

**Mariia Kuzmina**



# **Training of Future Social Work Specialists:**

**New Approaches to  
Forming Professional  
Competence in  
Higher Education**



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MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
National University “Zaporizhzhya Polytechnic”

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**TRAINING OF FUTURE SOCIAL WORK SPECIALISTS:  
NEW APPROACHES TO FORMING PROFESSIONAL  
COMPETENCE IN HIGHER EDUCATION**



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The monograph is devoted to studying the process of forming the professional competence of future specialists in the field of social work. The central issues are the development of a new training course "Professional Competence of a Social Work Specialist", improvement of the existing concept of the definition of professional competence, as well as systematization and creation of criteria for assessing individual competencies.

The monograph presents an integrated model of professional competence of a social worker that combines the skills, knowledge and special skills necessary for a future graduate to solve complex issues in the sphere of social work. Particular attention is paid to the criterion-level tools for assessing the results of competence formation, covering intellectual, vocational, socio-emotional, value-oriented and additional aspects. The developed elective course "Professional Competence of a Social Work Specialist" allows students to develop the necessary skills for successful professional activity.

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## **Mariia Kuzmina**

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M. Kuzmina is the author of 91 scientific works, including 6 – in the international scientific and metric databases Web of Science and Scopus, 8 – collective monographs, 21 – in scientific professional publications on sociological, philosophical, pedagogical, psychological sciences and social work, 50 – abstracts, 12 – methodological developments, etc.

## INTRODUCTION

Society is a complex system that is constantly changing and evolving. Economic crisis, political instability, demographic changes, technological progress lead to aggravation of social issues, the decline in living standards, which may result in social tension or even social disorganization of society. Consideration of these changes is especially important for social work specialists working directly with people, social groups or institutions. They transform the personal and social levels, where the ability to interact effectively plays a special role.

The role of higher education is of particular importance since it directly affects the quality indicators and mechanisms for the practical implementation of the state's social and professional strategy. Higher education institutions (HEIs) solve urgent social problems by training competent, competitive social workers.

Formation of professional competence of future social work professionals requires: the development of modern programmes and teaching methods that combine theoretical knowledge with practical skills; active involvement of students in the learning process and the development of their professional skills. For this purpose, it is necessary to ensure the appropriate level of qualification of teachers and create conditions for the practical application of acquired skills in real situations.

Professional competence, being an integrated characteristic of a social work graduate, plays a key role in their professional and personal formation and development. It enables to exceed the standard norms and tasks in this field, as well as contributes to the formation and dissemination of values that influence the development of each person.

The monograph is devoted to studying and developing methods for the formation of professional competence of future specialists in the field of social work. The central issues are the creation of a new training course 'Professional Competence of a Social Work Specialist', the improvement of the existing concept of the definition of professional competence, as well as

the formation and systematization of criteria for assessing competence. The research proves that an effective system of pedagogical and psychological support contributes to the development of professional competence.

## **SECTION I.**

# **THEORETICAL FOUNDATIONS FOR THE DEVELOPMENT OF SOCIAL WORKERS' PROFESSIONAL COMPETENCE**

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## **1.1. PROFESSIONAL COMPETENCE OF THE FUTURE SOCIAL WORKER: CONCEPT AND ESSENTIAL CHARACTERISTICS**

**T**he list of competencies and integral characteristics of future graduates and the mechanisms of their formation by educational institutions are actively discussed in the scientific literature. The controversial opinion on this issue is related to the wide functional range of social work professionals, the ability to conduct social work in different fields of activity, the ambiguous transformation of expectations in society regarding the practical activities of social workers, the desire to develop standards in the field of social work, which is categorised as both a professional activity and an academic discipline<sup>1</sup>.

The professional competence of a future specialist is defined as the acquisition of relevant knowledge, skills, experience, as well as the inherent personal qualities and motivation contributing to the formation of readiness for the effective practical implementation of professional duties. In this regard, it is expedient to refer to the standpoint of E. Zeier, according to which a future graduate should master the following components of professional readiness:

- special competence, which is the ability to perform professional tasks independently;
- the ability of graduates to independently analyse the results of their activities and independently acquire new skills and knowledge;

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<sup>1</sup> Pukhovska L. P. Professional Training of Teachers in Western Europe: Commonalities and Differences: monograph. Kyiv: Higher School, 1997. 180 p., p. 47–48.

- social competence as the ability to cooperate in a group or with individuals, readiness to take responsibility for one's own actions and decisions;
- individual competence, which is manifested in a permanent readiness for timely and systematic professional development, self-education in the field of future professional activity<sup>2</sup>.

According to the standpoint of E. Sadovska and A. Yaroshenko, a social worker's professional competence is a unique quality of an integral type that can fully express the process of interaction between closely related intellectual, personal, and integrative elements. The authors point out that professional competence necessitates synergy and cannot be based solely on any one of the aforementioned elements<sup>3</sup>.

It is worth noting that professional competence is considered from different perspectives depending on the classification criteria that form the basis of this definition. In particular:

- *depending on qualitative indicators*: assessment is based on the specifics of the types of professional activity and the qualities of the specialist. This refers to the professional competencies of a teacher, social worker, psychologist, etc.;
- *depending on the criteria of philosophical creativity*: professional competence can be philosophical (creative thinking, worldview); psychological and pedagogical (motivation, internal attitudes, evaluation of own work, ability to systematise information, etc.);
- *depending on the objective parameters of the profession*, which affects the level of compliance with the chosen specialisation;
- *depending on the specifics of assessing the professional level*: performance, professional, normative competencies, professional learning, prognostic, creative, social competencies, activity, professional orientation<sup>4</sup>.

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<sup>2</sup>Kolomiets L.I., Makaruk L.Y. Psychological Features of Career Growth of Young Specialists. *Personality Psychology*. 2022. Issue 41. P. 141-145. DOI: 10.32782/2663-52082022.41.24.

<sup>3</sup>Sadovska E., Yaroshenko A. Formation of Professional Competence of a Social Worker: monograph. Kyiv: National Pedagogical Dragomanov University, 2018. 113 p, p. 59.

<sup>4</sup>On Approval of the Methodology for Developing Professional Standards : Order of the Ministry of Social Policy of Ukraine dated 22.01.2018 No. 74. URL: <https://zakon.rada.gov.ua/laws/show/z0165-18#Text>.

The analysis of the concept “professional competence”, the essence and nature of which are related to the idea of education and training of a competent specialist, demonstrates that it involves mastering the necessary theoretical knowledge, as well as practical skills and high moral qualities<sup>5</sup>. The category “professional competence” is often used in the scientific literature, however, no unified theoretical approach to its interpretation has been formed so far <sup>6</sup>.

V. Dudariov concentrated on the abilities that are an essential component of professional competence. After analyzing several methods for interpreting a skill’s essence, the researcher came to the conclusion that it correlates to a particular level of employee’s competence<sup>7</sup>.

The category “professional competence” combines the features and level of professional qualities of an individual. Achievement of specific results is conditioned by the acquisition of skills, the formation of which directly depends on the goal of professional training of future graduates.

There is a scientific approach according to which the nature of professional competence is manifested through the category of “knowledge paradigm”. In this regard, R. Skirko notes that in order to understand professional competence in more detail, it should not be separated from understanding the essence of the final consequences of specific methods of influence, the level of skills development and their practical use<sup>8</sup>.

When analyzing various interpretations of the concept “professional competence”, A. Sadovska and A. Yaroshenko highlight that they all acknowledge that a person’s knowledge is equivalent to their potential, which can only be implemented when other factors are activated. The scientists focus on such an integral element of professional competence as

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<sup>5</sup>Nechyporenko V. V. Theoretical and Methodological Foundations of Educational and Rehabilitation Activities of a Special Institution as an Open Social and Educational System: thesis for the degree of Doctor of Pedagogical Sciences: 13.00.03. Kyiv, 2013. 44 p. URL: <http://enpuir.npu.edu.ua/handle/123456789/31620>.

<sup>6</sup>Slozanska H. I. Professional Training of Social Workers in Higher Educational Institutions of Australia: thesis for the degree of Doctor of Pedagogical Sciences: 13.00.04. Ternopil. 2011. 20 p., p. 9 URL: <http://dspace.tnpu.edu.ua/handle/123456789/681>.

<sup>7</sup>Dudariov V. V. Professional Competence of Social Workers: Methods of Management. *Sociology*. 2020. № 4. P. 27-32.

<sup>8</sup>Skirko R. L. Formation of Social Competence of Future Practical Psychologists in the Process of Professional Training: thesis for the degree of Doctor of Pedagogical Sciences: 13.00.04. Zaporizhzhia. 2010. 20 p.

mastering knowledge. The authors conclude that the concept under study should be considered not only as the availability of various knowledge and experience but also as the ability to effectively apply it in the course of professional activity. Thus, a competent specialist should be able to activate both knowledge and practical experience<sup>9</sup>.

Professional competence, according to S. Kubitskyi<sup>10</sup> is a very broad spectrum of social communication abilities derived from the information, real-world experience, and human values that students acquire during their education. It should be emphasised on the special communication skills of the future social worker, which N. Trotsenko systematised as follows:

- a comfortable working environment for mental perception;
- the capacity to hone the ability to prevent negative emotions towards other people and oneself;
- the ability to take into account the specifics of the personal, social, national and cultural aspects of the life of individuals;
- the ability to detect and prevent manifestations of aggression or hostility towards other members of society in a timely manner;
- possession of verbal, non-verbal and written communication skills;
- the ability to observe and interpret the behaviour of others; the ability to interact and work in a team, etc.<sup>11</sup>.

O. Keryk notes that professional competence covers the generalised capabilities and abilities of a person based on the skills acquired and developed by an individual during the educational process and practical activities. The author proposes to distinguish three components of professional competence: skills, abilities and competence<sup>12</sup>. We believe that this approach requires substantiation since it is not clear what exactly the

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<sup>9</sup>Sadovska E., Yaroshenko A. Formation of Professional Competence of a Social Worker: a monograph. Kyiv: National Pedagogical Dragomanov University., 2018. 113 p., p. 10.

<sup>10</sup>Kubitskyi S.O. Professional Training and Professional Characteristics of Social Workers in the Republic of Poland on the Background of European Experience. *Bulletin of Cherkasy University*. 2017. № 11. P. 58-65. URL: <https://ped-ejournal.cdu.edu.ua/article/view/1898/1981>.

<sup>11</sup>Trotsenko N. Ye. Professional Self-Improvement of Social Workers in Resource Centres: Candidate of Pedagogical Sciences: 13.00.05. Luhansk. 2012. 243 p.

<sup>12</sup>Keryk O. Ye. Formation of Social and Psychological Competence in the Process of Professional Training of Future Social Pedagogues. *Scientific Bulletin of Uzhhorod National University. Series: Pedagogy, social work*. 2015. Issue 35.P. 81-83. URL: <https://shorturl.at/mou49>.

author means by the “competence” concept, which is a component of professional competence, that is, what kind of competence is meant and what is its essence. We propose to use the more common traditional approach, in which the constituent elements of professional competence include knowledge, skills and abilities.

S. Mohammed Rashed and Yu. Shubar consider professional competence in a broad context, as a set of skills and abilities used in various professional situations. The main element is the ability to control the most unexpected situations. In other words, professional competence is interpreted as the relationship between an individual, his/her skills, abilities and actions in specific situations<sup>13</sup>.

According to the viewpoint of Yu. Kahanov, the category “professional competence” is fundamentally new and it is used to denote the quality of professional training. The features of its manifestation include: mastery of knowledge characterised by mobility, efficiency and ongoing updating; inclusion of content and procedural components, the first of which is knowledge, and the second – skills; the ability of an individual to freely choose optimal solutions that contribute to the argumentation of the chosen path; critical thinking<sup>14</sup>.

T. Kachalova considers the availability of appropriate mechanisms and clearly defined social roles in the process of professional activity to be the key conditions for mastering theoretical knowledge and practical skills. The author does not exclude the possibility of supplementing their content with other significant components<sup>15</sup>.

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<sup>13</sup> Mohammed Rashed S.A., Shoubar Y. Social Competence of Social Workers and its Relation to the Outcome of Professional Practice in the Field of Care for Special Group. *Egyptian Journal of Social Work (EJSW)*. 2020. Vol. 9. P. 103-122.

<sup>14</sup>Kahanov Y. O. Construction of the “Soviet man” (1953-1991): Ukrainian version. Zaporizhzhia: Inter-M., 2019. 432 p.

<sup>15</sup>Kachalova T. H. Pedagogical Conditions for the Formation of Social Competence of Students of Pedagogical Universities in the Process of Teaching Humanities. Scientific works. *Pedagogy*. 2014. Issue 234. T. 236. P. 26-29. URL: <https://lib.chmnu.edu.ua/pdf/naukpraci/pedagogika/2014/246-234-4.pdf>.

Some authors<sup>16,17,18,19,20</sup> propose to consider professional competence through the prism of its essential features.

One of the components of professional competence is intellectual competence, which is a specific type of knowledge for making effective decisions in the most unexpected situations. The intellectual component of professional competence includes:

- mastery of knowledge in various fields;
- clear definition and interconnectedness of all elements;
- the speed of change in existing relationships and knowledge, due to positive or negative influences, even in cases where knowledge is transformed into the absence of knowledge;
- accessibility and efficiency of knowledge;
- the possibility of practical application of knowledge in various situations;
- the inherence of certain specific elements;
- determination of the type of knowledge determined by the form of general principles, theoretical doctrines and approaches;
- mastery of declarative and procedural knowledge<sup>21</sup>.

Although the terms “competence” and “competency” are sometimes used interchangeably in scientific studies, we believe that they have distinct meanings in various contexts. *Competence* defines the ability of a person to use their knowledge, skills and resources to achieve specific goals and

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<sup>16</sup>Savenkova L. O. Theoretical and Methodological Bases of Training Future Teachers for Professional Communication: thesis for the degree of Doctor of Pedagogical Sciences: 13.00.01. Kyiv, 1998. 32 p.

<sup>17</sup>Semyhina T., Pozhydaieva O. Formation of Competences of Social Workers: International and Local Practice. *Publishing house «European Scientific Platform»*. 2020. P. 47–63.

<sup>18</sup>Sydoruk I. I. Theory and Methods of Developing Social Competence of Future Social Workers in the Process of Professional Training : thesis for the degree of Doctor of Pedagogical Sciences: 13.00.05. Lutsk - Ternopil, 2021. 699 p.

<sup>19</sup>Sydoruk I. I. Formation of Social Competence of Future Social Workers in the Process of Professional Training: a monograph. Lutsk: Vezha-Druk, 2020. 388 p.

<sup>20</sup>Sydoruk I. Environmental Approach to the Formation of Future Social Workers' Social Competence. *Topical issues of the humanities*. 2020. Issue. 27(4). P. 218-223. DOI: 10.24919/2308-4863.4/27.204008.

<sup>21</sup>Programme “Active Citizens”: a Facilitator’s Guide. British Council, 2014. 186 p., p. 25. URL: [https://www.britishcouncil.org.ua/sites/default/files/ac\\_toolkit\\_19th\\_aug\\_2014\\_final\\_version\\_ukr\\_2015\\_2.pdf](https://www.britishcouncil.org.ua/sites/default/files/ac_toolkit_19th_aug_2014_final_version_ukr_2015_2.pdf).

objectives, that is, it is a broader concept that covers the general ability to act effectively in a particular area. *Competency* is a specific set of knowledge, skills and abilities required to perform a particular job or task, that is, competency may include technical skills, professional skills, personal qualities, etc. Thus, the concept “competence” defines a general ability while the concept of “competency” is more focused on specific requirements or activities.

It should be emphasised that this research uses both terms, in particular, the concept “competence” in a broad sense when developing a methodology for the formation of professional competence of future social work professionals in a higher education institution, and the concept “competency” in a narrow sense – to denote a specific set of knowledge, skills and abilities of a social worker.

We propose to consider professional competence through the prism of its essential features, on the basis of which we will create a structural and functional *model of professional competence of a social worker* that combines abilities, knowledge and special skills to solve complex problems in the field of social work (Fig. 1.1).

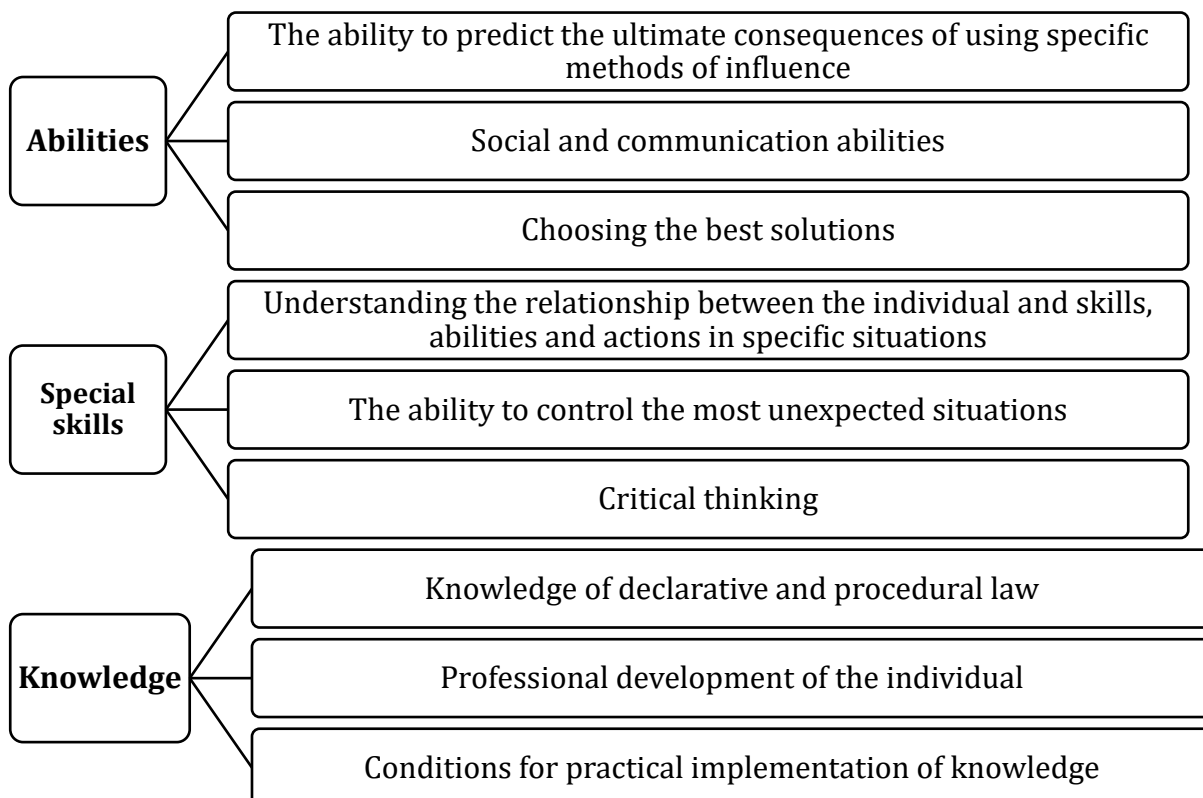


Fig. 1.1. Structural and functional model of professional competence of a social worker

In view of the globalisation of the world at the present stage of development of society, most national governments prefer to use a full-fledged competence model<sup>22</sup>, which should completely replace the qualification model. Previously, employers focused on analysing the content of diplomas or certificates confirming the completion of certain training courses or the acquisition of a relevant educational level, but now it is much more important to confirm the actual mastery of professional competencies that a person uses in practice when pursuing a career. The role of assessment standards has increased due to the possibility of determining the level of professional competence of a particular individual<sup>23</sup>.

