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RFC: ATI120618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

<http://www.dilemascontemporaneoseduccionpoliticayvalores.com/>

Año: VII Número: 2 Artículo no.:76 Período: 1ro de enero al 30 de abril del 2020.

TÍTULO: Enfoques científicos para la fundamentalización de la formación profesional de futuros especialistas del trabajo social.

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RESUMEN: El artículo describe la fundamentalización de la educación profesional superior como un fenómeno multidimensional que es totalmente capaz de proporcionar las condiciones más óptimas para la formación de las competencias básicas especiales y profesionales del estudiante, que satisfagan los requisitos del desarrollo moderno de la sociedad de manera adecuada y real. tiempo y espacio. Los enfoques científicos para la fundamentalización de la formación profesional de futuros especialistas del trabajo social se fundamentan en el proceso de su formación en la institución de educación superior: axiológica, compleja e integradora. Se reveló la influencia de ciertos enfoques científicos en la formación de conocimientos, habilidades, habilidades estandarizadas, cualidades personales y profesionalmente importantes de los estudiantes, futuros trabajadores sociales.

PALABRAS CLAVES: formación profesional, futuros especialistas en trabajo social, fundamentalización de la educación, enfoques innovadores.

TITLE: Scientific approaches to fundamentalization of professional training of future specialists of social work

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ABSTRACT: The article describes the fundamentalisation of higher professional education as a multidimensional phenomenon that is fully capable to provide the most optimal conditions for the formation of the basic special and professional competences of the student, which meet the requirements of modern development of society adequately and in real time and space. The scientific approaches to the fundamentalization of the professional training of future specialists of social work are substantiated in the process of their training at higher education institution: axiological, complex and integrational. The influence of certain scientific approaches on the formation of knowledge, abilities, standardized skills, personal and professionally important qualities of students, which are the components of future professional activity of social workers, was revealed.

KEY WORDS: professional training, future specialists of social work, fundamentalization of education, innovative approaches.

INTRODUCTION.

Nowadays, it is not easy for the student in case of traditional education and under the conditions of rapid changes in social life to master the latest scientific achievements of mankind. Teachers of higher education establishments have to acquire new information in time and, consequently, transform it into the content of the relevant academic discipline, as well as develop its qualitative teaching and methodological support for further comprehensible understanding it by students. Despite the intensive and operational work of teachers, the content of educational disciplines quickly becomes obsolete, which also leads to the imminent lag of professional training of specialists from the needs of modern society (Bardus, 2016). The solution of this complex problem is the fundamentalization of education, which promotes the training of future social workers on their own and quick adaptation to constantly-changing social circumstances on the basis of creative universalization of general methodological knowledge, abilities, norms and skills.

Fundamentalization is considered by us as a significant enhancement of the quality of professional education by supplementing and expanding the content of academic disciplines on the basis of the implementation of many methodological approaches (Rebukha, 2017). Such transformations are achieved by different relations between the paradigm and the general-cultural components of education at all levels and characterized by a priority focus on the formation of scientific, analytical, systemic thinking in students.

Fundamentalization implies a continuous updating of the content of education and methodological vision of the educational process in accordance with the scientific achievements of mankind. Its purpose in the context of our study is to shift the emphasis from theoretical to the practice-oriented training of the future social worker. It directs students to study the fundamental laws of nature and

society for the most complete orientation on professional knowledge, holistic knowledge and systematic vision of the scientific and applied world picture (Semerikov, 2009).

The professional training of future social workers involves the profound acquiring of a combination of holistic and continuous knowledge. The teacher enriches the educational material through the interpenetration of the philosophical, general-cultural, pedagogical, psychological, special and professional achievements of mankind for their mastery by the students. A substantiated fundamentalization of the study of educational disciplines that determine the professional orientation of future specialists in the socio-humanitarian sphere is ensured under such conditions.

With the purpose of fundamentalization of the professional training of future social workers, we identified important scientific approaches such as: axiological (the formation of professional practice-oriented values of students during training), complex (universalization of knowledge, skills and abilities) and integrational (integration of theoretical and practical training). Formation of professional practice-oriented values as a personal transfer of the main standardized activity-professional norms into an individual style by a specialist is carried out with the help of an independent choice of means and methods of their own activities, motives, valuable orientations, etc.

Universalization is considered as the basis for the formation of basic knowledge, skills and abilities, which involves the isolation of structural units of scientific knowledge, which are characterized by a high level of independent analysis, generalization and argumentation of the surrounding reality. We define integration as a process of convergence and establishing the relationships between academic and applied, theoretical and practical components of training on the basis of research and innovation.

