



REVISTA INCLUSIONES

DESAFÍOS DE LA GESTIÓN EN EL CONTEXTO
DEL GOBIERNO - EMPRESA - EDUCACIÓN
UNIVERSIDAD DE SONORA - MÉXICO

Revista de Humanidades y Ciencias Sociales

Volumen 8 . Número Especial

Enero / Marzo

2021

ISSN 0719-4706

CUERPO DIRECTIVO

Director

Dr. Juan Guillermo Mansilla Sepúlveda
Universidad Católica de Temuco, Chile

Editor

Alex Véliz Burgos
Obu-Chile, Chile

Editor Científico

Dr. Luiz Alberto David Araujo
Pontificia Universidade Católica de Sao Paulo, Brasil

Editor Europa del Este

Dr. Alekzandar Ivanov Katrandhiev
Universidad Suroeste "Neofit Rilski", Bulgaria

Cuerpo Asistente

Traductora: Inglés

Lic. Pauline Corthorn Escudero
Editorial Cuadernos de Sofía, Chile

Portada

Lic. Graciela Pantigoso de Los Santos
Editorial Cuadernos de Sofía, Chile

COMITÉ EDITORIAL

Dra. Carolina Aroca Toloza
Universidad de Chile, Chile

Dr. Jaime Bassa Mercado
Universidad de Valparaíso, Chile

Dra. Heloísa Bellotto
Universidad de Sao Paulo, Brasil

Dra. Nidia Burgos
Universidad Nacional del Sur, Argentina

Mg. María Eugenia Campos
Universidad Nacional Autónoma de México, México

Dr. Francisco José Francisco Carrera
Universidad de Valladolid, España

Mg. Keri González
Universidad Autónoma de la Ciudad de México, México

Dr. Pablo Guadarrama González
Universidad Central de Las Villas, Cuba

Mg. Amelia Herrera Lavanchy
Universidad de La Serena, Chile

Mg. Cecilia Jofré Muñoz
Universidad San Sebastián, Chile

Mg. Mario Lagomarsino Montoya
Universidad Adventista de Chile, Chile

Dr. Claudio Llanos Reyes
Pontificia Universidad Católica de Valparaíso, Chile

Dr. Werner Mackenbach
Universidad de Potsdam, Alemania
Universidad de Costa Rica, Costa Rica

Mg. Rocío del Pilar Martínez Marín
Universidad de Santander, Colombia

Ph. D. Natalia Milanesio
Universidad de Houston, Estados Unidos

Dra. Patricia Virginia Moggia Münchmeyer
Pontificia Universidad Católica de Valparaíso, Chile

Ph. D. Maritza Montero
Universidad Central de Venezuela, Venezuela

Dra. Eleonora Pencheva
Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Rosa María Regueiro Ferreira
Universidad de La Coruña, España

Mg. David Ruete Zúñiga
Universidad Nacional Andrés Bello, Chile

Dr. Andrés Saavedra Barahona
Universidad San Clemente de Ojrid de Sofía, Bulgaria

Dr. Efraín Sánchez Cabra
Academia Colombiana de Historia, Colombia

Dra. Mirka Seitz
Universidad del Salvador, Argentina

Ph. D. Stefan Todorov Kapralov
South West University, Bulgaria

COMITÉ CIENTÍFICO INTERNACIONAL

Comité Científico Internacional de Honor

Dr. Adolfo A. Abadía

Universidad ICESI, Colombia

Dr. Carlos Antonio Aguirre Rojas

Universidad Nacional Autónoma de México, México

Dr. Martino Contu

Universidad de Sassari, Italia

Dr. Luiz Alberto David Araujo

Pontificia Universidad Católica de Sao Paulo, Brasil

Dra. Patricia Brogna

Universidad Nacional Autónoma de México, México

Dr. Horacio Capel Sáez

Universidad de Barcelona, España

Dr. Javier Carreón Guillén

Universidad Nacional Autónoma de México, México

Dr. Lancelot Cowie

Universidad West Indies, Trinidad y Tobago

Dra. Isabel Cruz Ovalle de Amenabar

Universidad de Los Andes, Chile

Dr. Rodolfo Cruz Vadillo

Universidad Popular Autónoma del Estado de Puebla, México

Dr. Adolfo Omar Cueto

Universidad Nacional de Cuyo, Argentina

Dr. Miguel Ángel de Marco

Universidad de Buenos Aires, Argentina

Dra. Emma de Ramón Acevedo

Universidad de Chile, Chile

Dr. Gerardo Echeita Sarrionandía

Universidad Autónoma de Madrid, España

Dr. Antonio Hermosa Andújar

Universidad de Sevilla, España

Dra. Patricia Galeana

Universidad Nacional Autónoma de México, México

Dra. Manuela Garau

Centro Studi Sea, Italia

Dr. Carlo Ginzburg Ginzburg

*Scuola Normale Superiore de Pisa, Italia
Universidad de California Los Ángeles, Estados Unidos*

Dr. Francisco Luis Girardo Gutiérrez

Instituto Tecnológico Metropolitano, Colombia

José Manuel González Freire

Universidad de Colima, México

Dra. Antonia Heredia Herrera

Universidad Internacional de Andalucía, España

Dr. Eduardo Gomes Onofre

Universidade Estadual da Paraíba, Brasil

Dr. Miguel León-Portilla

Universidad Nacional Autónoma de México, México

Dr. Miguel Ángel Mateo Saura

Instituto de Estudios Albacetenses "Don Juan Manuel", España

Dr. Carlos Tulio da Silva Medeiros

Diálogos em MERCOSUR, Brasil

+ Dr. Álvaro Márquez-Fernández

Universidad del Zulia, Venezuela

Dr. Oscar Ortega Arango

Universidad Autónoma de Yucatán, México

Dr. Antonio-Carlos Pereira Menaut

Universidad Santiago de Compostela, España

Dr. José Sergio Puig Espinosa

Dilemas Contemporáneos, México

Dra. Francesca Randazzo

Universidad Nacional Autónoma de Honduras, Honduras

Dra. Yolando Ricardo

Universidad de La Habana, Cuba

Dr. Manuel Alves da Rocha

Universidade Católica de Angola Angola

Mg. Arnaldo Rodríguez Espinoza

Universidad Estatal a Distancia, Costa Rica

Dr. Miguel Rojas Mix

*Coordinador la Cumbre de Rectores Universidades
Estatales América Latina y el Caribe*