Ukrainian and foreign scholars mostly support the position of developing a competence approach in the training of future graduates in the field of study. For the purpose of practical implementation of the competence approach, the need to formulate the following basic ideas is becoming more relevant:

- in the process of forming interrelated personal characteristics, systematicity is one of the key elements;
- synergy is considered as a process of development, in particular, the psychological development of an individual's personality, based on the implementation of innovative and evolutionary procedures. As a result, an individual acquires knowledge and skills throughout life;
- all elements of the educational process involve a high level of procedural and effective efficiency;
- educational programmes should comply with the principles of expediency, contain a value and semantic aspect and have a cultural focus;

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<sup>22</sup>Baidarova O., Karahodina O., Fedchenkov V. Does the Model of Professional Competencies Meet the Specialists' Needs in the Field of Protection of Children's Rights and Interests in Ukraine? *Bulletin of the Academy of Labour, Social Relations and Tourism*. 2020. № 1. P. 80-96. DOI: 10.33287/112010.

<sup>23</sup>Kuzmina M. O. Scientific Reflections on the Spectrum of Professional Competencies of Graduates of Speciality 231 "Social Work". *Scientific Journal of Khortytska National Academy. Series: Pedagogy. Social work*. 2021. Issue 1(4). P. 166-176. DOI: 10.51706/2707-3076-2021-4-15.

- the form of training can be manifested through situational problems that contribute to the formation of learning situations and the effective solution of various complex tasks<sup>24</sup>.

When training a future employee for work in the speciality, V. Kozhevnikov suggests taking into account the following general didactic skills and abilities:

- the ability to rationally plan activities, formulate tasks and create appropriate conditions for effective work;
- the ability to work with books, reference books, and conduct bibliographic searches;
- the ability to identify the key idea in a large amount of information, analyse, generalise, compare, justify; rational memorisation, self-control in the process of educational and cognitive activity, etc.<sup>25</sup>.

The formation of the professional competence of a future graduate is a dynamic process by its nature, during which opinions and standards regarding the specialty under study are transformed. In the context of this issue, the opinion of T. Semyhina and O. Pozhydaieva<sup>26</sup>, who identified contextual factors that directly affect the formation of a set of social worker's competencies, is worthy of attention:

- implementation of the general educational policy on qualification issues, which is reflected in the National Qualifications Framework<sup>27</sup> and described by the following descriptors: 1) knowledge; 2) skills and abilities; 3) communication skills; 4) responsibility and autonomy;

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<sup>24</sup> Slozanska H., Stelmakh S., Krynytska I. Professional Development of Social Work Specialists and Social Managers: Experience of Implementing a Certificate Program at the Ukrainian Catholic University. *Social Work and Education*. 2022. Issue. 9(2). P. 226-244.

<sup>25</sup> Kozhevnykov V. M. Theoretical and Methodological Foundations of Organization of the Pedagogical Process of a Higher Education Institution. Scientific works of DonNTU. Series: "Pedagogy, Psychology and Sociology". 2013. № 1 (13). P. 1-4.

<sup>26</sup> Semyhina T., Pozhydaieva O. Formation of Social Workers' Competencies: International and Local Practice. *Representation of educational achievements, mass media and the role of philology in the modern system of sciences: a collective monograph* (1st ed.) / edited by Kaplak V. G. Vinnytsia: European Scientific Platform. 2021. P. 47-63.

<sup>27</sup> On approval of the National Qualifications Framework: Resolution of the Cabinet of Ministers of Ukraine as of 23.11.2011 No. 1341. URL: <https://zakon.rada.gov.ua/laws/show/1341-2011-%D0%BF#Text>.

- introduction of standardized local requirements for the provision of certain types of services that require new competencies;
- the impossibility of ignoring the international context, in particular, the introduction of international or global standards (quality standards or certification of employees, development of new approaches to organizing teamwork, their theoretical justification);
- specifics of certain types of activities in a particular area, employers' requirements, traditional perception of employees of a certain specialty, the scope of their activities and influence;
- intensification of transformational changes in society as a result of digitalization and the coronavirus pandemic, which have affected the vision of social practices <sup>28</sup>.

Traditionally, there are three main types of graduate competencies:

- - integral;
- - general;
- vocational (professional).

*The integral competence* reflects the ability to solve complex specialized tasks and practical problems in the professional field. *The general competence* of a graduate is formed by professional characteristics that determine the specifics of work organization, behavior in the process of practical activity, certain aspects of communication and interaction with other individuals, etc. *Special competencies* are defined in certain areas of training, that is, specialization. Their list is approved for a particular specialty<sup>29</sup>.

The specificity of social work determines a number of characteristics that are inherent in specialists in this field: possession of knowledge not only within the framework of professional activity, but also in the fields of politics, economics and culture; awareness of the essence and foundations of social work; the ability to perform their duties; the ability to make

<sup>28</sup> Ivanova O. A. Conflictology in Social Work: online textbook. URL: [https://stud.com.ua/112531/pedagogika/konfliktologiya\\_u\\_sotsialniy\\_roboti](https://stud.com.ua/112531/pedagogika/konfliktologiya_u_sotsialniy_roboti).

<sup>29</sup> Nechyporenko V. V. Theoretical and Methodological Foundations of Educational and Rehabilitation Activities of a Special Institution as an Open Social and Educational System: Doctoral dissertation ... Candidate of Pedagogical Sciences: 13.00.03. Kyiv, 2013. 44 p. URL: <http://enpuir.npu.edu.ua/handle/123456789/31620>.

independent decisions and take responsibility for their consequences; the ability to draw public attention to socially important issues; skills of effective communication with other actors; possession of professional ethics and sensitivity; emotional stability and the ability to withstand psychological stress; tolerance and friendly attitude towards people<sup>30</sup>.

Based on the essential features of professional competence and the proposed structural and functional model of professional competence of a social worker, we propose to consider the “*professional competence of the future social worker*” as a set of knowledge, abilities and special skills that a future social worker should possess to successfully perform social tasks and functions when working with clients, to be able to clearly understand social processes, problems and challenges faced by clients, to be able to interact with them and to.

We believe it is expedient to pay attention to the procedure for developing requirements for professional competencies of future graduates. In most developed foreign countries, social work is included in the list of “state-regulated” professions. Professional, educational, assessment standards, standards of access to the specialty through obtaining licenses or certificates are developed and implemented.

According to V. Kuzmin et al.<sup>31</sup>, first and foremost, it is necessary to develop a professional standard that will serve as the basis for educational and assessment standards as a basis for determining the real level of professional competencies of a social worker. Before establishing a professional standard, it is necessary to analyze the labor market, in particular, to monitor the need for specialists with the appropriate qualifications; to study the results of training (formal, informal, practical professional experience)<sup>32</sup>.

In Ukraine, the development of social work standards and core competencies began in the 2000s. These processes were characterized by

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<sup>30</sup> Honcharenko S.U. Ukrainian Pedagogical Dictionary. Kyiv: Lybid., 1997. 376 p., p. 29.

<sup>31</sup> Communicative and Psychological Aspects of Professional Career Development: Exploring the Differences / V. Kuzmin et al. *Revista de Cercetare si Interventie Sociala*. 2023. Vol. 81. P. 129-147. DOI: 10.33788/rcis.81.8.

<sup>32</sup> Kuppenko O. Pedagogical Technology of Mentoring in the Process of Forming the Project Competence of Future Bachelors of Social Work. *Pedagogical sciences: theory, history, innovative technologies*. 2020. № 3-4 (97–98). P. 39–48. DOI: 10.24139/2312-5993/2020.03-04/039-048.

inconsistency and lack of coordination. The definition of “social work” as a category of labor activity is still not officially enshrined. The Law of Ukraine “On Social Work with Families, Children and Youth”<sup>33</sup> contains an outdated definition of social work. The Law of Ukraine “On Social Services”<sup>34</sup> does not contain any legislative vision of the essence of the category under study. Given the absence of a legislative framework, the Handbook of Qualification Characteristics of Professions in the field of “Social Work”<sup>35</sup> was developed on the basis of the current Classifier of Occupations of Ukraine DK 003:2010<sup>36</sup>. It provides for the following qualification characteristics of a social worker:

- positions of employees who work in social welfare institutions, but do not actually belong to the social work niche. Such categories of positions include, for example, orthopedic shoe designers, insurance experts on labor protection, etc.;
- positions that are inherently outdated and contradict the ethical aspects of social work in general. This category includes, for example, a social pathologist since this position reflects totalitarian ideas about a social problem as a pathology in society. At the same time, the documents do not enshrine positions related to social workers in medical institutions<sup>37</sup>.

Additionally, in 2017, the Cabinet of Ministers of Ukraine adopted a resolution “On Approval of the Methodology for Developing Professional Standards”. In 2018, the Ministry of Social Policy of Ukraine proposed a new version of this Methodology, according to which professional standards should be developed taking into account the results of the analysis and preliminary research of labor functionality, their structured construction

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<sup>33</sup> On Social Work with Families, Children and Youth : Law of Ukraine as of 21.06.2001. № 2558-III. URL: <https://zakon.rada.gov.ua/laws/show/2558-14#Text>.

<sup>34</sup> On Social Services: Law of Ukraine as of 17.01.2019. № 2671-VIII. URL: <https://zakon.rada.gov.ua/laws/show/2671-19#Text>.

<sup>35</sup> On Approval of Issue 80 “Social Services” of the Handbook of Qualification Characteristics of Occupations of Employees : Order of the Ministry of Social Policy of Ukraine as of 29.03.2017. № 518. URL: <https://ips.ligazakon.net/document/FN034167>.

<sup>36</sup> National Classifier of Ukraine. Classifier of professions DK 003:2010: Order of the State Committee of Ukraine for Standardization and Consumer Protection as of 28.07.2010. № 327. URL: <https://zakon.rada.gov.ua/rada/show/va327609-10#Text>.

<sup>37</sup> Moskovchuk O. Formation of Social Competence of Students of Higher Education Institutions from the Perspective of Modern Scientific Approaches. *Ukrainian professional education*. 2018. № 4. P. 120-126. URL: <http://dspace.pnpu.edu.ua/bitstream/123456789/12394/1/Moskovtchuk.pdf>.

and an exclusive list of professional competencies. Thus, domestic professional standards are characterized by the use of professional and labor criteria. As stated in the above Methodology, only those competencies (depending on the work action or group) should be distinguished, the features of which allow to evaluate education seekers for professional qualification. Such competencies as consulting services, interaction with partners are considered incorrect due to their ambiguity and difficulty in developing clear criteria for the assessment process and determining the level of mastery of relevant knowledge<sup>38</sup>. According to the Order of the Ministry of Social Policy<sup>39</sup>, the Methodology for Developing Professional Standards has been invalidated.

Since 2019, updated standards of higher education for bachelors and masters in the specialty 231 “Social Work”<sup>40,41</sup>, developed by the Institute of Labor and Employment of the Ministry of Social Policy of Ukraine, have been in force in Ukraine. The provisions of the qualification characteristics in force at the time of approval of the standards are used as a basis<sup>42</sup>. The Standards do not contain a list of required competencies, but they do contain a description of individual professional tasks of a typical format as well as a generalized list of questions that a qualified employee should be able to answer.

Based on the content of the Standard of the first, bachelor's, level of education, the main goal of the educational process is the need to train specialists who, by their personal characteristics, are able to solve complex specialized tasks and applied problems of the social sphere or in the process of studying. In particular, with regard to the management of social and individual development processes, it is important to use a variety of

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<sup>38</sup> On Approval of the Methodology for Developing Professional Standards: Order of the Ministry of Social Policy of Ukraine as of 22.01.2018. № 74. URL: <https://zakon.rada.gov.ua/laws/show/z0165-18#Text>.

<sup>39</sup> On Invalidation of the Order of the Ministry of Social Policy of Ukraine No. 74 as of 22.01.2018: Order of the Ministry of Social Policy of Ukraine as of 03.02.2023 № 47. URL: <https://zakon.rada.gov.ua/laws/show/z0301-23#Text>.

<sup>40</sup> On Approval of the Standard of Higher Education in the specialty 231 “Social Work” for the first (bachelor's) level of higher education: Order of the Ministry of Education and Science of Ukraine as of 24.04.2019. № 557. URL: <https://shorturl.at/lvR07>.

<sup>41</sup> On Approval of the Standard of Higher Education in the Specialty 231 “Social Work” for the Second (Master's) Level of Higher Education: Order of the Ministry of Education and Science of Ukraine as of 24.04.2019. № 556. URL: <https://shorturl.at/lvR07>.

<sup>42</sup> On Approval of the Methodology for Developing Professional Standards: Order of the Ministry of Social Policy of Ukraine as of 22.01.2018. № 74. URL: <https://zakon.rada.gov.ua/laws/show/z0165-18#Text>.

theoretical and methodological tools of social work aimed at obtaining further vocational education<sup>43</sup>. At the master's level, the purpose of the educational process is to train specialists capable of solving complex tasks and problems in the social sphere or in the course of study that includes research and/or implementation of innovations and is characterized by uncertainty of conditions and requirements<sup>44</sup>.

The real achievement of this goal is possible only when it is reflected in integral, general and special competencies that essentially reveal the specific and subject area of the specialty under study.

A social worker must have a bachelor's or master's degree. According to the National Qualifications Framework, a bachelor's degree is level six, and according to the European Higher Education Area Qualifications Framework, it is level one. For the master's degree, the National Qualifications Framework provides for the seventh level, and the European Higher Education Area Qualifications Framework – the second level<sup>45</sup>. A bachelor's degree graduate is required to master 15 general and 20 special competencies<sup>46</sup>, and a master's degree graduate is required to master 10 general and 16 special competencies<sup>47</sup>.

A comprehensive combination of key labor functions is proposed, each of which is reflected in the graduate's competencies. The content of the job function is to identify individuals or families within the relevant administrative-territorial unit (community) who can be classified as vulnerable groups or those in difficult life circumstances, as a result of which

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<sup>43</sup> On Approval of the Standard of Higher Education in the Specialty 231 "Social Work" for the First (Bachelor's) Level of Higher Education: Order of the Ministry of Education and Science of Ukraine as of 24.04.2019. № 557. URL: <https://shorturl.at/lvR07>.

<sup>44</sup> On Approval of the Standard of Higher Education in the Specialty 231 "Social Work" for the Second (Master's) Level of Higher Education: Order of the Ministry of Education and Science of Ukraine as of 24.04.2019. № 556. URL: <https://shorturl.at/lvR07>.

<sup>45</sup> Pukhovska L.P. Professional Training of Teachers in Western Europe: Commonalities and Differences: monograph. Kyiv: Vyshcha Shkola. 1997. 180 p.

<sup>46</sup> On Approval of the Standard of Higher Education in the Specialty 231 "Social Work" for the First (Bachelor's) Level of Higher Education: Order of the Ministry of Education and Science of Ukraine as of 24.04.2019. № 557. URL: <https://shorturl.at/lvR07>.

<sup>47</sup> On Approval of the Standard of Higher Education in the Specialty 231 "Social Work" for the Second (Master's) Level of Higher Education: Order of the Ministry of Education and Science of Ukraine as of 24.04.2019. № 556. URL: <https://shorturl.at/lvR07>.

they have an urgent need to receive social support or certain services from the state<sup>48</sup>.

The following competencies are related to the job function:

the ability to navigate the legislative and regulatory framework, the practical use of which is necessary in the field of social protection of the population; mastering the skills of understanding the nature and essence of key areas, forms, methods and tools of social work, organization and functioning of the social security system at any level;

desire to be involved in the procedures for determining the needs of the population for social assistance within specific administrative-territorial units or communities, etc.

Only the required knowledge, skills and abilities of social workers, which are constituent elements of the listed competencies, are highlighted. The fact that, according to the provisions of Article 1 of the Law of Ukraine “On Education”, “competence” means a dynamic combination of skills, knowledge, abilities, mechanisms of thinking, worldview and universal values, which directly affects the possibility of successful socialization, professional or further educational activities of a particular person, is not taken into account<sup>49</sup>. In addition, the provisions of the National Qualifications Framework stipulate that the description of competence should be carried out by applying the four descriptors<sup>50</sup>, mentioned above.

In the process of studying the issue under investigation, T. Semyhina<sup>51</sup> notes that in order to form a full-fledged personality of a specialist in the field of social work, future graduates must possess a number of different general and special competencies, without directly relating them to the specifics of the implementation of labor functions. This standpoint is justified by the fact that most of the competencies underlying the

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<sup>48</sup> Kuzmina M. O., Protas O. L., Fartushok T. V., Raievska Y. M., Ivanova I. B. Formation of students' competence of tertiary educational institutions by practical training aids. *International Journal of Higher Education*. 2020. Vol. 9. No 7. P. 279-288. DOI:10.5430/ijhe.v9n7p279.

<sup>49</sup> On Education: Law of Ukraine as of 05.09.2017. № 2145-VIII. URL: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>.

