DETERMINATION OF ROLE TRAINING TECHNOLOGIES IN SYSTEM OF PREPARATION OF FUTURE SOCIAL TEACHERS

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Annotation. In the article actuality of the use of training is considered during the educational-educator process of future social teachers. Outlined психолого-педагогічний aspect at application of training as forms of the specially organized studies. A concept "training" is reasonable on the basis of working of different sources of reference book and a concept "training" is described from the pedagogical point of view and condition of wide application in the modern departmental teaching at preparation of specialists - future social teachers. Outlined general principles of the socialpedagogical training at an educational-educator process, namely, principle of direct presence; principle of sincerity and openness; principle "I; activity. Advantages of тренінгових forms of studies are reasonable during professional preparation of future social teachers. In the articles outlined basic tasks of teacher are at the use of training in-process with students - future social teachers.

In terms of humanization and democratization of social life strengthens the role of psychological culture specialist with higher education. This makes the task of forming the students - future teachers of social communication skills, ability to communicate with children and young people on the basis of mutual understanding and mutual respect, willingness to constructively resolve conflicts that arise in social and educational interaction [5].

Given this educational process requires constant changes and innovations that would ensure efficiency sotsializuyuchyh processes and weakening the influence of unfavorable factors of personality in society. To solve this problem by

introducing creative educational process . The validity of this assumption is based on many factors , including experts emphasize the need for the introduction of innovative technologies in social work students. One such technology is an interactive training that is focused on the dynamic changes in the environment and is based on interactive methods [2]. The scientists highlighted the important aspects of the use of training in professional activities in the works of Bevz , A. Hlavnyk , A. Sitnikov . In the works Borysyuk S. , L. Peters , M. Whistler , T. Yatsenko, outlined the possibility of using social- pedagogical training.

The aim of the paper is to study the feasibility and prospects of training sessions, the preparation of social workers for their professional activities.

It should be noted that training - a form of specially organized training for self-identity, in which the following tasks:

- Mastery of social and pedagogical knowledge;

- Developing the ability to self-discovery, and others;

- Improving perceptions of their own importance;

- The development of various abilities and skills.

Today there are many the term "training", which allows extended this method to treat and label the term set of different forms, techniques, methods and tools used in the socio-educational and socio-psychological practice.

As sources of reference, the term " training " is interpreted as "a form of interactive learning , which aims to develop competence interpersonal professional behavior in communication " [1]. In Encyclopedia of social pedagogy states that the term " training " is often identified with the term " active social learning ", " group of intensive dialogue" and interpreted by scholars in different ways - as "a group of techniques that aim to develop skills for learning and mastering any how complex activity "," means of influence, which aims to develop the knowledge , attitudes , skills and experience in the field of interpersonal communication, as well as a tool for competence in communication, a means of psychological influence " social- pedagogical training - a form of social and educational activities aimed at acquiring competence through life enriching knowledge as well as of

practical , emotional and personal experience through using interactive learning tools [4].

From an educational point of view during training refers to a system of interrelated and interdependent means pedagogical impact on students in order to make them relevant skills to a certain type of activity and behavior in the performance of their duties. In addition, it (the system) is a practical means (methods) and identify the potential of the individual. Given that the main objective of the training - to teach specific skills, it becomes part of the learning process, professional adaptation. The training enables participants to practically apply this knowledge , turning them into skills. Therefore , training forms of work are increasingly used in modern systems of education in preparing professionals.

In preparation for future social workers to the profession by means of training technologies to consider the general principles of training:

1. The principle of the direct presence - adjusts the participants that the object of their analysis is the processes in the group at the moment, feelings and thoughts that occur during this time. Separately due to situations that may occur in the future.

2. The principle of honesty and openness - provides the narrative and analysis of what is really bothering and interesting personality.

3. The principle of "I" - the focus of participants should focus on the process of self-knowledge, self-examination and reflection. Assessment of any member of the group is only through their own feelings and experiences. All statements must begin with the use of the phrases "I feel ..." " I think ..." " I think ... " and so on .