Dr. Luis Alberto Romero

CONICET / Universidad de Buenos Aires, Argentina

Dra. Maura de la Caridad Salabarría Roig

Dilemas Contemporáneos, México

Dr. Adalberto Santana Hernández

Universidad Nacional Autónoma de México, México

Dr. Juan Antonio Seda

Universidad de Buenos Aires, Argentina

Dr. Saulo Cesar Paulino e Silva

Universidad de Sao Paulo, Brasil

Dr. Miguel Ángel Verdugo Alonso

Universidad de Salamanca, España

Dr. Josep Vives Rego

Universidad de Barcelona, España

Dr. Eugenio Raúl Zaffaroni

Universidad de Buenos Aires, Argentina

Dra. Blanca Estela Zardel Jacobo

Universidad Nacional Autónoma de México, México

Comité Científico Internacional

Mg. Paola Aceituno

Universidad Tecnológica Metropolitana, Chile

Ph. D. María José Aguilar Idañez

Universidad Castilla-La Mancha, España

Dra. Elían Araujo

Universidad de Mackenzie, Brasil

Mg. Romyana Atanasova Popova

Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Ana Bénard da Costa

Instituto Universitario de Lisboa, Portugal

Centro de Estudios Africanos, Portugal

Dra. Alina Bestard Revilla

*Universidad de Ciencias de la Cultura Física y el Deporte,
Cuba*

Dra. Noemí Brenta

Universidad de Buenos Aires, Argentina

Ph. D. Juan R. Coca

Universidad de Valladolid, España

Dr. Antonio Colomer Vialdel

Universidad Politécnica de Valencia, España

Dr. Christian Daniel Cwik

Universidad de Colonia, Alemania

Dr. Eric de Léséulec

INS HEA, Francia

Dr. Andrés Di Masso Tarditti

Universidad de Barcelona, España

Ph. D. Mauricio Dimant

Universidad Hebrea de Jerusalén, Israel

Dr. Jorge Enrique Elías Caro

Universidad de Magdalena, Colombia

Dra. Claudia Lorena Fonseca

Universidad Federal de Pelotas, Brasil

Dra. Ada Gallegos Ruiz Conejo

Universidad Nacional Mayor de San Marcos, Perú

Dra. Carmen González y González de Mesa

Universidad de Oviedo, España

Ph. D. Valentin Kitanov

Universidad Suroeste Neofit Rilski, Bulgaria

Mg. Luis Oporto Ordóñez

Universidad Mayor San Andrés, Bolivia

Dr. Patricio Quiroga

Universidad de Valparaíso, Chile

Dr. Gino Ríos Patio

Universidad de San Martín de Porres, Perú

Dr. Carlos Manuel Rodríguez Arrechavaleta

Universidad Iberoamericana Ciudad de México, México

Dra. Vivian Romeu

Universidad Iberoamericana Ciudad de México, México

Dra. María Laura Salinas

Universidad Nacional del Nordeste, Argentina

**REVISTA
INCLUSIONES** M.R.
REVISTA DE HUMANIDADES
Y CIENCIAS SOCIALES

Dr. Stefano Santasilia
Universidad della Calabria, Italia

Mg. Silvia Laura Vargas López
Universidad Autónoma del Estado de Morelos, México

Dra. Jaqueline Vassallo
Universidad Nacional de Córdoba, Argentina

**CUADERNOS DE SOFÍA
EDITORIAL**

Dr. Evandro Viera Ouriques
Universidad Federal de Río de Janeiro, Brasil

Dra. María Luisa Zagalaz Sánchez
Universidad de Jaén, España

Dra. Maja Zawierzeniec
Universidad Wszechnica Polska, Polonia

Indización, Repositorios y Bases de Datos Académicas

Revista Inclusiones, se encuentra indizada en:





REX



UNIVERSITY OF
SASKATCHEWAN



Universidad
de Concepción

BIBLIOTECA UNIVERSIDAD DE CONCEPCIÓN



**PROFESSIONAL TRAINING OF TEACHERS FOR SOCIAL AND PEDAGOGICAL ACTIVITY:
PROGRESSIVE WORLD PRACTICES¹**

Dr. Olena Budnyk

Vasyl Stefanyk Precarpathian National University, Ukraine
ORCID iD: 0000-0002-5764-6748
budolen@yahoo.com

Dr. Inna Nikolaesku

Bohdan Khmelnytsky National University of Cherkasy, Ukraine
ORCID iD: 0000-0002-9928-9291
nikolaesku@vu.cdu.edu.ua

Dr. Tetiana Atroshchenko

Mukachevo State University, Ukraine
ORCID iD: 0000-0003-4595-1662
tatiyana05071976@gmail.com

Ph. D. Antonina Shevchenko

Municipal Education Institution of the Kyiv Regional Council
“Kyiv Regional In-Service Teacher Training Institute”, Ukraine
ORCID iD: 0000-0002-9644-969
131103@ukr.net