<sup>50</sup> On Approval of the National Qualifications Framework: Resolution of the Cabinet of Ministers of Ukraine as of 23.11.2011. № 1341. URL: <https://zakon.rada.gov.ua/laws/show/1341-2011-%D0%BF#Text>.

<sup>51</sup> Semyhina T. *Modern Social Work: a textbook*. Kyiv: Academy of Labor, Social Relations and Tourism, 2020. 275 p.

educational standard are closely related to the national theory of conceptualization of the social worker's activities. At the same time, the national educational standard does not contain provisions on gender competencies or the possibility of implementing anti-discrimination practices that should be the basis for social work in general<sup>52</sup>.

The educational standard provides for the formation of the following professional competencies for future master's graduates <sup>53</sup>:

- understanding of the essence and practical use of the theory, methodology and methods of social science in the process of performing tasks and research in the field of social work;
- the ability to identify socially significant problems and determine the scope of measures to improve the living standards of different segments of the population;
- mastering the skills of professional diagnostics, forecasting, projects and models of various social situations;
- possessing skills in introducing methods and technologies of innovative practices and management in the field of social work;
- the ability to interact with employees in other areas, for example, with individual government, public and commercial organizations;
- mastering the skills to objectively evaluate the processes and outcomes of professional activities and the quality of the services offered;
- skills of professional reflection;
- the ability to work and interact in a team, including in decision-making;
- the ability to substantiate personal standpoint and to bring it to the attention of other subjects;
- the ability to take initiative and make extraordinary decisions in the process of solving various social problems, for example, through the introduction of innovative technologies;

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<sup>52</sup> Sydoruk I. I. Formation of Social Competence of Future Social Workers in the Process of Professional Training: a monograph. Lutsk: Vezha-Druk, 2020. 388 p.

<sup>53</sup> On Approval of the Standard of Higher Education in the Specialty 231 "Social Work" for the Second (Master's) Level of Higher Education: Order of the Ministry of Education and Science of Ukraine as of 24.04.2019 № 556. URL: <https://shorturl.at/lsGS5>.

- the ability to demonstrate professional identity and carry out professional activities based on the values of social work;
- the ability to make a critical assessment of possible social consequences in the field of human rights, social inclusion and development of society as a whole;
- the ability to form a positive image of a social worker in society;
- use of effective management tools in professional activities.

The educational and professional programs in the specialty under study have requirements for possessing the following competencies: the ability to develop, test and use in practice various social projects and technologies; the ability to implement the final results of scientific research in practice. In addition, the following competencies are required for educational and research programs: possession of skills of independent study of material for its further use in the social sphere; the ability to summarize the results of scientific studies and their dissemination in the form of a scientific report or other research papers<sup>54</sup>.

Furthermore, the list of requirements set by the state, and, thus, by employers, to the professional competencies of social workers has been defined. A social worker must possess the following list of competencies, taking into account three main elements (knowledge, abilities, skills):

- *knowledge of*: the package of documents required to receive social services; features of the activities of an institution or facility providing social services; the procedure for conducting certain procedures; the main aspects of psychology, pedagogy, work with vulnerable groups of the population; the norms of the current legislation of Ukraine in the field of vocational activity;
- *abilities*: to organize the process of identifying subjects in need of social assistance; to work with persons in need of social services; to determine the status and assess the needs of recipients of social services; to be able to develop and implement individual programs for the provision of social services;

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<sup>54</sup> On Approval of the Standard of Higher Education in the Specialty 231 “Social Work” for the First (Bachelor’s) Level of Higher Education: Order of the Ministry of Education and Science of Ukraine as of 24.04.2019. № 557. URL: <https://shorturl.at/lvR07>.

- *skills*: development and control of measures to protect recipients of social services; coordination and organization of work in the process of providing social services; conflict resolution, etc.<sup>55</sup>.

The educational process involves the acquisition by a future social worker of mainly theoretical professional competencies without specifying the tasks assigned to him/her. At the same time, the state and employers (which are the relevant state institutions) provide a clear list of qualification requirements and functional responsibilities of social workers. Therefore, we are convinced that future social workers should fully master all the professional competencies defined by the educational and professional programs of higher education institutions and required by a potential employer.

Educational and professional programs in social work should meet the standards of higher education. At the same time, national standards should be periodically reviewed and adjusted, and educational and professional programs should be updated to reflect international experience.

The training of a future social worker involves the formation of professional competencies through particular academic disciplines<sup>56</sup>. For example, the discipline “Theory of Social Work” allows future graduates to form theoretical knowledge about the main aspects of social work, its purpose, goals, values and objectives; the discipline “Technologies of Social Work” helps future social workers master the necessary skills and abilities required for future professional activities; the discipline “Special Social Services” enables future graduates to master the skills and abilities that will be needed for further professional activities.<sup>57</sup>.

The formation of professional competence of future social work professionals in higher education lies in the training of qualified

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<sup>55</sup> Ovod Yu. Innovative Technologies in Social Work. *Collection of scientific works of the National Academy of the State Border Guard Service of Ukraine. Series: Pedagogical sciences*. 2016. № 3. P. 175-184. URL: [http://nbuv.gov.ua/UJRN/znpnadpcpn\\_2016\\_3\\_18](http://nbuv.gov.ua/UJRN/znpnadpcpn_2016_3_18).

<sup>56</sup> Kuzmina M.O., Popovych F.M. Formation of Professional Competencies of a Future Graduate of a Higher Education Institution on the Example of the Specialty “231 - Social Work”. *Inclusive education: idea, strategy, result: materials of the III All-Ukrainian interdisciplinary scientific and practical conference with international participation (Ternopil, April 23-24, 2023)*. Ternopil: TNPU named after V. Hnatiuk, 2023. P. 180-184.

<sup>57</sup> Kononchuk A. I. *Technologies of Social and Pedagogical Activity*. Nizhyn: Nizhyn State Pedagogical University named after M. Gogol, 2004. 46 p.

professionals who will be able to work effectively to solve social issues. This requires the development of modern curricula and methods, their integration into the educational process, involvement of students in practical work, and the development of key competencies<sup>58</sup>, such as communication, empathy, tolerance, critical thinking, and others. High professional competence will allow future social workers to work effectively with different groups of people and solve complex social problems.

It is important to create conditions for practical application of the acquired skills in real situations through the organization of internships, traineeships, project work and other forms of work with real social problems. The formation of professional competence is also facilitated by the introduction of additional methods into the educational process, in particular, self-education methods, which include the development of a special program of independent study for future graduates at the educational institution, attendance at various psychological or pedagogical courses and seminars, where practitioners explain the main aspects of social work using real-life examples.

There is an urgent need for widespread use of multimedia technologies in the training of future social workers. This can be implemented through the use of electronic textbooks, reference books, laboratory workshops, test and training systems, etc. The use of such tools has a positive impact on providing feedback and developing students' critical thinking.

In the context of this issue, it is expedient to pay attention to professional competence as the ability to preserve and enhance moral, cultural, scientific values and social achievements. This is achieved through a deep understanding of the historical aspects and patterns of development of a particular industry, its role in society, nature and other areas as well as through the use of various forms of activity aimed at ensuring recreation and a healthy lifestyle<sup>59</sup>.

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<sup>58</sup>Kulikovska N. B. Formation of Professional Competence of Future Engineers in the Process of Studying at a Higher Educational Institution of I-II Level (on the Example of Chernivtsi Polytechnic College). University of Education Management. URL: [http://umo.edu.ua/images/content/nashi\\_vydanya/stud\\_almanah/26.pdf](http://umo.edu.ua/images/content/nashi_vydanya/stud_almanah/26.pdf)

<sup>59</sup> Wisner E. The Uses of Historical Material in the Social Work Curriculum. *Social Service Review*. 1960. Vol. 34, no. 3. P. 265-272.

Additionally, the following competencies of future graduates can be distinguished: the ability to learn and master modern knowledge, perseverance in solving tasks. These competencies are inherently formalized since they relate to various specialties and disciplines and, therefore, cannot be assessed in practice.

Based on the above, it can be concluded that in order to achieve the key goals of professional competence formation, the training of future specialists in social work involves scientific, practical and integrative-comprehensive activities to acquire theoretical knowledge and practical skills in various fields. Ukraine has introduced an educational standard for training specialists, the provisions of which stipulate a combination of theoretical and practical skills of future graduates, the principles of choosing general and special professional disciplines, as well as a program of special disciplines.

Future specialists in social work should possess qualities that allow them to provide qualified assistance to other people – ethical behavior, a formed worldview, humanity, a sense of respect for other individuals, empathy, etc. The process of forming the professional competence of future graduates also includes an effective procedure for self-development, independent mastery of professionally oriented areas of future activity in order to fully realize the student as a professional.

Indicators of the effectiveness of the future graduates' professional development depend on their psychological compliance and readiness for professional activity; the desire to work in the social sphere, etc. Therefore, when training future specialists in higher education institutions to work in the social sphere, conditions should be created for the development of general and professionally oriented competencies, which will contribute to the personal and professional development and maturation of graduates in the future.

## 1.2. SCIENTIFIC APPROACHES TO STUDYING THE ISSUE OF PROFESSIONAL COMPETENCE

The process of developing the professional competence of social workers is an important aspect in the training of specialists working with vulnerable groups. This topic has been studied in detail in domestic and foreign scientific literature.

Modern scientists study the process of developing the social workers' professional competence, investigate the formation of professional competence of future specialists to work with certain categories, in particular with individuals with deviant behavior, single-parent families, people with developed creative abilities, etc.

Coverage of the process of development of social workers' professional competence in domestic and foreign scientific works has its features. The results of the analysis of the scientific and methodological aspects of professional competence show that domestic scholars emphasize the practical aspect of competence development, while foreign scholars focus on the theoretical aspect. However, in both cases, the need to develop the professional competence of social workers for effective work with vulnerable groups is recognized.

Thus, domestic scientific works focus on the development of professional competence of social workers through practical activities. The main areas of practical activity contributing to the development of professional competence are as follows: work with clients, participation in trainings and workshops, cooperation with other specialists, etc.

Foreign scientific works emphasize the theoretical aspect of the development of social workers' professional competence, consider the main theoretical approaches to studying professional competence (competence,

systemic, cognitive), and identify the main competencies that social workers should possess (ethics, empathy, communication skills, etc.)<sup>60, 61, 62, 63, 64, 65, 66</sup>.

U. Khakimkhan and U. Sakypzhamal proved that the key marker of a specialist's professionalism is his / her professional competence. According to their definition, professional competence is a multilayered ability that is formed on the basis of a combination of social experience, theoretical knowledge, practical skills and individual characteristics. This ability makes it possible to perform tasks in the field of social and pedagogical activities aimed at activating the internal potential of a person for self-development, self-improvement and self-realization. All this takes place within the framework of socially acceptable norms, standards and requirements. The authors have identified various aspects of professional competence development: global understanding of the world, value orientations, general education, professional knowledge, pedagogical skills, and personal characteristics<sup>67</sup>.

O. Kunakh and O. Zhukov identified three interrelated key aspects in the professional competence of a social worker: the level of education, psychological literacy, and mastery of specific methods of social work. The emphasis on the cultural aspect emphasizes that it is important for a social worker to be a carrier of national as well as universal values, ethical

<sup>60</sup> Arghode V. Emotional and Social Intelligence Competence Implications for Instruction. *International Journal of Pedagogies & Learning*. 2013. Vol. 8. P. 66-67.

<sup>61</sup> Gedviliene G. Social Competence of Teachers and Students: The Case Study of Belgium and Lithuania: Scientific study. Kaunas : Vytautas Magnus University Press, 2012.

<sup>62</sup> Gedviliene G., Gerviene S., Pasvenskiene A., Ziziene S. The Social competence Concept Development in Higher Education. *European Scientific Journal*. 2014. Vol. 28. P. 36-49.

<sup>63</sup> Lang N. Group Work Practice to Advance Social Competence: A Specialized Methodology for Social Work. New York : Columbia University Press, 2010.

<sup>64</sup> Liakh T., Spirina T., Lekholetova M., Shved O. Building Professional Competences of Social Workers through Distance Learning in the Context of the COVID-19 Pandemic. In E. Smyrnova-Trybulska (Eds.), *E-learning in the Time of COVID-19* (pp. 151-162). Katowice-Cieszyn, 2021. DOI: 10.34916/el.2021.13.13.

<sup>65</sup> Lundh T. Utmanande bildningssyn. Mönster i motståndet mot Ellen Keys och Honorine Hermelins pedagogiska tänkesätt. D-uppsats i pedagogik 15hp. Institutionen för pedagogik, psykologi och didaktik. Högskolan i Gävle. 2009. URL: <https://www.diva-portal.org/smash/get/diva2:305396/FULLTEXT01.pdf>.

<sup>66</sup> Mohammed Rashed S. A., Shoubar Y. Social Competence of Social Workers and its Relation to the Outcome of Professional Practice in the Field of Care for Special Group. *Egyptian Journal of Social Work (EJSW)*. 2020. Vol. 9. P. 103-122.

<sup>67</sup> Khakimkhan U., Sakypzhamal U. Humanization of the Pedagogical Process is the Basis of Professionally Mobile Training of a Future Teacher. *Procedia – Social and Behavioral Sciences*. 2014. Vol. 116. P. 5152-5155. DOI:10.1016/j.sbspro.2014.01.1090.

principles, and socially acceptable norms of behavior. Psychological literacy, according to scientists' standpoint, means the ability of a social worker to analyze and take into account the psycho-emotional state of the client, his / her living conditions and communication<sup>68</sup>.

An organic component of a social worker's psychological competence is adequate self-diagnosis – awareness of oneself as a person, individuality, one's capabilities and ways of interacting with a client (clients) in different situations, overlapping personal qualities of a social worker and a client, and joint search for ways and means of solving the client's problems. Yu. Hlyhalo believes that the technological competence of a social worker is the possession of means and procedures for the implementation of the main functions: psychological, social and pedagogical, legal, organizational<sup>69</sup>. Focusing on the scientist's viewpoint, it can be argued that the development of professional competence of a future specialist requires the formation of general cultural and psychological qualities. At the same time, mastery of practical skills of working with individuals and groups is actualized, which contributes to the effective implementation of the key goals and objectives of social work.

Having studied the features of the model of formation of professional competence of bachelors studying in the direction of training "Social Work", M. Bukach<sup>70</sup> concluded that the orderliness of the process of formation of professional competence contributes to the consolidation of specific disciplines and practices for each competence.

Typically, the competencies to be developed are included in the curriculum as separate academic disciplines or modules that cover theoretical and practical training of students. For example, a training program for social workers may include the following competencies: ethics and professional deontology; communication skills; empathy and compassion; work with vulnerable groups; psychological assistance and counseling; organization of social services and programs; administrative

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<sup>68</sup> Kunakh O.M., Zhukov O.V. *Social Ecology: a study guide*. Dnipro: Printing house "ARBUZ", 2021. 61 p.

<sup>69</sup> Hlyhalo Yu. V. Social and Perceptual Competence of Future Social Specialists in the Process of Professional Training. *Theory and methods of education management*. 2010. № 5. URL: <http://tme.umo.edu.ua/docs/5/11glispt.pdf>.

<sup>70</sup> Bukach M.M. Competence-based Training as a Basis for the Formation of the Future Social Worker. *Scientific Journal of the National Pedagogical Dragomanov University. Series 11. Social work. Social pedagogy*. 2016. Issue 22. P. 119-131.

skills and project management; monitoring and evaluation of work results. Each of the outlined competencies can be studied separately (as a discipline/module) or can be combined with other educational components. For instance, ethics and professional deontology can be studied in the course “Ethics of Social Work” and communication skills in the course “Communication and Communication in Social Work”. The consolidation of competencies will help students acquire the necessary knowledge and skills to work effectively in the social sphere, which will contribute to the quality training of social workers and the performance of their professional duties at a high level.

Understanding the principle of “from the general to the individual” in the process of forming the professional competence of a social worker means that students must first of all acquire a general knowledge base about social work as a profession, understand the social problems existing in society and be able to analyze them. The next step is to acquire practical skills and experience in dealing with real social problems directly through internships, practicums, and other forms of practical work. Students should be able to apply their knowledge and skills in real-life situations, communicate with clients and solve complex social problems.

In addition, students should develop the key competencies necessary for effective work in the social sphere. These may include skills such as communication, empathy, tolerance, critical thinking, etc. These competencies will help students build effective relationships with clients and solve complex social problems.

Thus, the formation of a social worker's occupational competence includes understanding the general principles and concepts of social work, acquiring practical skills and experience in solving real problems, and developing key competencies necessary for effective work in this field.

Achieving a professional and creative level of professional competencies by a student is an important task of vocational training of bachelors in the direction “Social Work”. Technologization of the process of forming professional competencies makes it possible to increase its

efficiency and performance<sup>71</sup>. Therefore, the features of the development of future graduates' professional competencies include the structural construction of the educational process, as a result of which students will acquire general competencies, and on their basis – vocational competencies.

R. Skirko studied the problematic aspects of the formation of professional and social competence of practical psychologists. The author proposed to perceive social competence as one of the key and inherent characteristics of any specialist of the relevant qualification. The scientist gave priority to the general cultural and moral (spiritual) components, the cyclical nature of learning, understanding and actual manifestations of social competence, the complex nature of the focus on adaptation, an active standpoint in society, the integration of social and professional characteristics in the process of self-development and improvement of personal qualities of a future graduate, individual and specialist in the relevant field. The author has identified a specific list of components of the social competence of a future specialist: cognitive, value, motivational and behavioral<sup>72</sup>.

*Social competence* is an important component of a social worker's professional competence. It helps to ensure high-quality social work and fulfillment of professional duties at a high level. Social competence is the ability of a social worker to interact effectively with different population groups, understand their needs and problems, be able to find solutions and provide clients with the necessary assistance. It is one of the key competencies formed in the process of training social workers.

The role of social competence lies in providing quality social work that meets the clients' needs and expectations. Social competence enables a social worker to communicate effectively with clients, understand their needs and problems, take into account their cultural and other characteristics, show empathy and compassion for clients, which is important for successful work in the social sphere.

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<sup>71</sup>Kuzmina M. O. Scientific Reflections on the Spectrum of Professional Competencies of Graduates of Specialty 231 "Social Work". *Scientific Journal of Khortytska National Academy. Series: Pedagogy. Social work*. 2021. Issue 1(4). P. 166-176. DOI: 10.51706/2707-3076-2021-4-15.