Scientific approaches to the fundamentalization of professional education are based on the unity of the ontological and epistemological aspects of educational activity. The ontological aspect is connected with the knowledge of the surrounding social reality and epistemological is connected with acquiring of practical skills of knowledge and, accordingly, the involvement of the totality of the latest data of the socio-humanitarian sciences in the educational process. Therefore, the fundamentalization of the professional training of social workers ensures the development of flexible and critical thinking in future specialists of social work, promotes the development of creative freedom, creates confidence in the possibilities to use and transform social experience and forms the aspiration for self-education throughout their lives.

The motivation of students to fundamentalize professional education is the basis of a practice-oriented study at a high institution. And the more future professionals are aware of the importance and desire to obtain generalized and universal knowledge and professional skills during the training, the more perfect their future professional activities will be.

So, the fundamentalization of education is the foundation that promotes the close interaction of the future social worker with the intellectual and practical environment for the effective professional social work. It is intellectual-practical environment that the personality of a specialist enriches not only his own inner world, but also thanks to the established educational "foundation" aimed at augmenting the potential of the future professional environment.

DEVELOPMENT.

Methodology.

The purpose of the article is to characterize the main directions of fundamentalization of the professional training of future specialists of social work and to test them in accordance with the scientific approaches of the fundamentalization of university education.

Tasks:

- 1) To clarify the essence of fundamentalization.
- 2) To characterize scientific approaches to the fundamentalization of the professional training of future specialists of social work.
- 3) To diagnose the level of students' motivation for fundamentalization.

Research methods.

We have selected and used a complex of complementary theoretical and empirical methods that reveal the subject of our scientific research for the complete fulfillment of the tasks of scientific research. Theoretical methods include: analysis and systematization of pedagogical, psychological and teaching-methodical literature. They allow to determine the state of theoretical and methodological substantiation of the problem of fundamentalization of the professional training of future social workers by scientists. Empirical research methods are: observation, survey, comparison, method of situational analysis, case-method, questioning and analysis of products of pedagogical experiment in order to implement innovative approaches to fundamentalization of professional training of future specialists. The results of the used methods allow to improve the educational process in the direction of practical orientation and methods of mathematical statistics, which provide statistical processing of the results of work and a qualitative interpretation of the data for the verification of the results of the study.

A number of tested and adapted techniques such as “Valuable orientations” (M. Rokich), “Methodology of Diagnosing of Professional Orientation of the Personality” (B. Bass) were used to diagnose the state of the formation of professional practices-oriented values of future social workers. A case-method, that involved the development of a program of actions for each student according to a situational task, was used in order to diagnose the level of universalization of knowledge, skills and abilities for the fundamentalization of the professional training of future social workers.

To diagnose the effectiveness of the integration of the theoretical and practical training of future social workers for the fundamentalization of education, we developed an appropriate test, containing three content blocks: a) a combination of theoretical and practical training of future specialists; b) the presence of common practically oriented scientific researches of teachers and students; c) the ability to apply knowledge from various branches of science in order to solve a specific professionally oriented problem.

The methods of mathematical statistics have allowed determining the reliability of the obtained results concerning the influence of innovative approaches on the fundamentalization of professional practice-oriented training of future social workers.

The participants of the experiment were students of the 3rd year studying in the specialty "Social Work", in particular: 38 students of Ternopil National Economic University; 15 students of Ternopil National Pedagogical University named after Volodymyr Hnatyuk; 19 students of Uzhgorod National University. Totally, 72 students were involved in the experiment.

Results and discussion.

The need for the fundamentalization of higher professional education is due to the rapidly growing volume of knowledge, the change in the requirements for the professional training of specialists, the idea of sustainable development of modern Ukrainian society. Fundamentalization as a leading trend in the functioning of higher professional education can provide the conditions for the training of future social workers with a high level of intellectual potential, scientific culture of thinking and creative practical-oriented activities in order to remain socially protected and competitive in the labor market throughout their lives. Fundamentalization of professional education creates all preconditions for personal development and growth of students in the process of learning. Future social workers can evaluate their educational, cognitive, research, and later professionally oriented activities with the help of internal reflection.

The high level of generalized, practical-oriented knowledge gained by students in the process of fundamentalization emphasizes their universality, because such knowledge enables people of all ages to be oriented and to be professionally flexible in any new environment (Goncharenko, 2006). Methodologically important knowledge forms the professional competence of the individual and positively affects on the development of professional thinking.