Ph. D. Alexander Chinchoy

Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Ukraine
ORCID iD: 0000-0002-2572-1416
chinchoy@ukr.net

Ph. D. Svitlana Yatsyna

Bohdan Khmelnytsky National University of Cherkasy, Ukraine
ORCID iD: 0000-0002-6319-3829
svt.yatsyna@gmail.com

Ph. D. Nataliia Zobenko

Bohdan Khmelnytsky National University of Cherkasy, Ukraine
ORCID iD: 0000-0003-3833-958X
nsagarda07@gmail.com

Fecha de Recepción: 13 de octubre de 2020 – **Fecha Revisión:** 22 de octubre de 2020

Fecha de Aceptación: 17 de diciembre de 2020 – **Fecha de Publicación:** 01 de enero de 2021

Abstract

The article highlights current issues in training of social and educational professionals. The best experience of different countries on the development of social skills and abilities of children and youth, providing psychological and pedagogical support in crisis situations is presented. It was found out that the organization of the system of juvenile social and pedagogical assistance is based on the territorial principle, so training of social professionals is carried out at the state, local and municipal levels. Practice-oriented professional training of social workers in higher education institutions is emphasized. It was found out that in some countries (Canada, USA, France, Poland, Switzerland, Greece) more than half of students' study time they are engaged practicing in inclusive and special

¹ The article is based on the collective research theme of the Center for Innovative Educational Technology “PNU-EcoSystem” Vasyl Stefanyk Precarpathian National University “Teacher training: socio-pedagogical context” (2017-2027).

schools, boarding schools, adoption and care centers, school education centers, student employment offices in dormitories, social protection services, youth shelters, etc. The authors also have described the experience of specialist training – teachers-animators for the organization of meaningful leisure of socially disadvantaged children and adolescents. The progressive experience of training of qualified specialists to work with children with special educational needs is presented.

Keywords

Teacher training – Pedagogical Activity – Social and Pedagogical activity – Social work

Para Citar este Artículo:

Budnyk, Olena; Nikolaesku, Inna; Atroshchenko, Tetiana; Shevchenko, Antonina; Chinchoy, Alexander; Yatsyna, Svitlana y Zobenko, Nataliia. Professional training of teachers for social and pedagogical activity: progressive world practices. Revista Inclusiones Vol: 8 num Especial (2021): 20-31.

Licencia Creative Commons Attribution Non-Comercial 3.0 Unported
(CC BY-NC 3.0)

Licencia Internacional



Introduction

In the conditions of social integration the requirements to the quality of professional training of future teachers in higher education institutions, in particular their social problem solving skills, are growing. The outlined problem is extremely relevant in the context of training specialists to work with different categories of juvenile “at risk”, who require primarily psychological and pedagogical support. They include children of migrant workers, orphans / semi-orphans, people from low-income or large families, and others. In this context, the progressive experience of developed countries is useful.

Today in world pedagogy models of “ideal” teacher training are being actively developed. Thus, American scientists Monica Green, Arthur Combs, M. Somerville offered a model of the teacher capable of empathy, sociability in informal communication, emotionally stable and optimistic². In Japan, the focus is mainly on the professionalism of the teacher as a representative of the national intellectual elite, his/her thorough theoretical training, high culture, his/her awareness of educational values, freedom, responsibility. The social challenges which social workers face today, especially in the context of social education of children and youth, providing qualified support in crisis life situations necessitate professional training to address problems of socialization of the personality, his/her integration into society and others.

The purpose of the article is to study the world training experience of social and pedagogical workers in higher education institutions and to outline the leading trends in this field.

Results of Research

Beginning in the 1970s, Western European countries (including England, Germany, Sweden, France) and the United States began to train actively social educators, social workers, and leaders of public organizations at special faculties of universities and social work schools. According to educational requirements of each country, different models of social education of children and youth, as well as professional training of teachers or social workers are created. In education, the emphasis is primarily on the need for thorough theoretical training in professional self-affirmation, self-development and self-improvement. Thus, the training of specialists for socio-pedagogical activities in Western European universities is carried out at the faculties of social pedagogy, where students master theoretical knowledge of general laws of socio-psychological development of children, skills of professional socio-pedagogical diagnosis of educational situations, work with different categories of children and their parents, implementation of preventive and rehabilitation care in the micro-society. However, German researchers note that theoretical knowledge in the process of future teachers training is detached from social practice, in particular, students do not have sufficient experience working with socially maladapted students. It is no coincidence that German scientists are considered world “pioneers” in developing the theory of social pedagogy³.

² M. Somerville & M. Green, “A pedagogy of “organized chaos”: ecological learning in primary schools”, *Children, Youth and Environments [E]*, Vol: 21 num 1. University of Colorado. United States (2011): 14-34; A. W. Combs, “New Assumptions for Educational Reform”, *Educational Leadership*, Vol: XLV num 5 February (1988): 38-40.

³ Kh. Browns & D. Kramer, *Training in social work and social pedagogy in Europe* (Moscow, 1991), 3-49.

Canadian researchers (M. Gambhir, K. Broad, M. Ewans, J. Gaskel and others) emphasize that in recent years there have been significant changes in teacher training programs, which are manifested primarily in the transition from traditional to personality-oriented approach, aimed at developing of the future teacher personality, his/her general and professional competence, as well as social adaptation⁴.

In many countries (Canada, USA, Sweden and others) teacher training for socio-pedagogical activities, as well as professional training in general, involves strengthening the practical orientation of the content of higher education.

