strong because the society expects they are sociable, creative, independently thinking individuals who strive for success and know how to solve various social and educational problems of clients creatively.

Acmeology derives from the ancient Greek «akme», which is derived from the word " akhis " (tip) and means " peak , summit , the highest degree of something, flower , flowering time ", being acme means "to be in full prime, at the highest stage of development "[2 , p. 40-41]. Acmeology is the science that has emerged at the intersection of the natural social , humanitarian and technical disciplines. It examines the phenomenology , rules and mechanisms of human development at the stage of adulthood, especially when reaching his/her highest level of the development. Acmeology changes the emphasis in the field of professional training, organizing and management of the educational process in educational institutions.

The essence of acmeological approach is to implement a comprehensive research and restoration of the subject's integrity, which is on a degree of maturity, when it's personal and subjective-activity characteristics are studied in a unity, in all interactions and mediation in order to support the achievement of its highest levels to which one can come. Using the acmeological approach it commonly dominates the issue of creative abilities and personal qualities development that contribute to the realization of individual qualities of each person.

Educational acmeology is a new research area. It's subject is a teacher and his professional development, his tops achievement in the professional activity, the ways and means of improvement as a professional. [4]. The subject of educational acmeology is a self-development of subjects in educational process (teachers and those who learn, means of educational activities).

As A. Halus says, when considering features of acmeology (as both basic and applied science) in interdisciplinary level , it is easy to notice a general and special subjects in the study of acmeology and psychology, industrial psychology , social psychology, pedagogy. [6 , p. 36]. Developing the concept of educational system, the educational process, productivity of the leaders , teachers , students, akmeology reveal the rules associated with the preparation of teachers (N. Kuzmin) , engineers (K. Stepanov), academics (N. Kuzmin, A. Derkach , E. Orban), administrators and managers (Y. Chernoff , I. Grigoriev , A. Anisimov). Scientists prove convincingly the importance of competence and value systems of teachers and specialists.

Acmeology as a branch of scientific knowledge studies the processes of self-regulation in the spiritual, physical, occupational spheres of a person at different stages of his life: the choice of profession (from entrance to the higher educational establishent to graduation); during independent work activity (from an independent professional activity to the highest achievements or peaks in his own biography as well as in comparison with the achievements of others); the time of realization of his own activities in connection with the change into new activities , up to the finish (being out of creativity).

The age of man should be viewed as a function of biological and historical time. A person in general and its timing characteristics is the penetration of biological and social . Naturally, these age-related characteristic changes are both of ontogenetic and biographical origin[3]. Intellectual pedagogue's ability will directly depend on the age , work and education. In fact , mature man in the process of his creative potential self-realization develops it by producing own integrative schemes of different types: synthesis of knowledge obtained from various sources; bringing them into the system to apply in practice, in the process of solving theoretical and practical problems; the implementation of feedback [4].

Basing on acmeological approach proposed it was developed a group of qualities that characterize personal and professional development of a specialist, professional identity, which achieve tops in the professional activity: an openness to the new; integrative thinking in the formulation of optimal activity model; the ability of objective self-assessment of professional behavior; high motivation of professional achievements.

In addition, acmeological factors subserve professional development. N. Kuzmina believes they can be subjective (individual preresources of success measurement in professional activity: motivation , focus, interest , competence, craft , etc.), and subjective-objective (related to a professional environment organization and interactions, quality control, professional managers [8]). Acmeological studies have shown that the most important acmeological factors also are: a desire for self-realization , high personal and professional standards, a high level of perception and thinking, professional prestige , and all subjective things that promote professionalism.

Research results. Synergistic properties disclosed, axiological and acmeological approaches in future social pedagogues training give us an opportunity to realize the optimization mechanisms of individual-oriented and professional development of future specialists in social and educational spheres. Integration becomes an important methodological category, trend and the principle of the modern theory and practice of education. However, the synthesis

of methodological approaches should ensure their compatibility, consistency and ensure a vocational training of future social workers .

Further research prospects. Next scientific works will demonstrate how the methodological approaches described are combined in a system of future social pedagogues training.

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