<sup>72</sup> Skirko R. L. Formation of Social Competence of Future Practical Psychologists in the Process of Professional Training: PhD thesis: 13.00.04. Zaporizhzhia, 2010. 20 p.

Within the framework of the experimental study, R. Skirko confirmed the effectiveness of the process of forming social competence, which can be ensured only simultaneously with the formation of social practices, expanding the boundaries of interpersonal contacts, social intellectual abilities, and individual personal qualities of a specialist<sup>73</sup>.

Based on R. Skirko's study, it can be argued that the professional competence of future university graduates is based on a combination of various psychological, organizational and normative components. Proper interaction of all elements contributes to understanding the social purpose of social work, mastering communication skills, the ability to organize professional activities, effectively perform duties, which together indicates the professional competence of the future specialist<sup>74</sup>.

The importance of social competence in the formation of professional competence is that it is the basis for the development of other professional skills and knowledge. Social competence helps a social worker build trusting relationships with clients, resolve conflicts and problems, and contributes to the development of leadership and management skills. Social competence enables a social worker to interact professionally with different population groups, including vulnerable groups (people with disabilities, children, the elderly, etc.).

In the context of the current research, the scientific work of I. Shpychko "Formation of Social Competence of Future Service Professionals in Professional Training"<sup>75</sup> deserves attention. The author analyzed professional competence through the prism of the need for successful development of professional skills of future professionals who plan to work in the service sector. The author identified the key components of social competence: mastery of knowledge, personal values, communication skills and behavioral characteristics. The scholar focused exclusively on the moral, psychological qualities and communication skills of the future specialist. However, such elements only indicate the moral preparation of a social

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<sup>73</sup> Skirko R. L. Formation of Social Competence of Future Practical Psychologists in the Process of Professional Training: PhD thesis: 13.00.04. Zaporizhzhia, 2010. 20 p.

<sup>74</sup> Skirko R. L. Formation of Social Competence of Future Practical Psychologists in the Process of Professional Training: PhD thesis: 13.00.04. Zaporizhzhia, 2010. 20 p.

<sup>75</sup> Shpychko I. O. Formation of Social Competence of Future Service Professionals in Professional Training : Candidate of Pedagogical Sciences: 13.00.04. Khmelnytskyi, 2016. 289 p.

worker for practical work. In this regard, there is a need to form professional (vocational) competence, a feature of which is the ability, knowledge and skills of practical performance of professional duties.

The scientific work of T. Vasyliuk, devoted to the pedagogical principles of the social competence development of higher education seekers in the context of the humanities, considers specific aspects of professional competence. The scientist believes that a high level of efficiency in mastering the necessary skills can be achieved through the following measures: comprehensive monitoring of the level of mastery of partial competencies; introduction of active and integrative technologies for the productive study of individual disciplines; formation of complementary and socially significant situational cases that are mandatory elements of the educational process; stimulation of the activity of future graduates at various stages of the educational process, etc.<sup>76</sup>.

The study of V. Lozovetska is devoted to the search for approaches to solving the problem of forming social competence of future graduates of pedagogical educational institutions. The author suggests using activity-based, individualized and competence-based approaches to optimize the educational process. V. Lozovetska believes that the formation of an appropriate level of social competence of future graduates is a combination of the following stages: mastering new knowledge, understanding it through the prism of social significance, applying knowledge in practice<sup>77</sup>. The author concluded that it is necessary to adhere to the formula of professional competence: “knowledge – understanding – skills”. However, focusing only on the acquisition of knowledge, psychological readiness and the possibility of practical application of the acquired knowledge, the scientist did not pay attention to the issue of forming skills for practical activities in the conditions of a higher education institution.

The suggestion of O. Zhukova to study social competence through the prism of globalization as the basis of the world system of educational

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<sup>76</sup> Vasyliuk T. G. *Didactic Principles of Formation of Social Competence of Students of Pedagogical Universities in the Process of Teaching Humanities*: PhD in Pedagogical Sciences: 13.00.09. Ternopil, 2017. 20 p.

<sup>77</sup> Lozovetska V. T. *Professional Career of a Personality in Modern Conditions*: Monograph. Kyiv: Institute of Vocational Education of the National Academy of Pedagogical Sciences of Ukraine, 2015. 279 p.

process and a specific product of intercultural interaction is worthy of attention. In expressing her position, the author perceives an educational institution as a link between society and a particular individual<sup>78</sup>. Simultaneously, the scientist failed to consider the issue of the higher education institution's purpose, which is to provide knowledge, develop skills, and develop abilities for their practical implementation. This is the foundation for future social workers to successfully carry out their duties.

In the context of the current analysis, the dissertation research by Ya. Lukatska on the topic "Conditions for the Formation of Students' Social Competence in Higher Education" is of particular interest. This publication focuses on the formation of the most favorable factors for ensuring the life of future graduates. In addition, the importance of practical application of the competence approach is considered, the main elements of which are substantive, operational, communicative, motivational, value characteristics that fully reflect the social roles of each individual.

The formation of the skills of the future social worker begins exactly within the educational institution through the implementation of educational and training processes. It is also possible to use a variety of practically oriented interactive technologies and methods, taking into account the interests of each future graduate in particular. Ya. Lukatska sees the individualization of the educational process in the formation of competencies and professional skills of a future specialist, taking into account the psychological characteristics of specific individuals<sup>79</sup>.

A dissertation study by A. Kulikova, which emphasizes the need to form socially competent behavior of an individual, is similar in its main theses since this can ensure the understanding by future specialists of the value of social skills in the process of practical professional activity<sup>80</sup>.

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<sup>78</sup> Zhukova O. A. Didactic System of Formation of Social Competence of Students of Humanitarian Specialties of Classical Universities by Means of Game Technologies : Candidate of Pedagogical Sciences: 13.00.09. Ternopil, 2019. 554 p.

<sup>79</sup> Lukatska Ya. S. Conditions for the Formation of Students' Social Competence in Higher Education. *Pedagogy of forming a creative personality in higher and secondary schools*, 2020. № 69, V. 3. P. 10-14. DOI:10.32840/1992-5786.2020.69-3.1.

<sup>80</sup> Kulikova A. E. Training of Social Workers to Work with Children and Youth in Higher Educational Institutions of Sweden : Ph.D. ... Candidate of Pedagogical Sciences: 13.00.05. Luhansk, 2009. 22 p.

As part of the dissertation study, Ya. Lukatska analyzed the pedagogical impact on the formation of future graduates' professional qualities. The author drew attention to the need to ensure an adequate level of their social, educational and professional development, successful adaptation to changing social conditions. The key elements of professional competence include communicative, social, cultural, leisure, social and personal competence. The author assigned teachers a leading role in the process of forming the professional personality of a future graduate. The study pays considerable attention to such an element of professional competence as mastering the knowledge and skills of their practical implementation, taking into account possible negative impacts, anticipating their consequences and ways to counteract them<sup>81</sup>.

H. Slozanska studied the issue of professional competence through the prism of the process of socialization and further successful professional adaptation in society, noting that social, personal, activity and vocational competencies are based on the principles of morality. The author identifies the following key elements of the category under study as social skills, knowledge, abilities and features<sup>82</sup>.

For the purpose of effective formation of the motivational development of future graduates, N. V. Zaveryko, L. O. Sushchenko, T. H. Soloviova proposed to implement an innovative set of psychological and pedagogical conditions, such as various methodological complexes, specialized trainings, courses for acquiring professional competence skills, etc.<sup>83</sup>.

I. Sydoruk supports the use of a competence-based approach, noting that the formation and development of personal qualities of a future specialist has a positive impact on the level of his / her vocational qualifications in the future. The author has identified a list of measures that will contribute to the professional development of future graduates:

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<sup>81</sup> Lukatska Y. S. Conditions for the Formation of Students' Social Competence in Higher Education. *Pedagogy of forming a creative personality in higher and secondary schools*. 2020. № 69, V. 3. P. 10-14. DOI:10.32840/1992-5786.2020.69-3.1.

<sup>82</sup> Slozanska H. I. Professional Training of Social Workers in Higher Educational Institutions of Australia: Doctoral dissertation ... Candidate of Pedagogical Sciences: 13.00.04. Ternopil, 2011. 20 p. URL: <http://dspace.tnpu.edu.ua/handle/123456789/681>.

<sup>83</sup> Zaveryko N.V., Sushchenko L.O., Soloviova T.H. Innovations in the Training Programs for Social Workers. *Scientific Journal of the National Pedagogical Dragomanov University. Series 5: Pedagogical Sciences: Realities and Prospects*. 2023. Issue 94. P. 50-54. DOI: 10.31392/NPU-nc.series5.2023.94.10.

- the use of special technologies in the educational process aimed at developing the competencies of the individual;
- the ability and desire to cooperate, the ability to constructively resolve conflict situations in the process of social interaction, tolerance to representatives of other cultural communities
- ensuring that future graduates gain practical experience in implementing significant social and professionally oriented tasks;
- introducing the practice of conducting intercultural training events, in particular, through the involvement of media representatives in order to develop skills of interaction with other stakeholders, which can be an effective tool for developing social competence and other professional skills of a social worker. This will help ensure quality social work and meet the needs of clients from different cultures and nationalities;
- increasing the level of openness of educational institutions and involvement of future graduates in socially significant processes <sup>84</sup>.

Y. Robson et al. in their scientific study “The Impact of Intercultural Training on Social Workers’ Cultural Competence: A Systematic Review” substantiated the role of intercultural training in significantly improving the cultural competence of social workers. The study analyzed 15 scientific articles on the impact of intercultural training. The results showed that the trainings help social workers expand their knowledge of the cultural characteristics of different population groups, develop intercultural communication skills, and preserve professional values and ethical standards.<sup>85</sup>

The research “Intercultural Training for Social Workers: A Pilot Study” by Jennifer L. Bellamy et al. was conducted at the University of San Francisco to study the effectiveness of intercultural training for students majoring in “Social Work”. Within the experimental part of the study, a pilot training was conducted for 20 students who gained knowledge about the cultural

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<sup>84</sup> Sydoruk I. I. Theory and Methods of Formation of Social Competence of Future Social Workers in the Process of Professional Training : Doctor of Pedagogical Sciences: 13.00.05. Lutsk - Ternopil , 2021. 699 p.

<sup>85</sup> Robson Y., Adams K., Ali P. A. The Impact of Intercultural Training on Social Workers' Cultural Competence: A Systematic Review. *Journal of Ethnic & Cultural Diversity in Social Work*. 2019. Vol. 28, No 2. P. 97-113.

characteristics of different groups and intercultural communication skills. The results of the study showed that the training contributed to the professional development of students and helped them to be more effective in interacting with clients from different cultures and nationalities<sup>86</sup>.

The results of numerous scientific studies show that intercultural training activities help social workers expand their knowledge and skills of interaction with clients of different nationalities and cultures. At such events, social workers learn about the cultural characteristics of different groups of people, train intercultural communication skills, which helps develop empathy and cultural competence, learn to be more sensitive to the needs and characteristics of clients of different nationalities, and better understand the impact of cultural factors on people's lives and behavior. Intercultural training contributes to the formation of a social worker's professional identity, assists in the development of professional values and ethical standards.

The issue of formation of social and professional competencies in the context of integration of educational and training processes is the subject of scientific studies by T. Semyhina and O. Pozhydaiev. The authors understand the "formation of social and professional competence" as a set of socially and psychologically determined tools and mechanisms that promote effective interaction with other individuals in the process of communication and implementation of professional functions, taking into account the knowledge, abilities, skills and abilities acquired in the educational institution. The use of a competence-based approach helps improve the level of training of a future social worker for professional activity. The main aspects of the formation of a full-fledged professional personality of future graduates include: independent learning, self-realization, determination of a place in society and the labor sphere, development of individual characteristics<sup>87</sup>.

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<sup>86</sup> Bellamy J. L., Dziadosz G. M., Navaie-Waliser M. Intercultural Training for Social Workers: A Pilot Study. *Journal of Social Work Education*. 2017. Vol. 53, No 1. P. 111-120.

<sup>87</sup> Semyhina T., Pozhydaieva O. Formation of Social Workers' Competencies: International and Local Practice. *Representation of educational achievements, mass media and the role of philology in the modern system of sciences: a collective monograph* (1st ed.) / edited by Kaplak V. G. Vinnytsia: European Scientific Platform, 2021. P. 47-63.

In the context of the issue under study, the scientific work of S. Melnyk et al. is of particular interest, who identified the professional values of future social workers. The axiological dominants are: recognition of the self-value of each individual and respect for the client's personality; acceptance of the client as he/she is; respect for his/her right to self-determination; non-judgmental attitude towards the client; respect and trust of the client; the ability to understand the social essence of a person who depends on other people to assert his/her uniqueness; belief in the ability of a person to change for the better, to grow; individual approach to clients; adherence to the principles of confidentiality; empathy; the ability to establish an emotional connection with the client with constant self-control; professional self-development; commitment to social justice; commitment to acting in favor of the client, etc It has been determined that consistent axiological beliefs about an individual, his / her life objectives, strategies for reaching them, and persistent conditions of existence are crucial for the profession of social worker<sup>88</sup>.

The social and psychological aspects of a social worker's personality are important components of their professional competence. Empathy makes it possible to understand and feel the needs and problems of the client, which is the basis for developing effective interaction strategies. Tolerance, in turn, ensures respect for cultural diversity and helps avoid stereotypical thinking, which is crucial for successful work with different groups of people<sup>89</sup>. Communication skills are essential for effective cooperation with both clients and other professionals. The ability to work with people from different cultures and nationalities ensures successful interaction with various population groups and contributes to the development of intercultural competence.

The ability to understand and take into account the needs and interests of clients is the basis for achieving successful results in social work. A specialist must be able to analyze difficult situations and find the best

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<sup>88</sup> Melnyk S. V., Matrosov V. D., Stashkin T. O., Kosukhina T. V. *Methodical Recommendations for the Development of Professional Standards by the Competence Approach*. Luhansk: State Research Institute of Social and Labor Relations, 2012. 55 p.

<sup>89</sup> Soloviova T. H. *Social and Psychological Factors and Mechanisms of Formation of Social Competence of Young People. Pedagogy of forming a creative personality in higher and secondary schools: a collection of scientific papers*, 2021. № 75. Vol. 3. P. 8-12. URL: <http://www.pedagogy-journal.kpu.zp.ua/>.

solutions for the client. This also contributes to the development of his/her professional competence. All of these aspects interact and complement each other, contributing to the social worker's successful and effective professional activity.

The subject of the study of N. Zaveriko et al.<sup>90</sup> is the social and psychological aspects of the personality of a specialist in the field of social work, the content of which is the coherence of goals, structure, individual cognitive, activity and personal criteria. The author considers the following key prerequisites for the emergence of the competencies under study:

- social and psychological capabilities of the individual, including internal human values and attitudes, regarding professional activity in the field of social work;
- internal motives for choosing the field of social work;
- existence of certain ideas and beliefs about the basics of social psychology;
- experience of active participation in society, etc.

In the context of the current research, the socio-psychological aspects of the personality of a specialist in the field of social work are taken into account in the formation of professional competence. After all, in order to achieve success in future professional activities it is essential to develop not only the professional competence of students but also their socio-psychological qualities.

O. Moskovchuk notes that the process of forming the social and psychological competence of specialists in the field of social work includes a number of academic disciplines and practical activities<sup>91</sup>.

Perceptual competence plays a significant role in the development of a social worker's professional competence. It helps students understand the needs and problems of clients, identify effective strategies and approaches to solving them. Yu. Hlyhalo proved that the social and perceptual competence of a specialist is the basis for effective targeted activity. These

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<sup>90</sup> Psychological and Pedagogical Features of Training Future Social Service Workers / N. Zaveriko et al. *Revista Eduweb*. 2022. Vol. 16, No. 3. P. 218-231. DOI: 10.46502/issn.1856-7576/2022.16.03.16

<sup>91</sup> Moskovchuk O. Formation of Social Competence of Students of Higher Education Institutions from the Perspective of Modern Scientific Approaches. *Ukrainian professional education*, 2018. № 4. P. 120-126. URL: <http://dspace.pnpu.edu.ua/bitstream/123456789/12394/1/Moskovtchuk.pdf>.

competencies enable a specialist to perform his/her functions using practical skills, individual character traits and the potential to adapt professional activities to specific situations. Personal and developmental methods are the basis for the implementation of these competencies, which contribute to the transformation of theoretical knowledge into practical application<sup>92</sup>.

I. Sydoruk developed the author's model of social and psychological competencies of a specialist in the field of social work, studied the internal features of the activity of future graduates; the impact on their thinking, behavior; psychological characteristics; acquisition of professional qualities and properties. The author provided a list of the most significant factors in the formation of the competencies under study, which includes: the specifics of the general education program; actualization of specialists' internal beliefs; introduction of additional specialization, introduction of various methods of psychological training; activation of the teacher's personal interest in the process of training future specialists; development of a high level of psychological readiness for practical activity<sup>93</sup>.

The development of legal competence plays an extremely important role in the process of forming the professional competence of a social worker. Legal competence is a set of legal knowledge that future social workers are able to implement through practical skills and abilities. Awareness of the legal principles and norms regulating the professional activity of a social worker, the rights and obligations of clients and personal ones, contributes to effective interaction with clients. Development of legal competence helps social workers better understand procedures and processes related to work in the legal field; it promotes effective communication with employees of the justice system in order to protect the clients' interests.

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<sup>92</sup> Hlyhalo Yu. V. Social and Perceptual Competence of Future Social Specialists in the Process of Professional Training. *Theory and methods of education management*. 2010. № 5. URL: <http://tme.uomo.edu.ua/docs/5/11glispt.pdf>.

<sup>93</sup> Sydoruk I. Environmental Approach in the Formation of Social Competence of Future Social Workers. *Topical issues of the humanities*. 2020. Issue 27(4). P. 218-223. DOI: 10.24919/2308-4863.4/27.204008.