American scientists emphasize that universities must cooperate with communities to be closer to real practice, for example, “one means of bridging the academic-community health practice gap is through “increasing integrated learning opportunities for students in public health”; it is necessary to increase the opportunities for medical students to work in real health care conditions⁵”. “Education for professional or occupational practice extends beyond the time, place and intention of university curricula and includes initial preparation for the occupation and ongoing development across the working life⁶”. The training of a highly qualified specialist is aimed at creating an inbound trajectory, which focuses on competence in the practical field, i.e. education must be constantly transformed in accordance with new societal challenges. And for that, it must be related to the realities of practice. First of all, it concerns the training of a modern teacher, who must be creative and innovative⁷. “Practical theory is the most abstract cognition in a conceptual system⁸”. But goals, knowledge, experience are always related to practice and “tested in practice”, “practical theory is both a realistic and idealistic framework for teaching: the teacher always has some ideals and goals and they also want to achieve these in teaching⁹”. There is a term “Practical Knowledge¹⁰” in the training of a teacher or social worker. After all, it is important to find a balance between theory and practice, how to apply specific knowledge in practice. “Teaching practice is an interaction among various stakeholders out of which teacher, learner and teaching practice”, resulting in the use of theory in school practice¹¹.

⁴ M. Gambhir, K. Broad, M. Ewans & J. Gaskel, Characterizing Initial Teacher Education in Canada: Themes and Issues. <https://www.oise.utoronto.ca/guestid/ite/UserFiles/File/CharacterizingITE.pdf> (25-07-2020).

⁵ K. A. Hartwig, K. Pham & E. Anderson, “Practice-based teaching and learning: an example of academic-community collaboration”, Public Health Reports, Vol: 119 num 1 Jan-Feb (2004): 102. DOI: 10.1177/003335490411900118.

⁶ J. Higgs, “Practice-Based Education Pedagogy”. In Practice-Based Education: Perspectives and Strategies (Rotterdam, The Netherlands: Sense, 2012), 72. <https://doi.org/10.1007/978-94-6209-128-3>.

⁷ O. Budnyk, “Educational Model of a Modern Student: European Scope”, Journal of Vasyl Stefanyk Precarpathian National University, Vol: 3 num 2-3 (2016): 9-14. DOI:10.15330/jpnu.3.2-3.9-14.

⁸ H. Pitkäniemi, “How the Teacher’s Practical Theory Moves to Teaching Practice – A Literature Review and Conclusions”, Education Inquiry, Vol: 1 num 3 (2010): 159. DOI: 10.3402/edu.v1i3.21940.

⁹ H. Pitkäniemi, “How the Teacher’s Practical Theory Moves to Teaching Practice – A Literature Review and Conclusions”, Education Inquiry, Vol: 1 num 3 (2010): 157-175. DOI: 10.3402/edu.v1i3.21940.

¹⁰ E. Freema, “The Teacher’s “Practical Knowledge”: Report of a Case Study”, Curriculum Inquiry, Vol: 11 num 1 (1981): 43-71 (Published by: Taylor & Francis, Ltd.). DOI: 10.2307/1179510.

¹¹ J. Calderhead, “Dilemmas in developing creative teaching. Teacher Education Quarterly”, Vol: 20 num 1 (1993): 93-100.

Canadian university education clearly defines the connections between theoretical and practical components of future teacher training. Thus, M. Fullan (University of Toronto) notes that teacher training programs need special attention to integrate university classes with school practice, organizing student study groups, cooperation of university educators and school teachers, creating associations of school-partners. The scientist considers the partnership “school-higher educational institution” to be a necessary condition for improving the professional training of future professionals and improving the school educational process¹². Canadian universities offer courses on the latest socio-pedagogical technologies, current issues of cultural and educational environment. In order to develop effective programs of professional pedagogical education, cooperation has been established with teachers-practitioners at the provincial, local and school levels. “Higher education institutions... give priority to creativity and innovation, ensure the work of educational practices, participate in various studies at the international level, which encourages students to show social activity”¹³.

In higher pedagogical educational institutions of Greece, practice is part of the teaching of a number of pedagogical disciplines (didactic methodology, critical thinking: theory and practice, etc.) and whole cycles (general and special didactics), thus providing a direct link between theory and teaching practice in training future primary school teacher¹⁴. In the context of our study, it is noteworthy that at departments of primary pedagogy in Greece, along with other types of practice (monitoring school life, attending classes in primary school, planning the educational process, trial lessons, fulfillment of primary school teacher’s duties from one to four weeks, etc.), students are involved in compulsory attendance of lessons and extracurricular activities in various types of schools, including incomplete primary school, as well as schools and special classes for children with special educational needs¹⁵. Examining the training of social workers to work with children and youth in higher education in Sweden, A. Kulikova concludes that the practical training of students provides efficiency through: compliance practice with the program of theoretical training; clear organization of all stages of practice (preparatory, introductory, professional growth, assessment, examination); involvement of three performers (a Head of practice, a student, a mentor) and organized distribution of functions and responsibilities between them; support of all participants with supporting materials¹⁶. But schools of social work in Sweden are not a part of the university structure, so they provide education at the college level, and students here are usually aged 30 and older. The practice-oriented system of professional training of social workers also dominates here, for example, practice includes at least 3000 hours for a student¹⁷. For example, future primary school teachers experience a 14-week pedagogical internship (UK), from 2 to 6 weeks (Japan), a 3-week pedagogical internship at a university,

¹² M. Fullan, *The new meaning of educational change* (third edition) (Toronto, Ontario: Irwin Publishing, 2001), 246-247.

¹³ J. Andrews, “Alternative futures for Faculties of Education”, *Canadian Journal of Education*, num 9 (1984): 269.

¹⁴ Yu. M. Korotkova, “Organization of practical training of primary school teachers at departments of pedagogy and primary education in Greece”, In *Humanization of the educational process*, edited by V. I. Sypchenko (Sloviansk, Ukraine: Slavonic State Pedagogical University, 2006), 32-38.