It should be noted that the fundamental principles of vocational education are influenced by such scientific approaches: epistemological, which is based on the use of forms and methods of scientific knowledge, comprehensive study, analysis, comparison, etc., of social processes by future social workers; systemic, a universal method of cognition, technology of research, a condition for the consistency and stability of scientific research, and therefore is aimed at reflecting the world-view level of the study of the fundamentalization of professional training of social work; the active approach uses the basic provisions of the activity in which the identity of a social worker becomes the subject of knowledge and transformation of objective reality; the praxeological approach concerns the activity of the educational-cognitive activity of the subjects of the educational process and optimization of the future professional activity of specialists of social work, the model of which they test in virtual-professional game situations of interactive learning; the acmeological approach examines phenomenology, patterns, mechanisms of personality development during the period of its highest professional maturity, that is, studies professionalism as the highest degree of personality development, etc. (Melnychuk, 2011).

The fundamentalization of the professional training of future social workers is based on the following scientific approaches: axiological, which involves the formation of professional practice-oriented values of students during study, complex as a universalization of knowledge, skills and abilities, and integrational, which aims to integrate theoretical and practical training (see Fig.1).

Taking into account the specifics of the practical activities of social workers, who deal with a

person, the relationships between a person and a team and social groups, one of the conditions of preparing students for professional activity is the integration of theoretical and practical training for the implementation of proper professional activities (Korneshchuk, 2018).

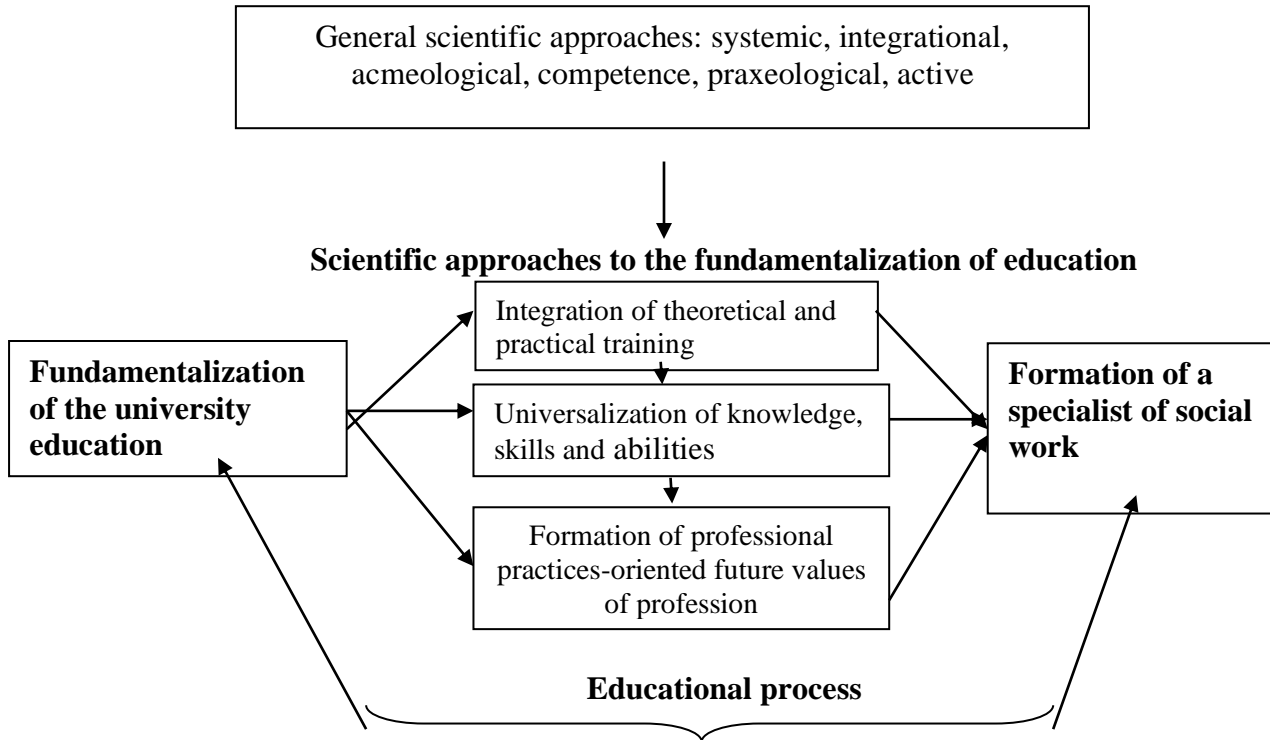


Fig. 1. Relationship between scientific approaches and the fundamentalization of the professional training of the future specialist of social work.