4. The principle activity - it is necessary to include the entire group to work, which is based on substantial motivation, aims to participate in the teaching and learning activities. This activity is reflected in the fact that students are aware of the learning objectives, plan and organize their activities, they are able to control them are interested in professional knowledge, ask questions and be able to solve them.

Training forms of education have the following advantages: active group,

the combination of information and emotional attitude, enhance motivation, the ability of groups to the collective thinking and decision making, practical test and reinforce your knowledge. [3] S. Makshanov distinguishes the following benefits of training as group work with young people:

1. Group experience to stop the alienation helps solving interpersonal problems.

2. Group reflects the society in miniature, making visible the hidden factors such as pressure partners essentially a group modeled system of relationships and interactions characteristic of real life. It gives children the opportunity to see and analyze patterns of communication and behavior of other teenagers and themselves, are not apparent in everyday situations .

3. The possibility of obtaining feedback from children with similar problems , in real life , not all people have the chance to get a true , bezotsinochnu Feedback that allows us to see ourselves in the eyes of others.

4. In the group of teens can identify with others, "play" the role of another person to better understand it and ourselves and to explore new effective behaviors . Used by someone else , resulting in this emotional connection , empathy , empathy contribute to personal growth and development of self-awareness.

5. Group facilitates the processes of self-disclosure, self-exploration and self-discovery , and these processes can not be complete without the participation of other people opening up to others and opening up to allow yourself to understand yourself and boost self-confidence [6 , p. 45-46].

The training shall consist of three interconnected blocks.

The first unit dedicated teacher awareness of some of his personal characteristics and optimizing the relationship to itself, to its personality. Since our training is addressed to future social workers , the first part involves the awareness of the students personal qualities that are needed in their future work inherent in social pedagogy. This block should contain exercises that require students to focus on their personality, their experiences, feelings, behavior and so familiar . It is

necessary to conduct ongoing reflection verbalize their thoughts and experiences.

Second , power is directed to the realization of future social workers themselves in the system of pedagogical communication with colleagues , students, parents and others. This unit is aimed at the future and involves working skills of non-verbal and verbal communication skills to establish working relationships with humane future social workers , and implement student-centered approach to them and so on. It uses a large number of business and role-playing games , which are analyzed and presented a variety of non-standard pedagogical situations that may arise in the future professional activity.

The third unit focuses on the realization of future social workers themselves are already teaching activities and the establishment of their positive attitude towards the system. Like the previous block , it has a clear focus on the future professional activity. In this phase focuses on the development of the creative potential of future social workers . To do this, trainees are assigned the task of creating their own games, situations exercise on the development of teaching skills , and so on . , By staging plays without words , ballet, musicals, operettas on a pre-named subject, presenting some events from the history of pedagogy and more.

The main task of the teacher to work with students - future social workers are:

- Encouraging teens to exercise relationships, attitudes behaviors and emotional responses to their discussion, analysis, and parsing the proposed order;

- The creation of a group of conditions for full disclosure to the students their concerns and emotions in an atmosphere of mutual acceptance, security, support and protection;

- Development and support group specific norms, display flexibility in the choice of legislative or non-legislative techniques influence.

Means of influence used by the teacher can be divided into two types: verbal and nonverbal.

Therefore, we will define training as a system of interrelated and interdependent interactions teachers and students with the goal of self-development

and self-improvement and development and formation of future social workers specific skills. It should be noted that the educational training roll changing distribution stakeholder and subject learning, growing interaction between them , the information serves no purpose , as a means of mastering the activities and operations of the professional activity, the use of technical means and dialogue between teacher and student of . Therefore it is important to note that training reproducing (simulating) the professional activities and is part of the learning process, an effective form of professional development and professional growth.

Conclusions. Analysis of different approaches and principles for the organization of training as a means to prepare future social workers gives reason to believe the following : training of its specific characteristics , teaching methods are an effective form of self- learning in higher education, which develops the students - future social workers new ways of thinking , the ability to detect and structure the problem , collect and analyze information, prepare , if necessary, alternative solutions and choose the best option from a number of alternatives in the process of individual work and in collaboration with others; training form work seamlessly combined with modern innovative technology training provides opportunities to acquire new knowledge and establish appropriate competence.

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