¹⁵ Yu. M. Korotkova, “Organization of practical training of primary school teachers at departments of pedagogy and primary education in Greece”, In *Humanization of the educational process*, edited by V. I. Sypchenko (Sloviansk, Ukraine: Slavonic State Pedagogical University, 2006), 37.

¹⁶ A. Ye. Kulikova, “Higher education training of social workers to work with children and youth in Sweden.” PhD thesis in Pedagogy (Luhansk Taras Shevchenko National University, 2009), 15.

¹⁷ L. A. Yadvirshis, “Teacher training for socio-pedagogical activities”, PhD thesis in Pedagogy (Bryansk State Pedagogical University named after Academician Ivan Petrovsky, 2001), 103.

a 20-week internship in a regular school and individual work in a general school during the semester (France). The same experience also exists in Polish universities, where a significant part of the time for the training of social and pedagogical workers is devoted to practice.

Austrian scientists have proposed retraining of teachers in pedagogical academies to work in juvenile social services. In this country, specialists with a diploma of a social pedagogue, intending to work in the social sphere, study the specifics of the pedagogical activity of a youth leader. Austrian students get socio-pedagogical practice directly in the local community, mostly in residential areas¹⁸.

In a number of countries (USA, Germany, Great Britain, etc.) after the theoretical training of a primary school teacher, future specialists undergo a mandatory one-year (UK) or 1-2-year (Germany) internship at the work place, i.e. in a certain primary school. Socio-pedagogical direction of their theoretical training is manifested in the fact that, besides the study of general principles of pedagogy and psychology, students are taught social sciences (Germany), pedagogical sociology, philosophy of education, comparative pedagogy and other sciences (USA), social and comparative pedagogy (Japan). In higher pedagogical educational institutions abroad much attention is paid to the practical training of future professionals for socio-pedagogical work with students, their parents (guardians), especially at schools. Thus, in the American school it is carried out not only by social workers, psychologists, but also by such specialists as: a school counselor, a specific problems consultant, a compensatory training teacher, the child protection coordinator, social mediator¹⁹. Advisory assistance to parents (relatives) on the problems of child education and upbringing, the organization of meaningful leisure, preservation of physical, mental, spiritual and moral health plays a great role in the implementation of various educational and social preventive programs.

Models involving strong school-university partnerships attempt to bridge disconnect between theory and practice by promoting ongoing relationships with partner schools and teachers as well as strengthening communication between stakeholders in ITE... Some Canadian programs have moved toward the professional development schools (PDS) model, which is popular in the United States. PDS is where there are extremely strong connections between faculties and one or more schools. These connections create a site of collaborative research and learning for novice teachers, experienced educators and ITE faculty. In Canada, these relationships have tended to be more partnership-based and fluid than the PDS model²⁰.

Polish scholars emphasize the importance of teachers readiness (capability) to solve social problems at school. Thus, Beata Szluz draws attention to the integration of teachers, educators and social workers directly at school to face specific social problems of students and their parents²¹.

¹⁸ L. A. Yadvirshis, "Teacher training for socio-pedagogical activities", PhD thesis in Pedagogy (Bryansk State Pedagogical University named after Academician Ivan Petrovsky, 2001), 103.

¹⁹ V. V. Bezliudna, "The system of social work with the family in the United States", PhD thesis in Pedagogy (Borys Grinchenko Kyiv University, 2012).

²⁰ M. Gambhir, K. Broad, M. Ewans & J. Gaskel, Characterizing Initial Teacher Education in Canada: Themes and Issues. <https://www.oise.utoronto.ca/guestid/ite/UserFiles/File/CharacterizingITE.pdf> (25-07-2020).

²¹ B. Szluz, "Perspektywy dla pracy socjalnej w szkole". In *Edukacja nauczycieli wobec przemian szkoły*, edited by E. I. Laski (Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego, 2007), 232-233.

The most common methods and forms of socio-pedagogical activities with students and their parents, which are introduced to future teachers in the United States, are conversations, consultations, trainings, competitions, physical activities, mass charity events, celebrations, meetings and more. The American experience of support for parents and children initiatives in the conditions of school social and educational environment deserves attention.

At the same time, social work also involves professional support of adolescent parents, solving problems of early (adolescent) pregnancy, adolescent motherhood. After all, precautionary measures to prevent teenage pregnancy, conducting social events to promote healthy and responsible parenting, etc. are extremely important.

H. Mykhailyshyn and O. Budnyk grounded negative consequences of early pregnancy and the peculiarities of social and educational support for young parents and their children. The authors described experience Centre for Teen Parents: moral and psychological preparation of pregnant teenagers to deliver the baby, directions and methods of working with young families, especially setting up comfortable psychological interaction using innovative methods of working with preschool children, providing conditions for young mothers to continue education in schools, counseling young families on resolving housing issues, financial support and others²².

Therefore, another important area is the training of social psychologists to work with such categories of juvenile.

Increased attention in professional education in many countries to the pedagogical practice of students, charitable activities is not accidental, because, among others, an important area of socio-pedagogical activities is the organization of meaningful leisure of students in school and out-of-school. Specific features of leisure are considered to be the freedom to choose leisure activities, absence of responsibilities; voluntary participation in leisure activities; desire to get joy and pleasure; leisure compensation²³. The principles of voluntariness, moral and psychological comfort, personality-oriented upbringing, humanistic orientation, freedom of choice of leisure content are considered a priority in Great Britain, Belgium, Holland, Italy, Canada, Poland, USA, France and other countries.