O. Lisovets<sup>94</sup> considers the socio-legal competence of future graduates as a complex personal formation that integrates socio-legal knowledge, skills, personal qualities and value attitude to law. In the process of interaction, these components ensure the effective fulfillment of professional tasks by legal means, which is manifested in the orientation and activity of a specialist in the social and legal space, awareness of the value impact of law on clients, and the ability to effectively carry out legal activities in the social sphere. The author identifies four interrelated structural elements of the future specialist's socio-legal competence:

- *motivational and value-based*: motives, goals, values that mobilize a social worker to work within the legal framework and motivate for self-improvement;
- *cognitive*: a system of knowledge about the legal basis of social work and social and legal protection of the individual, which enables the social worker to analyze professional situations in order to resolve them positively;
- *functional and activity-based*: a system of professional skills based on professional qualities of a person (tolerance, communication skills, responsibility, etc.);
- *reflective and assessing*: the ability of a specialist to track the goals and results of their activities, self-assessment of the level of development of social and legal competence.

According to the viewpoint of O. Lisovets<sup>95</sup>, the development of a social worker's social and legal competence is influenced by classroom, extracurricular and social and educational educational activities.

In the course of *classroom learning activities*, the future social worker gets acquainted with the basic principles of social work, legislation, methods and tools of professional activity, legal norms, ethical standards, principles of working with different groups of clients, etc. The classroom activity involves a combination of traditional and innovative forms and methods of

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<sup>94</sup> Lisovets O. V. Theory and Practice of Formation of Social and Legal Competence of Future Social Workers in the Conditions of University Education: Dissertation ... Doctor of Pedagogical Sciences: 13.00.05. Sloviansk, 2019. 585 p.

<sup>95</sup> Ibid.

lectures, practical and seminar classes (role-playing games, discussions, trainings, master classes, etc.).

*Extracurricular learning activities* include independent work of the student, which is aimed at generalizing the acquired knowledge and its practical application. A social worker can study additional literature, conduct studies, analyze case studies, develop social program projects, etc. This allows them to better understand and comprehend the knowledge they have gained, develop critical thinking and analytical skills.

*Social and educational training activities* involve a social worker in practical work with real clients. In the process of such activities, they gain practical experience working with different categories of people, solve specific problems, and apply the acquired knowledge and skills in practice. Reflection, or analysis of one's activities, is an important component of social and educational activities, which allows to identify one's strengths and weaknesses, and to develop professional competence independently.

The knowledge gained in the course of study contributes to the formation of a deep understanding of legal norms and principles, the ability to communicate effectively with other professionals in the legal environment, and the development of critical thinking and analytical skills.

O. Lisovets analyzed the structural construction of socio-legal competence in terms of a combination of motivational, value, cognitive, functional, activity, reflective and evaluative elements. The methodological aspects of organizing the process of developing these competencies proposed by the author are based on the integration of key ideas as well as systemic, activity, contextual, personality-oriented, technological and competence-based approaches. According to the results of the study, the author's recommendations were implemented in the classroom and extracurricular educational activities of future specialists, in the practical activities of social workers, and were also used in the elaboration of scientific developments<sup>96</sup>.

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<sup>96</sup> Lisovets O. V. Theory and Practice of Formation of Social and Legal Competence of Future Social Workers in the Conditions of University Education : Dissertation ... Doctor of Pedagogical Sciences: 13.00.05. Sloviansk, 2019. 585 p.

The monograph by E. Sadovska and A. Yaroshenko “Formation of Professional Competencies of a Social Worker in the Conditions of a Higher Education Institution” is an interesting and thorough study of the issue of forming a social worker's professional competence<sup>97</sup>. The authors analyzed and highlighted the key problematic aspects of the formation of professional competencies, emphasized the need for professional and social training of future graduates in the specialty “Social Work”. In the course of the study, the researchers proved that professional competence does not depend on the level of psychological and pedagogical training, and, therefore, it is necessary to identify the didactic conditions for its formation.

The authors substantiated that professional competence is not a simple combination of three elements (knowledge, abilities and skills) but a holistic formation that allows to increase the impact of didactic conditions on the processes under study. The development of professional competencies of future social workers requires adaptation to professional activities in higher education institutions, development and use of methods of social and psychological training.

Didactic conditions for the formation of professional competence of a social worker are an important element of the educational process. They promote active involvement of students in learning, development of their professional skills and competencies. The use of interactive teaching methods, modern technologies and a personality-oriented approach are key factors in the successful formation of a social worker's professional competence.

It is expedient to consider the main aspects that characterize the didactic conditions for the formation of a social worker's professional competence.

*Organization of the educational process.* It is important to create a favorable learning environment to enable students to actively interact with teachers and each other, discuss professional situations, analyze their own performance and receive feedback.

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<sup>97</sup> Sadovska E., Yaroshenko A. Formation of Professional Competence of a Social Worker: Monograph. Kyiv: National Pedagogical Dragomanov University, 2018. 113 p.

*Application of interactive teaching methods.* Use of role-playing games, debates, discussions, group work and other methods to actively involve students in the learning process, develop their communication and collaboration skills.

*Practical training.* The curriculum should include internships in various social institutions where students can apply theoretical knowledge in practice and gain experience working with different categories of clients.

*Use of modern technologies.* The use of information and communication technologies in the educational process allows students to access relevant information, develop computer skills, and use specialized programs to analyze social problems.

*Personality-oriented approach.* It is important to take into account the individual characteristics of students, their needs and interests, to stimulate independent work, self-improvement and self-development.

Foreign experience in the formation of professional competencies of future social workers is the subject of research in the domestic and European scientific communities<sup>98,99,100,101</sup>. In particular, V. Arghode considers the competence of a social worker as a set of the following elements:

- the ability to communicate with individuals, regardless of external conditions, in compliance with the principles of tolerance and correctness;
- social interaction and dialog with society;
- adaptation of one's behavior to situational circumstances;
- the ability to recognize ethical responsibility in the process of learning and practice;

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<sup>98</sup> Bodnaruk I. I. Foreign and Domestic Experience of Training Social Workers for Professional Activity. *Pedagogy, social work.* 2013. Issue. 29. P. 29-33. URL: <https://dspace.uzhnu.edu.ua/jspui/bitstream/lib/367/1/%D0%97%>.

<sup>99</sup> Boiko O. Doctoral Training in Social Work in the United Kingdom: Orientation to the Labor Market. *Bulletin of the Academy of Labor, Social Relations and Tourism* 2019. № 1. P. 60-69. DOI:10.33287/11195.

<sup>100</sup> Boiko O.M. Professional Training of Specialists in Social Work of the Third Level of Higher Education in the United Kingdom : Dissertation ... Candidate of Pedagogical Sciences: 13.00.04. Kyiv, 2017. 262 p.

<sup>101</sup> A Guide to Supervision in Social Work Field Education Revised Edition. Australian Learning and Teaching Council Ltd. Revised Edition. 2021. URL: <https://shorturl.at/klvzH>.

- cooperation and the ability to find a compromise solution, etc.<sup>102</sup>.

According to the viewpoint of G. Gedviliene, a prerequisite for achieving a high level of learning is the organization of a social space that will help create the preconditions for communication and cooperation<sup>103</sup>. Some authors emphasize the interdependence between the field of professional activity and the formation of competencies<sup>104</sup>.

The development of social workers' professional competence to work in special institutions includes: studying legislation and standards in the field of social work focused on working with groups of clients with special needs; mastering specific methods of working with people with special needs as well as ways to integrate them into society, building positive relationships with their families and environment; developing empathy and tolerance.

The dissertation study by V. Nechyporenko analyzes the key principles of educational and rehabilitation activities of special institutions as a part of the social and educational system in general. The author draws attention to the need to individualize the educational process, which is achieved through the development and implementation of individual curricula and work plans, special practical tasks, research and diagnostics, practical use of information assimilation algorithms, as well as pedagogical assistance methods<sup>105</sup>.

L. Kolomiets and L. Makaruk study the interconnection between personal and professional development, which is manifested "...in determining the ability of the individual to creative self-fulfilment in professional activity"<sup>106</sup>. Along with this, the personality is considered as a subject of activity and behavior, as a complex, socially conditioned integral

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<sup>102</sup> Arghode V. Emotional and Social Intelligence Competence Implications for Instruction. *International Journal of Pedagogies & Learning*. 2013. Vol.8. P. 66-67.

<sup>103</sup> Gedviliene G. Social Competence of Teachers and Students: The Case Study of Belgium and Lithuania: Scientific study. Kaunas : Vytautas Magnus University Press, 2012.

<sup>104</sup> Gedviliene G., Gerviene S., Pasvenskiene A., Ziziene S. The social competence concept development in higher education. *European Scientific Journal*. 2014. Vol. 28. P. 36-49.

<sup>105</sup> Nechyporenko V. V. Theoretical and Methodological Foundations of Educational and Rehabilitation Activities of a Special Institution as an Open Social and Educational System: Dissertation ... Doctor of Pedagogical Sciences: 13.00.03. Kyiv, 2013. 44 p. URL: <http://enpuir.npu.edu.ua/handle/123456789/31620>.

<sup>106</sup> Kolomiets L.I., Makaruk L.Yu. Psychological Features of Career Growth of Young Specialists. *Psychology of personality*. 2022. Issue 41. P. 141-145. DOI: 10.32782/2663-52082022.41.24.

system of mental qualities of an individual with its inherent psychological structure, interrelationships between elements, which is described in detail in the works of P. Avtomonov<sup>107</sup>, M. Varii<sup>108</sup>, I. Kulyk<sup>109</sup>.

From the point of view of personality development as a subject of professional activity, *the subjective approach* to the formation of professional competence of a social worker deserves attention. This approach helps to develop the ability to make decisions independently, analyze and solve professional problems.

The didactic conditions for the formation of a social worker's professional competence based on the subjective approach are aimed at the active participation of the employee in his/her professional development, which involves individualization of training, active participation of the student in the learning process, development of reflective skills, use of interactive teaching methods and practical training. The application of these methods gives students the opportunity to hone their professional skills, analyze their activities, identify strengths and weaknesses, develop self-esteem and correct their actions, make independent decisions, and solve professional problems.

When using a subjective approach to the formation of a social worker's professional competence, it is important to provide the following didactic conditions:

1. *Individualization of training.* Taking into account the individual characteristics of each student, their needs and capabilities.

2. *Active participation of the student in the learning process.* The student must be an active participant in the learning process, show initiative and independence in learning the material.

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<sup>107</sup>Avtomonov P. P. Strategic Principle of Humanization of Higher Education and Tactics of its Implementation. *Actual problems of sociology, psychology, pedagogy*, 2012. Issue 15. P. 184-189. URL: [http://nbuv.gov.ua/UJRN/apspp\\_2012\\_15\\_26](http://nbuv.gov.ua/UJRN/apspp_2012_15_26).

<sup>108</sup>Varii M.Y. Psychology of Personality: a textbook. Kyiv: Center for Educational Literature, 2008. 592 p. URL: <https://psychologdcpp.in.ua/wp-content/uploads/2019/10/biblioteka/file7.pdf>.

<sup>109</sup>Kulyk I.V. Formation of Professional Competence of Future Social Pedagogues in the Process of Studying at the University. Development of a professional and professionalism: theory and practice: a collection of scientific papers, Cherkasy: Individual entrepreneur Hordienko Ye.I., 2014. P. 173-176.

3. *Development of reflective skills.* The student should be able to analyze his/her activities, identify strengths and weaknesses, develop self-esteem and be able to correct his/her actions.

4. *Use of interactive teaching methods.* Involving students in a joint discussion, discussing problem situations, solving case studies, etc.

5. *Conducting practical classes.* The student should be able to apply the acquired knowledge and skills in practice and receive feedback.

The scholars O. Stoliarenko<sup>110</sup>, V. Deresh, K. Hatsenko<sup>111</sup> et al. develop in their scientific works the idea that the personal development of a specialist is carried out in the process of educational and professional activity based on an activity-based approach. The authors are unanimous in the opinion that the *activity-based approach* makes it possible to consider personality development as a personal and activity deployment in order to form a holistic personality, and to consider the personality as a mobile systemic integrity that improves and develops itself in professional activities.

According to the acmeological concept described by M. Varii, success in the professional sphere is possible only when an individual is able to solve complex problems related to both personal and professional growth. This also includes adaptation to the external social and professional environment, self-identification as a specialist, and the use of opportunities for self-improvement in professional activities<sup>112</sup>.

*The competence approach* considers key professional competencies and personal qualities as the main elements of professional training, which is confirmed by the scientific works of M. Shved, M. Duzha-Zadorozhna<sup>113</sup>, S. Cherneta et al.<sup>114</sup>. The features of the formation of a graduate's professional

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<sup>110</sup> Stoliarenko O. B. Psychology of Personality (course of lectures and workshop): a textbook. Kamianets-Podilskyi: PE "Medobory-2006", 2011. 220 p.

<sup>111</sup> Deresh V.S., Hatsenko K.V. Moral Foundations of Social Work. Philosophical horizons of the present: collection of abstracts of the VII international scientific and practical conference: SHEI "KHS AU", 2019. P. 62–64.

<sup>112</sup> Varii M.Y. Psychology of Personality: a textbook. Kyiv: Center for Educational Literature, 2008. 592 p. URL: <https://psychologdcpp.in.ua/wp-content/uploads/2019/10/biblioteka/file7.pdf>

<sup>113</sup> Shved M.S., Duzha-Zadorozhna M.P. Formation of Professional Competencies of Future Social Pedagogues in Higher Educational Institutions of Germany. *Pedagogical education: theory and practice. Pedagogy. Psychology: a collection of scientific works.* 2009. Issue. 11. Vol. 2. P. 96-99.

<sup>114</sup> Cherneta S., Bielkina-Kovalchuk O. Training of Specialists in Social Work for Professional Activity in the Provision of Social Services. *Scientific Bulletin of Uzhhorod University. Series: "Pedagogy. Social work".* 2021. Issue 2(49). P. 236-240.

competencies of a higher education institution in the specialty “Social Work” are considered by L. Fedorchuk<sup>115</sup>, H. Slozanska, S. Stelmakh, I. Krynytska<sup>116</sup>, I. Sydoruk<sup>117</sup> etc. The authors emphasize the importance of subjectivity in the process of professional self-determination and formation of students' professional competencies, which is a conscious, independent, active and responsible choice that is relevant in the current conditions of society development.

Based on the integration of basic approaches to personality development, highlighted in the scientific works of domestic and foreign scientists, it is established that the personal-competence approach is the foundation for the development of students' personal and professional competencies in the process of their training for professional activities in the social sphere.

Another important characteristic of a student as a subject of professional activity is his/her willingness to develop in stages. That is, the subject does not appear suddenly and out of nowhere. He/she develops and other people play an important role in this process. They create the conditions for his/her development, education, and readiness to make decisions and take responsibility.

In view of the above, it can be argued that the scientific literature has developed various approaches to understanding the social and psychological essence of a social worker's competence and the basis of his/her activities. A common feature of most scientific developments is the allocation of communicative, activity, humanistic, personality-oriented, systemic and axiological approaches to the formation of a social worker's professional competencies. The competence approach is the crucial one.

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<sup>115</sup> Fedorchuk L. P. Theoretical Aspects of Professional Competence Formation. *Scientific Notes of the National University of Ostroh Academy. Series "Psychology"*. 2019. № 8. P. 77-81. DOI: 10.25264/2415-7384-2019-8-77-81.

<sup>116</sup> Slozanska H., Stelmakh S., Krynytska I. Professional Development of Specialists in Social Work and Social Managers: Experience of Implementing a Certificate Program at the Ukrainian Catholic University. *Social Work and Education*. 2022. Issue 9(2). P. 226-244.

<sup>117</sup> Sydoruk I. I. Formation of Social Competence of Future Social Workers in the Process of Professional Training: a monograph. Lutsk: Vezha-Druk, 2020. 388 p.

Based on scientific studies<sup>118,119,120,121,122</sup>, the competencies that future social workers should possess are systematized (Fig. 1.2).

Grouping key competencies by individual characteristics allows to separate purely professional competencies from other related categories. Specific categories of the future social worker's professional competence are as follows: possession of professional knowledge; social and pedagogical skills; psychological flexibility; possession of practical technologies of social work; social practice; the ability to establish interpersonal contacts; intellectual abilities; communication skills and behavioral features; awareness of the social worker's profession through the prism of social significance; the application of theoretical knowledge in practice; knowledge and beliefs about the basics of social psychology; experience of interaction in society.

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<sup>118</sup> Zakharchenko V.M., Luhovyi V.I., Rashkevych Yu.M., Talanova Z.V. Development of Educational Programs: Methodological Recommendations / edited by V.H. Kremen. Kyiv: SE "REC 'Priorities', 2014. 120 p.

<sup>119</sup> Palahniuk Y. V., Pysmychenko O. S. Features of the Development of Social Services in the System of Social Policy of Germany. *Theory and practice of public administration and local self-government*. 2018. № 1. URL: <https://shorturl.at/cfpU1>.

<sup>120</sup> Savelchuk I.B. Training of Social Workers in Modern Conditions: Innovative Trends. *Bulletin of Zhytomyr Ivan Franko State University. Pedagogical sciences*. 2016. Issue 1. P. 120-125.

<sup>121</sup> Sydoruk I. I. Theory and Methods of Formation of Social Competence of Future Social Workers in the Process of Professional Training: Dissertation ... Doctor of Pedagogical Sciences: 13.00.05. Lutsk – Ternopil, 2021. 699 p.

<sup>122</sup> Holkovska I.L., Voloshyna O.V., Hubina S.I. Fundamentals of Pedagogical Excellence: a workshop. Vinnytsia: "Works", 2019. 240 p. URL: <https://shorturl.at/dimwH>.