Special attention is paid to teaching students the best practices, to the workplace during the course of practice, to visiting classes within social services, to maximizing the use of practice-oriented tasks, to developing of applied and research projects, programs, etc., in order to fundamentally train the future social workers. At the same time, an important role is assigned to the problem-oriented approach, which involves studying professional cases, working out skills and abilities and integrating the student's theoretical knowledge into the practical activities of a future specialist.

The fundamentalization of the professional training of future social workers on the theoretical and methodological basis of the universalization of knowledge, skills and abilities is directed at forming a multidisciplinary, professional-oriented methods of activity in students, as well as professional and personal qualities, which determine the professionalism of a future specialist directly in the activities. Therefore, diagnosing of the universal professional knowledge, skills and abilities of future social workers is an essential condition for improving the fundamentalization of professional training.

Purposeful and professional development of the personality of a specialist in the process of fundamentalization of education is impossible without the determination of the practice-oriented values of the profession. Practice appears to the student as the space in which the social activity of the individual develops, subject-subjective interaction is carried out, a system of valuable orientations is formed. Formation of professional values ensures a conscientious attitude to future professional activities, prompts students to search, improves a conditional model of future work in a specialty, that serves as a benchmark for professional self-development, in their minds. We refer the values, associated with the realization of the objective need and significance of profession of a social worker for the society, to the main professional practice-oriented values that determine the formation of a specialist.

The substantiation of innovative scientific approaches to the fundamentalization of the professional training of future social workers allows us to make a conclusion about their relationships due to the integrity of the investigated phenomenon and the interdependence of its structural components.

Results of empirical research.

The results of the diagnosis according to the selected complex of complementary theoretical and empirical methods showed positive changes in future specialists of social work, who studied under the innovative approaches to the fundamentalization of professional training and participated in the

formative stage of the experimental study. Thus, the results of method of M. Rokich "Valuable Orientation", modified by us, which serves for identifying two classes of terminal and instrumental life values of personality, have shown that all students have universal values and values of social interaction at the first place. Percentage of it is: 76.42% (54.24% at the beginning of the experiment) for the experimental group (EG), 59.37% (51, 26% at the beginning of the experiment) for the control group (CG). This testifies that value system of the students of the third year of the specialty "Social work" is more formed than the goals, and is characterized by an active orientation of the personality.

The results of the adapted methodology "Methods of diagnosing of professional orientation of the personality" (B. Bass) in percentages showed that 32.36% of students in the EG are directed into themselves, that is, focused on personal rewards, show aggression in achieving status, are prone to competition and rivalry (48,52% at the beginning); 28.69% are aimed at dialogue and understanding in relations with other people, focused on joint activities and public approval (26.73% in the beginning); 38.95% are directed at the profession and business cooperation, which manifests itself in the interest in successful solution of business, professional-oriented problems, the optimal and best execution of the assigned case (24,75% in the beginning). Regarding the respondents of CG, the results were distributed as follows: the results of the study amounted to 49.71% (56.86% at the beginning) for the first indicator; 26.13% (22.54% on the entrance control) for the second indicator; 24.16% (20.60% on the entrance control) for the third indicator.

A comparative analysis of the results of the diagnosis of the status of the formation of professional practice-oriented values of future social workers in the EG and the CG before the start of the experimental study and after its conduction allowed to generalize that its formation was more effective in the EG than in the CG.

The results of the final control of the use of the case-method in order to diagnose the level of universalization of knowledge, skills and abilities for the fundamentalization of the professional training of future social workers showed that it is more difficult to solve situational problems for students of control groups. We found out the high indicators of analytical, professional-practical skills and abilities of using the theory, methods and principles of social work in students of EG (62.21%) compared with students of CG (37.79%). These indexes were 32.35% and 30.38%, respectively, in these groups at the incoming control.

The obtained results of the use of the method of situational exercises in the audience allowed to conclude that the case-method stimulates the active development of the students' knowledge in professional activities, is a form of their examination and internal personal norm-setting, develops the ability to separate essential and insignificant information, to think clearly and logically, perspective forms professional-oriented skills in the process of fundamentalization of education.

The results of the diagnosis of the effectiveness of the integration of theoretical and practical training of future social workers for the fundamentalization of education showed: the students of the EG were better able to cope with the combination of theoretical and practical training at the final stage of the study - 36.22% (20.12% at the beginning of the experiment), than students of CG - 21.14% (19.37% at the beginning of the experiment); 68.85% of students of the EC at the final control conduct joint practical-oriented scientific research with teachers of the department, which exceeds 26.37% of students of the CG.