The universities of Ukraine emphasize the need to introduce dialogic learning, the formation of communicative culture of professionals, including social work. After all, the ability to establish contacts, listen to the interlocutor, show tolerance and empathy in professional interaction is especially important in today's world²⁴. Social worker professionalism and their engagement with the feedback process improve the quality of work. "Suggestions offered for enhancing feedback acceptance include using a positive frame, and providing praise feedback as a basis for confidence building and self-efficacy"²⁵.

²² H. Mykhailyshyn & O. Budnyk, "Social and Educational Support of Young Parents and their Children", Journal of Vasyl Stefanyk Precarpathian National University, Vol: 5 num 1 (2018): 107-113. DOI: 10.15330/jpnu.5.1.107-113.

²³ I. V. Petrova, Leisure in foreign countries: a textbook (Kyiv: Kondor, 2005).

²⁴ O. Budnyk, K. Fomin, N. Novoselska & A. Voitovych, "Preparing Teachers to Organize Dialogic Learning of Students: Communicative Aspect", Revista Inclusiones, Vol: 7 num 4 Octubre/Diciembre (2020): 117-129.

²⁵ S. Szwarc & J. Lindsay, "How do statutory social workers respond to feedback on their practice? A small scale study undertaken in children's services of three English local authorities", Social Work Education, Vol: 37 num 7 (2020): 940-956. <https://doi.org/10.1080/02615479.2020.1737001>.

Thus, in France the system of professional training of animators for work in the social sphere is popular. The core of social work courses are five main subjects (social economy, social environment, structure of social work institutions, human relations, health, hygiene, and social protection in health), the study of which is designed for 160 hours²⁶.

In recent years, the importance of socio-cultural animation in the theory and practice of teacher training in Poland has become relevant²⁷. In the discourse of our study, the experience of Polish and Ukrainian colleagues in involving future teachers in project activities of animation content in different groups: socio-cultural animation for children and school-age youth, cultural animation for children with special educational needs, socio-cultural animation for children from disadvantaged families, socio-cultural animation in the student environment, etc. Socio-pedagogical activity of the specialist in the aspect of organization of primary schoolchildren leisure²⁸ in foreign countries is considered to be a sphere of personal potential development, social culture, formation of civic qualities, development of pupils spiritual values²⁹, preservation of national traditions, involvement in sports and health work³⁰.

An important area of socio-pedagogical activities of teachers is educational, cultural and leisure work with students with special educational needs. In most countries of Western Europe (Austria, Belgium, Holland, Italy, Germany, Sweden), since the 70s of the twentieth century, integrated and inclusive education of children with special needs has been introduced. Today in Italy, which was one of the first countries to recognize integrative and inclusive education as the most acceptable form of education for children with disabilities, more than 90% of children with special educational needs study in public educational institutions³¹. Accordingly, the teacher is trained to provide professional support to students with special needs in an inclusive education³². To do this, special teachers are trained to perform the functions of a teacher's assistant, who cooperates with the class teacher and provides assistance to students with disabilities (Belgium, Holland, Canada, Italy, USA).

For example, in the Republic of Cyprus, future teachers of inclusive education are trained at the bachelor's and master's levels at the Credit Transfer and Accumulation system, in particular at the bachelor's level at the University of Cyprus a high level of primary

²⁶ L. A. Yadvirshis, "Teacher training for socio-pedagogical activities", PhD thesis in Pedagogy (Bryansk State Pedagogical University named after Academician Ivan Petrovsky, 2001), 103.

²⁷ Jedlewska, B. "The place and importance of socio-cultural animation in educating teachers at the Polish University". In Pedagogical education in Ukraine and Poland: realities and prospects (Lviv, Ukraine: Publishing Center "Triada plus", 2008), 271-290.

²⁸ O. Budnyk, P. Mazur, O. Kondur, S. Smoliuk & M. Palahniuk, "The problem of spare time of teenagers in mountain regions of Poland and Ukraine", *Revista Inclusiones*, Vol: 7 num Especial (2020): 493-507.

²⁹ P. Mazur, O. Kondur, O. Budnyk, I. Nikolaesku, O. Parkulab, N. Lazarovych & N. Grebeniuk, "Artistic and aesthetic preferences of adolescents in Ukraine and Poland", *Revista Inclusiones*, Vol: 7 num Especial (2020): 593-607.

³⁰ O. Smolinska, O. Budnyk, A. Voitovych, M. Palahniuk & A. Smoliuk, "The Problem of Health Protection in Modern Educational Institutions", *Revista Inclusiones*, Vol: 7 num 4 Octubre/Diciembre (2020): 108-116.

³¹ A. A. Kolupaieva, "Experience of implementing inclusive education in European countries", In Pedagogical bases of integration of schoolchildren with violations of psychophysical development in general educational institutions (Kyiv: Pedahohichna dumka, 2007).

³² H. Vasianovych, O. Budnyk, M. Klepar, T. Beshok, T. Blyznyuk & K. Latyshevskya, "Pragmatism in Philosophy of Inclusive Education Studies and Problems of Teacher Training", *Revista Inclusiones*, Vol: 7 num 4 Octubre/Diciembre (2020): 59-73.

and preschool education specialists training is provided. The University of Cyprus, the European University of Cyprus and the University of Nicosia have started master's programs "Special (Combined) Education" and "Special Education"³³. The preparation of future primary school teachers for socio-pedagogical activities in terms of working with children with special educational needs in the university education system of Cyprus is a "Bachelor's Program" Primary and Preschool education", which includes specialization in inclusive education which equates to 15 credits. Disciplines of specialization are aimed at in-depth study of the problem of inclusive education and the mechanism of its implementation in educational institutions. Studying special professionally oriented disciplines "Learning Disabilities" (Μαθησιακεζ Δυσκολιεζ), "Differences and isolation" (Διαφορετικοτητα και Αποκλεισμοζ), "Special needs in general school" (Ειδικεζ Αναγκεζ στο Γενικο Σχολειο), students master theory, which is methodological basis for teaching children with mental or physical disabilities³⁴.