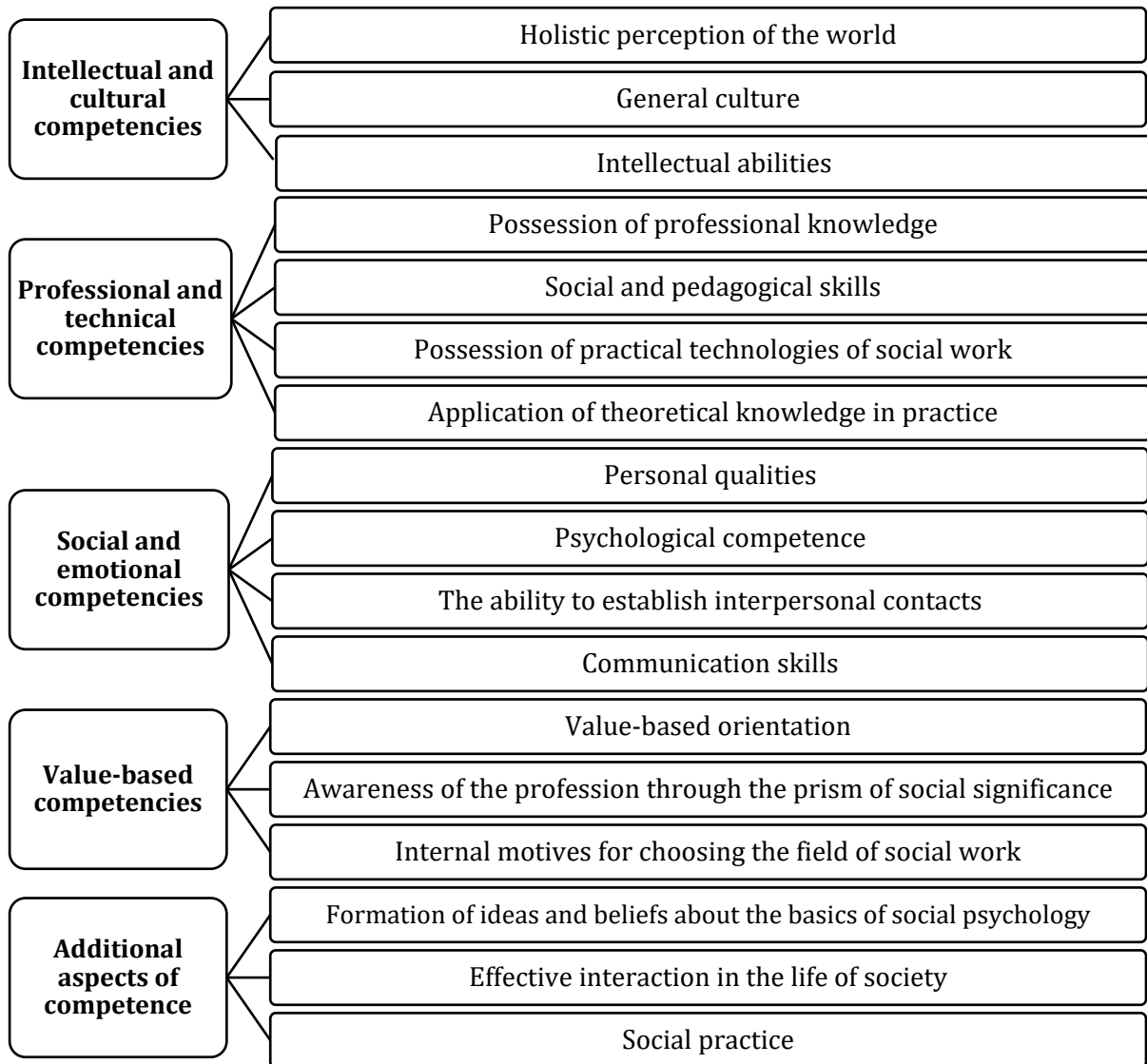


Fig. 1.2. Classification of key competencies of future graduates in the framework of the individual competence approach

The classification of the outlined elements as professional competencies of future graduates is related to the fact that they are manifested exclusively in the field of social work; they are necessary for the practical implementation of the functions assigned to a social worker. At the same time, all other competencies are more general in nature; they are related to the psychological perception of future graduates of the specialty “Social Work” (justifying the choice of this specialty).

### 1.3. FOREIGN EXPERIENCE IN THE FORMATION OF PROFESSIONAL COMPETENCE

The analysis of foreign experience in developing the professional competence of social workers in educational institutions is a common phenomenon for professionals working in this field. There are a number of reasons for turning to foreign experience.

Firstly, it is a change in the socio-economic structure and fundamental factors of life in the post-Soviet space due to the transition to a market economy with its fundamentally different principles of social relations.

Secondly, it is a rather sharp change in the priorities of the state policy in the social sphere, which has led not only to the activation of the social assistance system at the national and regional (local) levels but also to the growing role of non-governmental and civic institutions and organizations working in this area.

Thirdly, it is the restructuring, a different systemic organization of social work and social assistance.

Fourthly, it is, obviously, the availability of foreign experience of social work in the conditions of long-term existence and development of society and relations between its macro-, micro-structures and individuals under the auspices of democratic institutions of the right social state<sup>123</sup>.

The US experience in forming the social workers' professional competence in educational institutions is developed and systematized. The scientific foundation was laid by the movement of settlers, whose activities were connected with educational centers on the basis of constant contacts between its founders and many scientists in the field of social sciences. This initially took the form of experience exchange courses, and later it became a prerequisite for the establishment of the School of Citizenship and

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<sup>123</sup> Stavkova S.H. Lifelong Professional Development of Social Workers for Supervisory Activities in Canada: Candidate of Pedagogical Sciences: 13.00.04. Lviv, 2018. 374 p. URL: <https://ena.lpnu.ua/handle/ntb/41263>.

Philanthropy, which in 1920 became the School of Social Administration at the University of Chicago.

In the United States, there are specialized training programs for social workers, which aim to provide students with the necessary knowledge, skills and practical experience to work successfully in this field. Educational institutions in the United States offer a wide range of training programs for social workers, including bachelor's, master's, and doctoral degrees. The programs include theoretical training, practical internships in various agencies, specialized courses in psychology, sociology, law, work with families and children, and culturally competent work with different population groups.

In addition, there are associations and organizations in the United States that support and train social workers, promote the exchange of experience and the development of professional standards<sup>124</sup>. In general, the US experience in forming the professional competence of social workers in educational institutions is very successful and can serve as an example for other countries <sup>125</sup>.

Social work was also developing rapidly in Europe. In 1903, the Charity Organization opened the first educational institution in London, the School of Sociology, which specialized in training social workers<sup>126</sup>. Over nine years, this school transformed into the Faculty of Social Work at the London School of Economics. At the same time, a specialized women's school for social workers was established in London under the leadership of Alice Solomon, the leader of the women's movement in Europe<sup>127,128</sup>.

The first full-fledged educational institution that trained specialists in the field of social work was a university opened in Amsterdam (the

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<sup>124</sup> Spirina T., Grabowska B., Liakh T. Social and Pedagogical Support of Students with Disabilities in Higher Education Institutions. *The Modern Higher Education Review*. 2020. Vol. 5. P. 62-71. DOI: 10.28925/2518-7635.2020.5.6.

<sup>125</sup> Smith M. Social Pedagogy from a Scottish Perspective. *International Journal of Social Pedagogy*. 2012. 1(1). 46-55.

<sup>126</sup> Rothuizen J. J., Harbo L. J. Social Pedagogy: An Approach without Fixed Recipes. *International Journal of Social Pedagogy*. 2017. Vol. 6(1). P. 6-28.

<sup>127</sup> Boiko O. Doctoral Training on Social Work in Great Britain: Orientation to the Labor Market. *Bulletin of the Academy of Labor, Social Relations and Tourism*. 2019. № 1. P. 60-69. DOI:10.33287/11195.

<sup>128</sup> Boiko O. M. Professional Training of Specialists on Social Work of the Third Level of Higher Education in the United Kingdom: Candidate of Pedagogical Sciences: 13.00.04. Kyiv. 2017. 262 p.

Netherlands) in 1899. The training lasted for two years<sup>129</sup>. By 1910, 14 schools of social work with a one-year term of study were opened in Europe and the United States.

As a result of the outbreak of hostilities during the First World War, internal problems in the field of social work in some European countries became more acute, which actualized the need to train more social workers. As a result, the first schools in the field of social work were opened in Norway, Sweden, Belgium, Italy, Chile and other countries. During the 1930s of the XX century, the number of educational institutions that provided training in this area increased<sup>130</sup>. The first educational institutions were opened in Spain, Israel, Ireland, Luxembourg, Greece, Portugal, Denmark, India, Egypt, etc.<sup>131</sup>. Thus, social work has become a priority in both developed and third world countries<sup>132</sup>.

Both organizational and methodological aspects were introduced into the system of training social workers, however, educational institutions did not have enough qualified trained teachers and there were almost no textbooks. In the United States, the books “American Charity” by Amos Warner and “A Friendly Visit to the Poor: A Practical Guide for Those Working in Charitable Organizations” by Mary Richmond were used, and the first teachers were members of the charity society with significant work experience but without special pedagogical education<sup>133, 134, 135</sup>.

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<sup>129</sup> Vasiliuk T. H. Didactic Principles of Formation of Students' Social Competence of Pedagogical Universities in the Process of Teaching Humanities: Dissertation ... Candidate of Pedagogical Sciences: 13.00.09. Ternopil, 2017. 20 p.

<sup>130</sup> Lohvynenko T. O. Theory and Practice of Training Social Workers in Universities of Scandinavian Countries: Denmark, Norway, Sweden: Dissertation ... Doctor of Pedagogical Sciences: 13.00.01. Drohobych. 2016. 603 p.

<sup>131</sup> Lukashevych M.P., Myhovych I.I., Pninchuk I.M. Social work in Ukraine: Theoretical and methodological principles: a textbook. Kyiv: IAPM. 2001. 133 p.

<sup>132</sup> Kravchenko O.O., Matros O.O. History of Social Work. Uman: REC “Vizavi”, 2017. 117 p. URL: <https://dspace.udpu.edu.ua/bitstream/6789/7587/1/історія%20соціальної%20роботи.pdf>.

<sup>133</sup> Bodnaruk I. I. Foreign and Domestic Experience of Preparing Social Workers for Professional Activity. *Pedagogy, social work*. 2013. Issue 29. P. 29-33. URL: <https://dspace.uzhnu.edu.ua/jspui/bitstream/lib/367/1/%D0%97%>.

<sup>134</sup> Kuzmina M. O., Popovych V. M. Features of the Development of Organizational Conditions for the Formation of Professional Competencies of a Future Graduate of a Higher Education Institution (on the Example of Specialty “231 - Social Work”). *Socio-educational dominants of professional training of specialists in the social sphere and inclusive education: materials of the IV All-Ukrainian scientific and practical conference*. Internet conference: a collection of scientific papers. 2022. P. 109-118.

<sup>135</sup> Yanicki S.M., Kushne K. E., and Reutter L. Social Inclusion/Exclusion as Matters of Social (In)justice: a Call for Nursing Action. *Nursing Inquiry*. 2015. Vol. 22. P. 121-133.

As a rule, students studied and worked at the same time. The curriculum contained separate topics related to different fields, for example: social work in medicine and school; studying the living conditions of problem families; social psychiatry. The problematic nature of the transition from one area of practice to another required the development of separate training programs. In addition, the curricula were aimed only at individual work with clients, and group work, as a theoretically grounded independent method, was included in the curricula only in the 1940s<sup>136,137</sup>.

Some experts were critical towards university education in the field of social work. In particular, M. Richmond believed that academic training, which requires the study of numerous scientific disciplines, undermines the foundations of charitable activities and can deprive students of faith in altruism. It called for the creation of separate educational institutions for social workers, independent of the university system. In the United States, the Association of Schools of Social Work in 1924 developed standards and curricula for the training of qualified specialists in this field<sup>138</sup>. The comprehensive introduction of training programs for social workers into the university education system took place in the late 1930s, when only those schools that operated directly within the system of higher education institutions and had a two-year master's degree program began to be accepted into the above-mentioned Association<sup>139</sup>. Until the 1980s, obtaining a master's degree in a two-year program was the only requirement for certification as a qualified social worker, and served as the main marker of professionalism in this field.

A significant number of higher education institutions provide training in the field of social work. Most of them are financed from the state budget, some are private institutions. The massive opening of such institutions took place in the 1960s during the intensive development of social services. It was at that time that the first professional associations appeared at the

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<sup>136</sup> Sydoruk I. I. Personal and Reflective Component of Social Competence of Future Social Workers: Characteristics of Formation. *Educational space of Ukraine*. 2019. № 19. P. 271-278.

<sup>137</sup> Turner F.J. *Social Work Treatment: Interlocking Theoretical Approaches*. Oxford: Oxford University Press. 2017.

<sup>138</sup> Cited after Semyhina T. *Modern Social Work: a textbook*. Kyiv: Academy of Labor, Social Relations and Tourism, 2020. 275 p.

<sup>139</sup> Cited after Semyhina T. *Modern Social Work: a textbook*. Kyiv: Academy of Labor, Social Relations and Tourism, 2020. 275 p.

national and international levels, specialized publications and journals, and an international code of ethics for social workers was formulated<sup>140</sup>.

The training of social workers in different countries reflects the specifics of national education systems. Therefore, there is no single model even within one country, although different models constructively coexist<sup>141</sup>. For instance, Japan has a wide range of programs: two years of study at a local college, four years of study at a college or university, and two years of master's degree at a university with a master's degree<sup>142</sup>.

The US has a three-level professional certification system. A bachelor's degree is the first professional degree that students receive after completing a four-year degree. A master's degree is awarded after two years of study in a specialty school of social work. Education seekers for a doctoral degree must complete two years of training after the master's degree. The bachelor's degree is the initial professional degree in the field of social work. Until 1974, this status belonged only to masters. In 1974, it was recognized that bachelors could also be full members of the National Association of Social Workers of the United States of America<sup>143</sup>.

The American system of social worker training is characterized by the use of experiential learning. The following main methods of conveying information to future professionals are used:

- use of creative elements of knowledge acquisition with maximum approximation of the situation to the real one;
- providing initial professional practical skills by working out specific situations with a teacher;
- conveying the need to comply with the requirements of professional etiquette and maintain values;

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<sup>140</sup> Ibid.

<sup>141</sup> Skrypnyk M.I., Shven Ya.L. Professional Development of Scientific and Pedagogical Workers in the Adult Education System: Collection of Methods and Test Diagnostic Tasks. Kyiv: TsIPPO, 2017. 105 p.

<sup>142</sup> Subina O. O. Formation of Social Competence of Future Teachers of Humanities in the Conditions of Master's Degree : Dissertation ... Candidate of Pedagogical Sciences: 13.00.04. Kyiv, 2015. 248 p.

<sup>143</sup> Semyhina T., Pozhydaieva O. Formation of Competencies of Social Workers: International and Local Practice. *Representation of educational achievements, mass media and the role of philology in the modern system of sciences: a collective monograph* (1st ed.) / edited by V. Kaplak. Vinnytsia: European Scientific Platform. 2021. P. 47-63.

- formation of key personality qualities and individual image of the future specialist for further practical activity<sup>144, 145</sup>.

In Australia, the training of future specialists in social work is based on the Australian Association of Social Workers (AASW) Practice Standards and the Australian Social Work Education and Accreditation Standards adopted by the Australian Association of Social Workers<sup>146,147</sup>. The Australian Standards of Practice for Social Workers define the minimum requirements that are considered acceptable for the practice of effective, professional and responsible social work. The Higher Education Quality and Standards Agency is the independent national regulator of the higher education sector in Australia (TEQSA).

In Australia, different terms are used to describe “practical specialized education”, and the roles of those responsible for this process are different. According to the terminology of the Australian Association of Social Work Practitioners, those who “supervise” students are called “field educators” or “task supervisors”. If there are two field educators who work with students, they are called “joint field educators” (co-field educators).

External “field educators” are people who work with students but work outside the host organization. At the level of role differentiation and their designation, the directions of practical training of social workers in Australia can be traced. Particular attention is paid to the training of social work supervisors during the internship.

The internship allows potential specialists in social work to demonstrate their ability to work in different environments and with different groups of clients. Universities provide at least two cycles of internships with a total duration of at least 140 days or 980 hours in the

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<sup>144</sup> Bodnaruk I. I. Foreign and Domestic Experience of Preparing Social Workers for Professional Activity. *Pedagogy, social work* 2013. Issue 29. P. 29-33. URL: <https://dspace.uzhnu.edu.ua/jspui/bitstream/lib/367/1/%D0%97%>.

<sup>145</sup> Vasylikiv I. Improvement of Primary School Teacher Training in the Context of Modernization of Higher Pedagogical Education. *Young scientist*. 2022. № 1(101). P. 66–69. DOI:10.32839/2304-5809/2022-1-101-14.

<sup>146</sup> Australian Association of Social Workers (AASW) Practice Standards. Canberra: AASW. 2023. URL: <https://aasw-prod.s3.ap-southeast-2.amazonaws.com/wp-content/uploads/2024/04/AASW-Practice-Standards-FEB2023-1-1.pdf>.

<sup>147</sup> Australian Social Work Education and Accreditation Standards (ASWEAS). Canberra: AASW. 2023. URL: <https://aasw-prod.s3.ap-southeast-2.amazonaws.com/wp-content/uploads/2023/09/ASWEAS-March-2020-V2.2-Aug-2023.pdf>.

workplace. The cycles are organized in different calendar years. Students are offered a wide range of different social work experiences<sup>148</sup>. The training program for future social workers includes both theoretical and practical aspects.

An internship is a mutual partnership between a student accepted by an organization for an internship, “field educators” and the university. Responsibility for success is shared by all parties. A partnership approach is necessary for learning to be effective. In western practice of social work, local communities, which are closely linked to health and social welfare services, can be a separate entity and, therefore, the basis of internship.

Each university defines its own philosophical and educational approach to practical education in social work curricula (departmental, faculty and university). At the same time, the goal, course objectives, and basic principles are similar, which is explained by the only minimum requirements that must be met for graduates to be eligible for membership in a professional organization.

The key structural elements of the educational process in the area under study are the availability of pre-professional training, which is entrusted to general education institutions and special departments at higher education institutions; three-level higher and postgraduate education<sup>149</sup>. The training process involves diagnosing the professional capabilities of candidates, a multi-level educational process, various forms of bachelor's education, and the possibility of independent choice of training direction: professional or research. Forms of bachelor's education in the United States, for example, include traditional bachelor's degree programs as well as specialized programs that offer students to earn two degrees at the same time or to obtain additional certificates or specializations. There are also programs with practical training that allow students to gain experience in the field of social work while studying.

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<sup>148</sup> Australian Social Work Education and Accreditation Standards (ASWEAS). Canberra: AASW. 2023. URL: <https://aasw-prod.s3.ap-southeast-2.amazonaws.com/wp-content/uploads/2023/09/ASWEAS-March-2020-V2.2-Aug-2023.pdf>.