The results of the ability to apply knowledge in various branches of science in solving a specific professionally-oriented problem were projected: 55.42% (23.79% at the beginning) in EG and 31.62% (at the beginning - 23.56%) in CG. Thus, the fundamentalization of professional training is directed not only at the professionalization, but also on the high level of motivation of students for fundamentalization and effective continuous self-education throughout their lives.

The statistical processing of the results of the diagnosis of students at the control and the identification stages of the experiment in four levels (high, sufficient, satisfactory, low) was performed in order to confirm the findings of each of the approaches to the fundamentalization of the professional training of future social workers.

So, according to the quantitative values of the high level the number of students increased from 10.23% to 14.88% in the CG and from 13.58% to 50.18% in the EG; the number of students of CG increased from 25.04% to 34.60%, while there was a decrease from 27.25% to 6.74% in the CG on the indicators of sufficient level; the number of students decrease in from 44.52% to 36.78% in the CG and from 44.25% to 42.62% in the EG on a satisfactory level; the number of students dropped from 12.71% to 7.07% in the CG and from 14.92% to 0.46% in the EG on the low level.

Reliability of the results of the study was checked by us with the help of mathematical statistics used in professional pedagogy, which is comparison of dispersions for input and final control in control and experimental groups to determine Fisher's criterion. The F-value table was used as the basis for comparing the numerical values of the empirical F-criterion and the theoretical F-criterion, which is given in the standard table (Kyverialg, 1980).

The results of the dispersion data for determining the empirical F-criterion for each component indicate their reliability. The comparative analysis of the empirical index of the F-criterion in the CG and EG with the specified limits $F_{krit} 1,7 - 1,3$ for each of the above-mentioned approaches showed that F_{emp-CG} with a numerical value from 0,9 to 1,1 goes beyond the specified limits, while F_{emp-EG} fluctuating from 1,3 to 1,4 confirms the reliability of the results.

Consequently, after the forming experiment, the students of the control and experimental groups differed significantly in terms of the level of fundamentalization of professional training, where an exclusively important role was assigned to innovative approaches to the fundamentalization of vocational education.

CONCLUSIONS.

The personalization of the professional training of future social workers is conditioned by the fundamentalization of its content, therefore, it is an objective process directed at introducing basic and practical-oriented knowledge, universal values and methods of effective professional activity, which are constantly accumulating with the development of humanity, in the contents of the educational disciplines.

Fundamentalization of the professional training of future professionals in social work stimulates the student's self-development process and gives preference to systematic knowledge, ability to normalize scientific and educational material, practical skills of effective knowledge realization, peculiarities of the scientific worldview, actualized thinking, high intelligence and valuable interpersonal relations between future specialists and their clients.

The fundamentalization of the professional training of future social workers is based on the following scientific approaches: the axiological, which involves the formation of professional practices-oriented values of students while studying; the complex, which is the universalization of knowledge, skills and abilities, and integrational, which is directed at integration of the theoretical and practical training.

Fundamentalization of professional education has confirmed the effectiveness of selected scientific approaches, as the number of future social workers with a high level of motivation and functional competence has increased from 12.36% to 27.62% in the experimental group, and from 10.23% to 14.88% in the control, while the number with a low level of professional training decreased from 14.92% to 0.46% in EG, and from 12.71% to 7.07% in the CG.

Diagnosis of value orientations of future social workers and the professional orientation of the individual allowed not only to verify the effectiveness of fundamentalization of the educational process, but confirmed its influence on the professional formation of a specialist.

According to the modified method of M. Rokich, the obtained results confirmed that 76.42% of students of the EG (54.24% at the beginning of the experiment), and 59.37% students of CG (51,26% at the beginning of the experiment) have formed valuable orientations and characteristic professional orientation.

According to the adapted method of B. Bass, quantitative indices showed that 32.36% of students in EG (48.52% at the beginning of the experiment), and 49.71% (56.86% at the beginning) in CG are referring to themselves. Consequently, the number of future social workers, who are prone to the reward, competition, rivalry, etc., has decreased, indicating a significant formation of professional practice-oriented values.

The introduction of scientific approaches to the fundamentalization of the professional training of future specialists of social work has significantly improved the professional-oriented level of students of the specialty "Social Work".

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RECIBIDO: 6 de diciembre del 2019.

APROBADO: 17 de diciembre del 2019.