In the context of adaptation of Polish higher education to the requirements of the Bologna process, the country has intensified professional training for work in the socio-pedagogical sphere. Thus, in universities the main task of professional education of teachers is their mastery of general competencies based on the acquisition of knowledge in the humanities, social and medical sciences in order to understand the socio-cultural context of educational reality. Regardless of the chosen specialty, future teachers master theoretical knowledge with anthropological practice as a basis for developing skills and abilities to diagnose and work with children with special needs in school, professional or local environment within their "social competencies". For example, at the specialties "Pedagogy of Guardianship and Therapy", "Psychological and Pedagogical Counseling and Assistance", "Resocialization", "Education and rehabilitation of people with special needs", future professionals receive professional competencies that give them the right to work not only in social services for children and youth, social prevention centers, guardianship centers, rehabilitation institutions and others, but especially to work at school with different categories of children and their parents.

Thus, in the post-Soviet countries (Belarus, Moldova, Kazakhstan, etc.) inclusive education in secondary schools is at the stage of experimental implementation, and hence the professional training of a teacher assistant or social worker to work with children with special needs in general schools requires systematic foundation. However, other areas of socio-pedagogical activities, including work with gifted students, socially vulnerable groups, adolescents prone to deviant behavior, etc., are actively carried out, primarily within the school.

Conclusions

Today, each country has formed its own system of professional orientation of socio-pedagogical education of future professionals. Usually the dominant is a functional approach, which aims at teacher training for certain activities, narrow specializations. However, there are common trends:

³³ N. Yu. Voievutko, "Formation of professional programs on inclusive education in the universities of the Republic of Cyprus". Pedagogical process. Theory and practice: a collection of scientific papers, Vol: 1 (2011): 29.

³⁴ N. Yu. Voievutko, "Formation of professional programs on inclusive education in the universities of the Republic of Cyprus", Pedagogical process. Theory and practice, Vol: 1 (2011): 29.

- the formation of the system of social and pedagogical assistance to children is based on the territorial principle, so the training for the social sphere is carried out at the state, local and municipal levels, with significant funds coming from non-governmental foundations, associations, organizations, etc.;

- social workers of various specializations are mostly involved in social activities in the micro-society; in the professional training of the future teacher these issues are considered as his public vocation (volunteering, charitable activities, etc.);

- the content of socio-pedagogical training is practice-oriented, i.e. more than half of the training period of the future social worker (social pedagogue) is practice in inclusive and special schools, boarding schools, adoption and care centers, school centers, student employment offices in dormitories, social protection services, youth shelters, correctional facilities, diagnostic and rehabilitation centers, individual counseling agencies, etc. (Greece, Canada, Poland, USA, France, Switzerland and other countries);

- socio-pedagogical activity of the teacher aims at forming social skills and abilities of students (involvement in work activities for material reward and unpaid socially valuable work, volunteering, participation in charity events, etc.) to ensure their active professional socialization in the future (Italy, USA, Canada, Poland, the Czech Republic);

- socio-pedagogical activities in the aspect of leisure organization of primary schoolchildren in foreign countries are considered as a sphere of personal potential development, social culture and are the subject of specially trained specialists – teachers-animators (Great Britain, Canada, Poland, USA, France, etc.);

- in pedagogical educational institutions of the post-Soviet countries (for example, Russia, Belarus) primary school teachers get additional specialization of a social pedagogue, which expands their professional functions in the micro-society and employment opportunities;

- foreign education has accumulated interesting experience in training professionals to work with children with special educational needs, for example, in the Republic of Cyprus primary school teachers receive additional specialization in the bachelor's program, which allows them to work in inclusive classes.

The article is based on the collective research theme of the Center for Innovative Educational Technology “PNU-EcoSystem” Vasyl Stefanyk Precarpathian National University “Teacher training: socio-pedagogical context” (2017-2027).

References

Andrews, J. “Alternative futures for Faculties of Education”. Canadian Journal of Education, num 9 (1984): 261-275.

Bezliudna, V. V. “The system of social work with the family in the United States”. PhD thesis in Pedagogy, Borys Grinchenko Kyiv University. 2012.

Browns, Kh. & Kramer, D. Training in social work and social pedagogy in Europe. Moscow. 1991. 3-49.

Budnyk, O. “Educational Model of a Modern Student: European Scope”. Journal of Vasyl Stefanyk Precarpathian National University. Scientific Edition: Series of Social and Human Sciences, Vol: 3 num 2-3 (2016): 9-14. DOI:10.15330/jpnu.3.2-3.9-14.

Budnyk, O.; Fomin, K.; Novoselska, N. & Voitovych, A. “Preparing Teachers to Organize Dialogic Learning of Students: Communicative Aspect”. Revista Inclusiones, Vol: 7 num 4 Octubre/Diciembre (2020): 117-129.

Budnyk, O.; Mazur, P.; Kondur, O.; Smoliuk, S. & Palahniuk, M. "The problem of spare time of teenagers in mountain regions of Poland and Ukraine". *Revista Inclusiones*, Vol: 7 num Especial (2020): 493-507.

Calderhead, J. "Dilemmas in developing creative teaching. *Teacher Education Quarterly*", Vol: 20 num 1 (1993): 93-100.

Combs, A. W. "New Assumptions for Educational Reform". *Educational Leadership*, Vol: XLV num 5 February (1988): 38-40.

Freema, E. "The Teacher's "Practical Knowledge": Report of a Case Study". *Curriculum Inquiry*, Vol: 11 num 1 (1981): 43-71. Published by: Taylor & Francis, Ltd. DOI: 10.2307/1179510.