<sup>149</sup> Polishchuk V. Formation of Social Responsibility among Future Specialists in Social Work: A Systematic Approach. *Social work and social education*. 2022. № 2(9). P. 281-288.

The European model of practical training of specialists in the field of social work differs significantly from the American one. In the UK, it is common practice for students to be assigned to a workplace in the first year of study and to specialize in their chosen field of study throughout the entire period of study. Students study social work at two levels: college and agency (classroom and practical courses). Preference is given to the educational process in agencies. Agency employees responsible for working with students are exempt from working with clients for a certain period of time<sup>150,151,152,153</sup>. It is worth noting that in recent years, European countries have increasingly employed personnel who specialize in training future social workers<sup>154</sup>.

In the UK, there is a three-level system of education in the specialty "Social Work": the first is the bachelor's level (3 years), the second is the master's level (1-2 years), the third is the doctoral level (2 years). Given that social workers need to have a high level of life experience, there are many students in the UK who are over 25 years old, including 35-year-olds. Almost a third of the total number of students are men<sup>155</sup>.

The UK has adopted a number of standards for the formation of professional competence of postgraduate students in the direction of training "Social Work". The provisions of the Joint Declaration of Research Councils outline general and specific skills that doctoral students should develop within the institution: the ability to engage in research activities; the ability to use research mechanisms and technical means; the ability to lead and manage the overall research process; communication skills; the ability to work in a team; the ability to manage their own career

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<sup>150</sup> Cousseé F., Bradt L., Roose R., Bouverne-De Bie M. The Emerging Social Pedagogical Paradigm in UK Child and Youth Care: Deus ex machina or walking the beaten path? *British Journal of Social Work*. 2010. Vol. 40(3). P. 789-805.

<sup>151</sup> Cunningham J., Cunningham S. *Sociology and Social Work*. London : Sage/Learning Matters. 2014.

<sup>152</sup> Dolgoff R., Loewenberg D., & Harrington F. *Ethical Decisions for Social Work Practice*. 9th ed. Belmont: Brooks/Cole Pub Co, 2012. 336 p.

<sup>153</sup> Petrie P. Social Pedagogy in the UK: Gaining a Firm Foothold? *Education Policy Analysis Archives*. 2013. Vol. 21. P. 37. DOI: <https://doi.org/10.14507/epaa.v21n37.2013>.

<sup>154</sup> Payne M. *Modern Social Work Theory* London : Macmillan, 1991. P. 7-9.

<sup>155</sup> Pukhovska L.P. *Professional Training of Teachers in Western Europe: Commonalities and Differences*: monograph. Kyiv: Vyshcha Shkola, 1997. 180 p.

opportunities<sup>156</sup>. These skills are specific to postgraduate students and are related to scientific studies<sup>157</sup>.

In order to develop students' practical skills in the social sphere, some educational institutions (for instance, Birmingham, Warwick, Sheffield Universities, London School of Economics) conclude agreements with specialized institutions. The agreements specify the goals of the internship, the duration of the students' working hours, and the methodology for assessing the level of students' mastery of practical skills<sup>158,159</sup>. The need to comply with the anti-discrimination policy is also emphasized<sup>160</sup>. The conclusion of such agreements helps students master the methods of implementing the regulatory framework in the field of social work in practice.

Another feature of the social workers' practical activities in the UK is the sphere of assistance to children with disabilities. Social services are provided not only to children, but also to their families (short breaks from work, vacation to reduce the level of emotional stress on those who are raising a child with a disability). At the same time, during the training of future social workers, attention is paid to the methods of early diagnosis and rehabilitation to prevent complications in the child's physical and psychological development<sup>161</sup>.

The issue of personnel training is considered abroad at the stage of entering a higher education institution to become a social worker. There is a very strict selection of candidates<sup>162</sup>. In Norway, candidates for training

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<sup>156</sup> Career Strategies Approach for the Digitalised World Requirements / M. Kuzmina et al. / *Educating Engineers for Future Industrial Revolutions. ICL 2020. Advances in Intelligent Systems and Computing* / ed. by M. E. Auer, T. Rüttemann. 2021. Vol. 1329. DOI: 10.1007/978-3-030-68201-9\_53/.

<sup>157</sup>Boiko O.M. Professional Training of Specialists in Social Work of the Third Level of Higher Education in the United Kingdom: Dissertation ... Candidate of Pedagogical Sciences: 13.00.04. Kyiv, 2017. 262 p., p. 122.

<sup>158</sup>Boiko O. Doctoral Training on Social Work in Great Britain: Orientation to the Labor Market. *Bulletin of the Academy of Labor, Social Relations and Tourism*. 2019. № 1. P. 60-69. DOI:10.33287/11195.

<sup>159</sup>Boiko O.M. Professional Training of Specialists in Social Work of the Third Level of Higher Education in the United Kingdom: Dissertation ... Candidate of Pedagogical Sciences: 13.00.04. Kyiv, 2017. 262 p.

<sup>160</sup> Larrison T. E., Korr W. S. Does Social Work Have a Signature Pedagogy? *Journal of Social Work Education*. 2013. 49(2). P. 194-206. URL: <http://www.jstor.org/stable/42000158>.

<sup>161</sup> Pukhovska L.P. Professional Training of Teachers in Western Europe: Commonalities and Differences: a monograph. Kyiv: Vysha Shkola, 1997. 180 p., p. 11.

<sup>162</sup> Kuzmina M. O., Popovych V. M. Features of the Development of Organizational Conditions for the Formation of Future Graduates' Professional Competencies (on the Example of the Specialty "231 - Social Work"). *Socio-educational dominants of professional training of specialists in the social sphere and*

must first gain practical experience in the social welfare system. In Denmark, a social worker must be proficient in Danish and English, have worked for nine months in the social welfare system, and be of a certain legal age. In contrast, in Italy and Spain, the only requirement for applicants is that they reach the age of majority<sup>163</sup>.

In Denmark, there are specialized university schools in the field of social work, which offer courses to improve the initial educational level of practicing social workers. The courses are also open to other social sector workers. The main goals of the course program are to modernize existing methods of solving social problems, provide consultations and professional support in planning or practical organization of training for social workers<sup>164</sup>.

In Portugal, schoolchildren have the opportunity to study at universities, and therefore they have certain advantages over other applicants. Mostly, males who have reached the age of 18 are accepted for study. Greece supports the same position. In Turkey, however, the principle of gender equality applies: both men and women can become students. Before admission, an interview is held to determine the motivation and psychological suitability of applicants. The interview helps select the applicants who are most suitable for mastering the profession of a social worker<sup>165</sup>.

An applicant in the direction "Social Work" in Switzerland must at least complete a 12-year course of study at a secondary school, successfully pass exams, work in the social sphere for at least a year, and speak at least two official languages (the official languages in Switzerland are German, French, Italian and partially Romansh, the latter is only for business communication with native speakers of Romansh)<sup>166</sup>. In addition, applicants must know

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*inclusive education*: materials of the IV All-Ukrainian scientific and practical conference. Internet conference: a collection of scientific papers 2022. P. 109-118.

<sup>163</sup> Pukhovska L.P. Professional Training of Teachers in Western Europe: Commonalities and Differences: a monograph. Kyiv: Vysha Shkola, 1997. 180 c.

<sup>164</sup> Kubitskyi S.O. Professional Training and Professional Characteristics of Social Workers in the Republic of Poland on the Background of European Experience. *Bulletin of Cherkasy University*. 2017. № 11. P. 58-65. URL: <https://ped-ejournal.cdu.edu.ua/article/view/1898/1981>.

<sup>165</sup> Pukhovska L.P. Professional Training of Teachers in Western Europe: Commonalities and Differences: a monograph. Kyiv: Vysha Shkola, 1997. 180 p.

<sup>166</sup> Shkoliar L.V. Social and Pedagogical Work with Children's Public Associations in France: Dissertation ... Candidate of Pedagogical Sciences. 13.00.05. Kyiv, 2016. 269 p.

certain dialects (at least at the level of understanding) that differ significantly from the literary language; possess mathematical and computer skills.

In countries such as Sweden and Finland, there are no categorical requirements for candidates to study in the specialty of “Social Work”, including individual psychological characteristics<sup>167</sup>. The absence of requirements does not affect the decision-making process for enrollment, which is directly related to the large number of vacancies for further employment.

The experience of Sweden in the field of professional training of future social workers is worthy of attention, which is influenced by the following main factors: social, national and international state policy, the Bologna Process, geographical location of the country, activities of certain state and public institutions, etc. The Swedish model of organizing the educational process is characterized by the use of a universal approach, since it is aimed at forming the professional competence of future employees in the process of working with different categories of the population<sup>168</sup>.

In Sweden, future social workers are trained at three main levels. At the bachelor’s level, students study the basic qualification requirements and standardized approaches to key areas of social work<sup>169</sup>. At the master’s level, mastering theoretical and practical aspects, gaining foreign experience, and creating an author’s project in certain areas of social work are relevant. At the doctoral level, a social worker must successfully complete a program of specialized courses and defend a doctoral dissertation<sup>170</sup>.

In the process of training future social workers, foreign higher education institutions actively cooperate with guardianship authorities. A special commission, which exists in each educational institution,

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<sup>167</sup>Popova A.S. Professional Training of Social Workers to Work with Migrants in Sweden. *Scientific Bulletin of Mukachevo State University. Series: Pedagogy and psychology*. 2017. Issue 2. P. 104-108. URL: [http://nbuv.gov.ua/UJRN/nvmdupp\\_2017\\_2\\_30](http://nbuv.gov.ua/UJRN/nvmdupp_2017_2_30).

<sup>168</sup> Kolomiets L.I., Makaruk L.Y. Psychological Features of Career Growth of Young Specialists. *Psychology of personality*. 2022. Issue 41. P. 141-145. DOI: 10.32782/2663-52082022.41.24.

<sup>169</sup> Romanovska L. The System of Training Specialists in Social Work Abroad on the Example of Developed Countries. *Bulletin of the National Academy of the State Border Guard Service of Ukraine*. 2013. Issue 3. URL: [http://nbuv.gov.ua/UJRN/Vnadps\\_2013\\_3\\_21](http://nbuv.gov.ua/UJRN/Vnadps_2013_3_21).

<sup>170</sup> Kravchenko O.O., Matros O.O. History of Social Work. Uman: REC “Vizavi”, 2017. 117 p. URL: <https://dspace.udpu.edu.ua/bitstream/6789/7587/1/history%20of%20social%20work.pdf>.

coordinates the places of internships for students. The committee includes teachers, students, social service workers, and other stakeholders, including representatives of local authorities or volunteer organizations<sup>171</sup>. A special feature of the internship organization is a formal employment contract based on a tripartite partnership between the tutor, student, and instructor. This document reflects not only the general aspects of social work but also its specific areas<sup>172</sup>.

In France, a multi-level ongoing system of training for social workers has been formed, which includes the following structural components: 1) pre-vocational education; 2) primary and secondary vocational education; 3) higher vocational education (I, II, III cycles of study); 4) postgraduate vocational education. Pre-vocational training for future social workers is provided through courses at educational institutions, volunteer work and apprenticeships. Primary, secondary and higher vocational education of the first cycle emphasizes practical skills. Specialists with higher education of the first cycle are engaged in psychological and pedagogical activities, and those of the second cycle – in management functions in social services. Higher education of the third cycle includes two main areas: in-depth training in a specialty for further professional activity and preparation for scientific studies, with the possibility of entering a doctoral program, which lasts three years and involves the implementation of a dissertation research<sup>173</sup>.

In the Republic of Poland, an interdisciplinary approach to the professional training of future specialists in social work prevails, which involves students studying such disciplines as sociology, social pedagogy, social policy, social medicine, psychology, law, management, etc.<sup>174</sup>. The total amount of internship is 30% of the total educational process. The internship

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<sup>171</sup> Ovcharova V., Boiko G., Kulyk M., Butchenko T. I., Kupina L. Volunteering as a Technology for Involving Public Activity and a Factor of Influence on the Career Strategies of Youth. *Eduweb*. 2022. Vol. 16, No 3. P. 294-312.

<sup>172</sup> Zemlyanska N., Semygina T. The Content of Social Work with Labor Migrants in view of the Specifics of Labor Mobility. *Actual problems of social pedagogy and social work: proceedings of the All-Ukrainian scientific and practical conference* (Uman, October 11, 2019). Uman: VIZAVI, 2019. P. 50-53.

<sup>173</sup> Leshchuk H. V. The System of Professional Training of Social Sphere Specialists in France: Dissertation ... Candidate of Pedagogical Sciences: 13.00.04. Ternopil, 2009. 234 p.

<sup>174</sup> Sushchenko L.O., Soloviova T.G., Zaveryko N.V. Influence of Foreign Experience on the Formation of Professional Competence of Social Workers. *Innovative pedagogy*. 2022. Issue 54. Vol. 2. P. 205-209. DOI: 10.32782/2663-6085/2022/54.2.41.

is combined with practical classes at the social school, which results in the formation of the professional competence of the future specialist<sup>175, 176</sup>.

In Spain, professional education was introduced into university curricula in 1981. The training was provided at colleges of social work, after which graduates received a bachelor's degree in social work. In 1983, a decree was issued that merged all schools of social work into a centralized system of public universities. Thus, the schools became colleges of social work.

The current system of professional education for social workers in Spain is based on higher education. In order to work in the social sphere, one must obtain a university degree (in social work or related fields: sociology, psychology, pedagogy, etc.) Universities in Spain offer bachelor's and master's programs in social work that provide students with the necessary knowledge and skills to work in this niche. The curricula include theoretical classes, practical training, and internships in social service institutions. After completing the program, students receive a license to practice, which allows them to work in the field of social work. There are also professional associations and organizations that support social workers and promote their professional development.

The experience of training social workers in Canada is interesting. The educational process is based on the using methods of assigning certain subjects the following roles: teacher-mentor; teacher using the Socratic method of building a dialogue; teacher-consultant.

A key role in the practical training of future social work professionals is played by a mentor teacher. The effectiveness of practical training of students directly depends on their professional skills. That is why attracting, selecting and training highly qualified mentor teachers is a priority for

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<sup>175</sup> Kravchenko O.O., Matros O.O. History of Social Work. Uman: REC "Vizavi", 2017. 117 p. URL: <https://dspace.udpu.edu.ua/bitstream/6789/7587/1/history%20of%20social%20work.pdf>.

<sup>176</sup> Kuzmin W., Kuzmina M., Stadnyk A. Społeczna technologizacja konkurencyjnego doboru personelu jako kryterium pomyślnego kształtowania strategii kariery. *Aktualne problemy społeczne Polski i Ukrainy. Aspekty partnerstwa w edukacji i pomocy społecznej*. Chełm : Państwowa Akademia Nauk Społecznych w Chełmie; Chełmskie Towarzystwo Naukowe, 2023. P. 49-57.



The analysis of scientific sources made it possible to summarize the key principles on which the training of social workers in foreign countries is based (Fig. 1.3.)

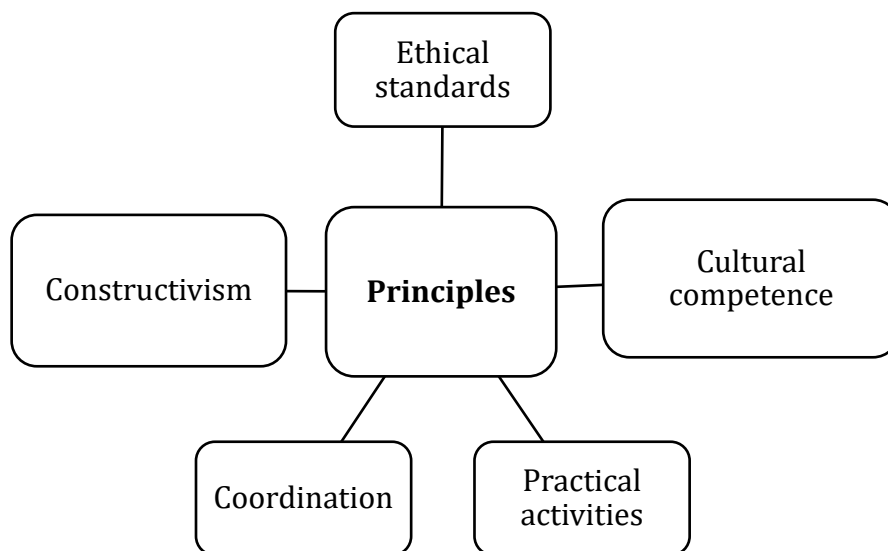


Fig. 1.3. Key principles of individual-competent training of specialists in the field of social work in foreign countries

In many countries, an important role in the training of social workers is played by the International Association of Schools of Social Work, established in the 1920s, one of which important functions is to provide expert evaluation of national social worker training programs<sup>183</sup>.

The International Association of Schools of Social Work sets high requirements for candidates for training in order to ensure quality training of future specialists and achieve a high level of professional competence. Most countries that are members of the International Association of Schools of Social Work have a number of requirements for applicants, which affects more effective training and professional development of specialists. English-

<sup>183</sup>Kuzmina M. O., Popovych V. M. Features of the Development of Organizational Conditions for the Formation of Professional Competencies of a Future Graduate of a Higher Education Institution (on the Example of Specialty "231 - Social Work"). *Socio-educational dominants of professional training of specialists in the social sphere and inclusive education: materials of the IV All-Ukrainian scientific and practical conference. Internet conference: a collection of scientific papers. 2022. P. 109-118.*

speaking universities offer many programs, and, therefore, one of the requirements is a high level of English language proficiency. Work experience or internships in the field of social work are considered during the admission process. Some programs may require letters of recommendation from previous employers or teachers.

The general conditions for all applicants for the profession of social worker are: high grades in school subjects, strong and deep knowledge of the disciplines in the chosen specialty, physical and emotional stability, social maturity, intellectuality (determined by testing), language skills, compliance with the Charter of the school council on the moral and personal qualities of the applicant, approval of the admission committee and recommendations of the student council. During the training, special attention is paid to practical classes, which in some countries reach 65% of the total training time.

## **SECTION II.**

### **FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE GRADUATES OF SPECIALITY 231 “SOCIAL WORK”**

#### **2.1. THE CONCEPT OF FORMING THE PROFESSIONAL COMPETENCE OF A FUTURE SOCIAL WORK SPECIALIST**

**T**he study of the features of the formation of students' professional competence is based on the theoretical provisions discussed in the first section of the monograph.