Fullan, M. *The new meaning of educational change* (third edition). Toronto, Ontario: Irwin Publishing, 2001. 246-247.

Hartwig, K. A.; Pham, K. & Anderson, E. "Practice-based teaching and learning: an example of academic-community collaboration". *Public Health Reports*, Vol: 119 num 1 Jan-Feb (2004): 102-109. DOI: 10.1177/003335490411900118.

Higgs, J. "Practice-Based Education Pedagogy". In *Practice-Based Education: Perspectives and Strategies*. Rotterdam, The Netherlands: Sense, 2012. 71-80. <https://doi.org/10.1007/978-94-6209-128-3>.

Gambhir, M.; Broad, K.; Ewans, M. & Gaskel, J. *Characterizing Initial Teacher Education in Canada: Themes and Issues*. <https://www.oise.utoronto.ca/guestid/ite/UserFiles/File/CharacterizingITE.pdf> (25-07-2020)

Jedlewska, B. "The place and importance of socio-cultural animation in educating teachers at the Polish University". In *Pedagogical education in Ukraine and Poland: realities and prospects*. Lviv, Ukraine: Publishing Center "Triada plus", 2008. 271-290.

Kolupaieva, A. A. "Experience of implementing inclusive education in European countries". In *Pedagogical bases of integration of schoolchildren with violations of psychophysical development in general educational institutions*. Kyiv: Pedahohichna dumka, 2007.

Korotkova, Yu. M. "Organization of practical training of primary school teachers at departments of pedagogy and primary education in Greece". In *Humanization of the educational process*, edited by V. I. Sypchenko. Sloviansk, Ukraine: Slavonic State Pedagogical University, 2006. 32-38.

Kulikova, A. Ye. "Higher education training of social workers to work with children and youth in Sweden". PhD thesis in Pedagogy, Luhansk Taras Shevchenko National University, 2009.

Mazur, P.; Kondur, O.; Budnyk, O.; Nikolaesku, I.; Parkulab, O.; Lazarovych, N. & Grebeniuk, N. "Artistic and aesthetic preferences of adolescents in Ukraine and Poland". *Revista Inclusiones*. Vol: 7 num Especial (2020): 593-607.

Mykhailyshyn, H. & Budnyk, O. "Social and Educational Support of Young Parents and their Children". Journal of Vasyl Stefanyk Precarpathian National University, Vol: 5 num 1 (2018): 107-113. DOI: 10.15330/jpnu.5.1.107-113.

Petrova, I. V. Leisure in foreign countries: a textbook. Kyiv: Kondor. 2005.

Pitkäniemi, H. "How the Teacher's Practical Theory Moves to Teaching Practice – A Literature Review and Conclusions". Education Inquiry, Vol: 1 num 3 (2010): 157-175/ DOI: 10.3402/edui.v1i3.21940.

Smolinska, O.; Budnyk, O.; Voitovych, A.; Palahniuk, M. & Smoliuk, A. "The Problem of Health Protection in Modern Educational Institutions". Revista Inclusiones, Vol: 7 num 4 Octubre/Diciembre (2020): 108-116.

Somerville, M. & Green, M. "A pedagogy of "organized chaos": ecological learning in primary schools". Children, Youth and Environments [E], Vol: 21 num 1. University of Colorado. United States, 2011, 14-34.

Szluz, B. "Perspektywy dla pracy socjalnej w szkole". In Edukacja nauczycieli wobec przemian szkoły, edited by E. I. Laski. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego, 2007. 224-234.

Szwarc, S. & Lindsay, J. "How do statutory social workers respond to feedback on their practice? A small scale study undertaken in children's services of three English local authorities". Social Work Education, Vol: 37 num 7 (2020): 940-956. <https://doi.org/10.1080/02615479.2020.1737001>.

Yadvirshis, L. A. "Teacher training for socio-pedagogical activities". PhD thesis in Pedagogy, Bryansk State Pedagogical University named after Academician Ivan Petrovsky. 2001.

Vasianovych, H.; Budnyk, O.; Klepar, M.; Beshok, T.; Blyznyuk, T. & Latyshevskaya, K. "Pragmatism in Philosophy of Inclusive Education Studies and Problems of Teacher Training". Revista Inclusiones, Vol: 7 num 4 Octubre/Diciembre (2020): 59-73.

Voievutko, N. Yu. "Formation of professional programs on inclusive education in the universities of the Republic of Cyprus". Pedagogical process. Theory and practice, Vol: 1 (2011): 27-34.

**REVISTA
INCLUSIONES** M.R.
REVISTA DE HUMANIDADES
Y CIENCIAS SOCIALES

**CUADERNOS DE SOFÍA
EDITORIAL**

Las opiniones, análisis y conclusiones del autor son de su responsabilidad y no necesariamente reflejan el pensamiento de la **Revista Inclusiones**.

La reproducción parcial y/o total de este artículo debe hacerse con permiso de **Revista Inclusiones**.

DR. OLENA BUDNYK / DR. INNA NIKOLAESKU / DR. TETIANA ATROSHCHENKO / PH. D. ANTONINA SHEVCHENKO
PH. D. ALEXANDER CHINCHOY / PH. D. SVITLANA YATSYNA / PH. D. NATALIYA ZOBENKO



МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26

тел./факс +380-3131-21109

Веб-сайт університету: www.msu.edu.ua

E-mail: info@msu.edu.ua, pr@mail.msu.edu.ua

Веб-сайт Інституційного репозитарію Наукової бібліотеки МДУ: <http://dspace.msu.edu.ua:8080>

Веб-сайт Наукової бібліотеки МДУ: <http://msu.edu.ua/library/>