The process of personal and professional development of a person, obtaining the desired level of education, and subsequently working in a specialty is accompanied by significant, often unpredictable difficulties. Therefore, the issue of forming students' professional competence is of particular relevance<sup>184</sup>.

The list of competencies is formed on the theoretical and practical basis of lifelong learning. This issue is especially important in the context of the formation of future social workers. The structure of competencies acquires qualitatively new characteristics in the process of mastering any new role by future specialists.

The results of the conducted analysis of the current Standard of Higher Education in the field of knowledge 23 Social Work, specialty 231 “Social Work” dated 24.04.2019 No. 557, the Professional Standard “Social Worker”, approved by the order of the Ministry of Social Policy of Ukraine dated 4.07.2019 No. 1049 and educational and professional programs of the first (bachelor’s) and second (master’s) level of higher education in the specialty 231 “Social Work” made it possible to build a model of acquiring professional competence by future graduates of the specialty 231 “Social

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<sup>184</sup> Semyhina T.V. Modern Social Work: Is the Blurring of Boundaries Justified? Prospects for the development of social pedagogy in Ukraine: materials of the round table. Kyiv: Taras Shevchenko National University of Kyiv, 2018. P. 84-89. URL: <https://bit.ly/2Aya0By> 27.

Work”». The model takes into account the need to maintain a certain sequence in the formation of professional competence (Fig. 2.1).

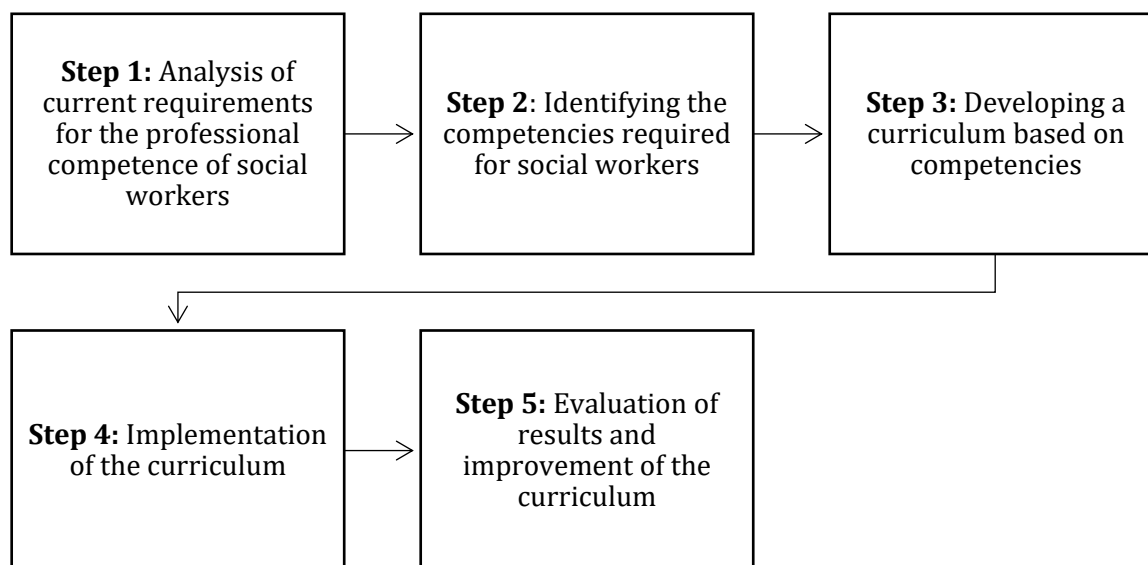


Fig. 2.1. Step-by-step model of social worker's professional competence development

**Step 1** – analysis of current requirements for the professional competence of social workers:

- to study the current labor market requirements for social workers;
- to study the scientific literature on the problems of professional competence of social workers;
- to conduct a survey among professionals and employers to determine their expectations regarding the competencies of future graduates.

**Step 2** – identifying the competencies required for social workers:

- to create a committee of experts from academia, social workers and employers;
- to hold debates and discussions;
- to analyze the curricula to identify shortcomings and improve them.

**Step 3** – developing a curriculum based on competencies:

- to create a working group of representatives of the academic environment and social workers-practitioners;

- to develop a curriculum that will include modules aimed at developing key competencies;
- to provide for the use of innovative teaching methods for lectures and practical classes, internships and work placements.

**Step 4 – Implementation of the curriculum:**

- to provide relevant conditions for teaching and learning, including the necessary equipment and materials;
- to engage qualified teachers and practicing social workers to conduct practical classes;
- to organize internships and industrial internships for students in real working conditions (in social services).

**Step 5 – evaluation of results and improvement of the curriculum:**

- to introduce a system for assessing students' competencies during education and practical training;
- to analyze the assessment results and receive feedback from students, teachers and employers on the effectiveness of the curriculum;
- to make necessary amendments and improvements to the curriculum based on the data obtained.

A step-by-step model for the formation of professional competence of future graduates majoring in 231 “Social Work” will provide an opportunity to ensure high quality training of social workers in accordance with modern labor market requirements and the needs of society (Fig. 2.2).

The professional competencies of a social worker can be classified into integrated, general and professional.

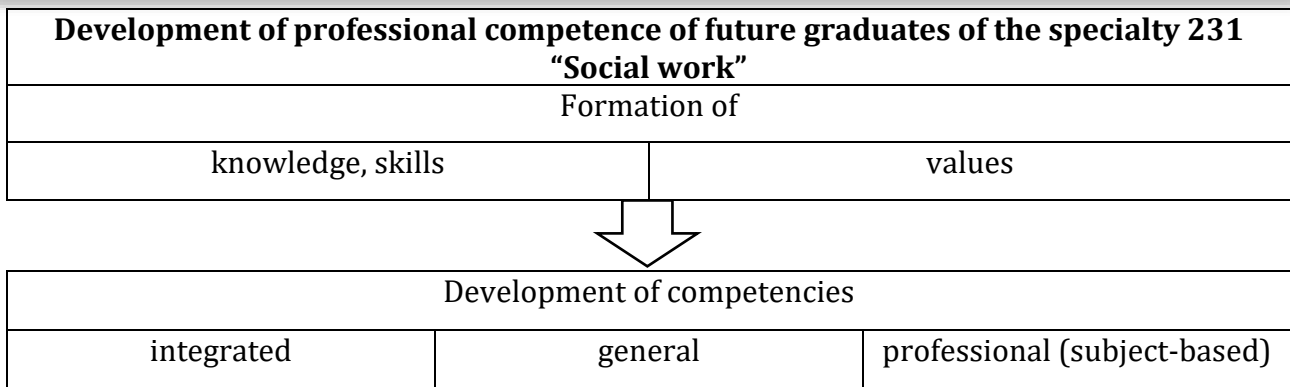


Fig. 2.2. Formation of professional competence of future graduates of the specialty 231 "Social Work"

*Integrated competencies:* the ability to analyze social issues, develop and implement effective social assistance strategies; the ability to cooperate and coordinate with other professionals; the ability to work with different client groups and understand their needs.

*General competencies:* communication skills; the ability to communicate effectively with clients and employees; the ability to analyze and resolve conflict situations; the ability to self-organize and plan their work; ethical principles and professional confidentiality<sup>185</sup>.

*Professional competencies:* to know and understand the basic theoretical concepts and approaches to the organization of social work; the ability to apply methods and tools of social work in practice; to know social policy and legislation; to be able to evaluate the effectiveness of work and implement innovative approaches<sup>186</sup>.

The model of forming professional competence enables future social workers to systematically develop their knowledge, skills and competencies in the professional field. As the basis for a successful career in social work, it helps achieve a high level of professional competence of students. It should be noted that the higher education institutions that are the subject of the research have a system of ensuring the quality of educational activities and the quality of higher education.

<sup>185</sup> Ivanova O. A. Conflictology in Social Work: online textbook. URL: [https://stud.com.ua/112531/pedagogika/konfliktologiya\\_u\\_sotsialniy\\_roboti](https://stud.com.ua/112531/pedagogika/konfliktologiya_u_sotsialniy_roboti).

<sup>186</sup>Kapska A.Y., Barakhtian M.M., Bezpalko O.V. Social Pedagogy. Kyiv: DCSSM. 2003. 338 p.

The formation of professional competence of a future graduate is significantly influenced by the following main features: achievement of professional identity, activity due to internal motivation; awareness related to the ability to set goals and reflect; responsibility; independence, motivation to study in the specialty and the ability to self-organize; the ability to self-development and self-improvement.

In the process of theoretical analysis, the main approaches to the issue of formation of professional competence and development of personal and professional qualities of a social work specialist are highlighted:

- *subjective*: the relationship between personal and professional development is studied with an emphasis on the ability to creative self-fulfillment in professional activities. The personality is considered as a complex, socially conditioned system with a unique psychological structure and interconnected elements that manifest and develop through activities;
- *activity-based*: personal development takes place in the context of educational and professional activities. Personality development is considered as a process of personal and activity deployment in order to form a holistic personality;
- *acmeological*: achievement of high results in the profession is possible only if the personality reconciles complex conflicts (contradictions) in both personal and professional development;
- *competence-based approach*: key professional competencies and personal qualities are considered as the main components of professional training.

The integral indicator of professional competence formation is the acquisition of program competencies and students' psychological readiness for future professional activities. The integral indicator includes cognitive, activity-based, motivational and personal components.

When assessing the level of professional competencies, Ukrainian higher education institutions take into account only the indicators of the academic performance rating of students. This rating is formed by indicators of knowledge assessment based on the Standard of Higher Education in the specialty 231 "Social Work". Social and psychological factors that

significantly influence the level of professionalization of future specialists are not taken into account. In the present research, the level of academic performance, which corresponds to the state standards, is taken as the basis for assessing students' competencies. This approach not only reflects the formal requirements for assessment but also ensures the consistency of the research methodology with national criteria for the quality of higher education.

Despite this, the issue of forming the professional competence of future social workers in higher education institutions is complex and requires in-depth research. The main components of the professional activity of social workers are their personal qualities, the development and integration of which in the process of professional formation lead to the formation of a high level of competence. The success of a person in pursuing a career depends, firstly, on a conscious personal position, which is associated with understanding one's own labor future, creative development, ways of professional growth and career advancement; secondly, on the level of development of professionally important qualities that are characteristic of certain professions<sup>187</sup>. In order to work with people in need of social protection and assistance, future social workers must possess a set of professional and personal competencies.

The professional competencies of a future graduate are professionally important personal qualities, knowledge, skills, abilities, values, and experience. These competencies are necessary to effectively solve complex problems, ensure the stability of professional activity, social support, integration and self-realization.

The formation of professional competencies of students studying in the specialty "Social Work" is a dynamic process of gaining and updating professional experience, which involves ongoing development and self-improvement. It takes place holistically – through the activities of a functional system that ensures the analysis of situations, decision-making, prediction of work results, creation of an action plan to achieve them, comparison with actually performed actions, and correction. Externally, the formation of professional competencies is manifested both as a process and

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<sup>187</sup> Lang N. *Group Work Practice to Advance Social Competence: A Specialized Methodology for Social Work*. New York : Columbia University Press, 2010. 265 p.

as a result of personal development by the subject of professional activity. The internal personal and professional development of a specialist in social work is a process of improving basic personal qualities and mastering subjective functions necessary for future professional activity.

Therefore, professional competence is an important quality of social workers. It includes a high level of education and culture, awareness of a wide range of professionally significant issues, etc. The main goal of a social work specialist is to serve their profession for the benefit of people. Altruism guides his/her professional and personal activity to achieve this goal.

Professional competence of a future social worker can be presented as a three-level integrative education, which is a key (over-subject) competence (Fig. 2.3).

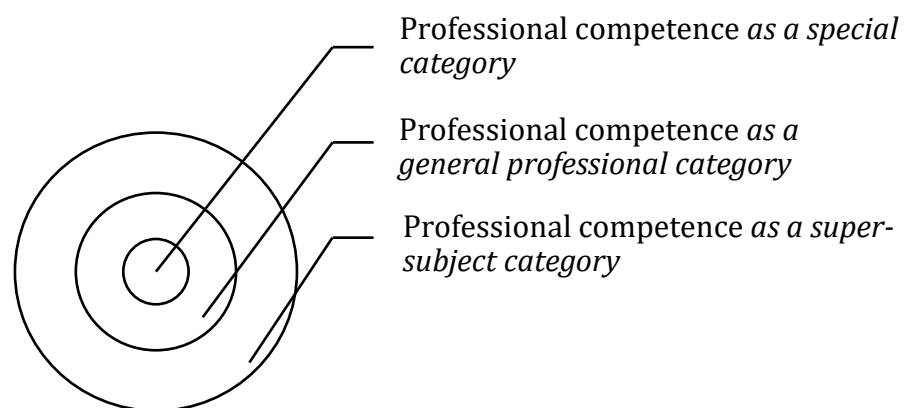


Fig. 2.3. Three-level system of professional competence of future graduates in the specialty 231 "Social Work"

The analysis of the scientific literature gives grounds to distinguish different approaches to the structure of professional competence and its constituent elements.

1. Professional competence is an integrated set of partial competences. O. Boiko argues that the structure of a student's professional competence is a systemic formation, which includes various subsystems called partial competences: civic, cultural and leisure, and socio-personal competencies. Each of the subsystems also consists of individual elements of cognitive, axiological, motivational, behavioral, emotional and volitional, and personal

nature, which in the process of professional activity together form an integrative holistic formation<sup>188</sup>.

T. Vasyliuk has identified four key components in the structure of the professional competence of future graduates: motivational and personal, participatory and action, implementation and management, and reflection. The author identified certain categories of partial, that is, partial, professional competencies:

- *cognitive competence*: the ability to perceive, transform in the mind, store in memory and reproduce information at the right time in order to further perform theoretical and practical tasks;
- *interactive competence*: the presence of a certain set of knowledge, skills and abilities, with the help of which the future graduate has the opportunity to effectively and efficiently carry out certain types of educational activities and at the same time gain and use experience, improve the existing set of previously listed elements, which are implemented in active interaction;
- *implementation competence*: the desire and ability to realize one's own potential in order to successfully perform creative tasks in the social sphere; understanding the importance of personal responsibility for the consequences of such activities; satisfaction of the need to constantly improve the level of such activities;
- *operational competence*: the ability to perform specific social tasks in the process of theoretical and practical training, which involves the acquisition of methods and experience of this type of activity, which is necessary for success in integrated learning and is based on research activity;
- *reflexive competence*: the ability to really understand the essence of one's activity in order to assess and reassess one's own abilities and personal success, as well as the ability to control, learn and develop one's competencies<sup>189</sup>.

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<sup>188</sup> Boiko O. M. Professional Training of Specialists in Social Work of the Third Level of Higher Education in the United Kingdom : Dissertation ... Candidate of Pedagogical Sciences: 13.00.04. Kyiv, 2017. 262 p, p. 10.

<sup>189</sup> Vasyliuk T. G. Didactic Principles of Formation of Social Competence of Students of Pedagogical Universities in the Process of Teaching Humanities: Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.09. Ternopil, 2017. 20 p., p. 8.

2. Professional competence is an integrated set of partial competencies, each of which includes relevant competencies. A. Avtomonov identified five key competencies: political, socio-economic; multicultural; socio-communicative; information and instrumental; and individual and personal. Each of them includes a variety of interrelated, interdependent and interrelated competencies.

*Political, socio-economic competence* includes the following competencies: the ability to navigate the political situation and the specifics of economic processes in individual states and in the world as a whole; the ability to take responsibility for one's decisions and actions; having one's viewpoint of certain processes in the political, social and economic spheres; active life position.

*Multicultural competence* includes the following competencies: the ability to perceive intercultural diversity; the ability to interact at the level of a multicultural and multi-religious society in compliance with the principles of tolerance and respect for the cultural customs and traditions of others.

*Socio-communication competence* includes the following competencies: the ability to work in a team; the ability to organize processes of interaction between individuals; interpersonal communication skills and culture of behavior; the ability to peacefully resolve conflict situations; the ability to navigate in various social situations and choose the most optimal tactics of behavior and communication.

*Information and instrumental competence* is based on the following professional competencies: skills in using technical means, computer equipment and modern information and telecommunication technologies; ability to analyze and critically evaluate information.

*Individual and personal competence* includes the following competencies: the ability to self-education and self-development; the ability to creative and professional realization in society; the ability to show humanism to people and society; the ability to mobility, perception of the latest developments and initiative; adherence to the rules of a healthy

lifestyle; the direction of one's activity to success and the desire to improve one's social status<sup>190</sup>.

I. Kulyk identified communicative, verbal, and socio-psychological competencies in the structure of the future social worker's professional competence<sup>191</sup>. E. Sadovska and A. Yaroshenko include general cultural, general professional and special competencies in the professional competence of future graduates, which include: the level of knowledge about the rules of healthy lifestyle and the negative impact of bad habits; an appropriate level of preparation for the implementation of the acquired knowledge and skills in professional activities; the ability to control and regulate their own psychopathic and emotional indicators; awareness of the observance of human and civil rights and obligations; development of self-respect and self-esteem; the ability to manage behavioral characteristics; influence the interlocutor; the ability to communicate in various life circumstances and communication situations; the ability to control the communication process. The authors consider the components of the professional competence of a future social specialist to be intellectual and cognitive, emotional and empathic, and communicative and behavioral<sup>192</sup>.

3. The elements of professional competence are a set of special and partial competencies. O. Kupenko attributed general cultural and professional competencies to the bachelor's level competencies, including the ability to interact with colleagues and perform official duties in a team, the desire to develop independently, including improving one's skills and qualifications; the presence of a high motivational level in the process of performing professional activities, mastering key communication skills; the ability to make professional decisions promptly; participation in the process of forming effective internal communication links<sup>193</sup>.

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<sup>190</sup> Avtomonov P.P. Strategic Principle of Humanization of Higher Education and Tactics of its Implementation. *Actual problems of sociology, psychology, pedagogy*. 2012. Issue 15. P. 184-189. URL: [http://nbuv.gov.ua/UJRN/apspp\\_2012\\_15\\_26](http://nbuv.gov.ua/UJRN/apspp_2012_15_26).

<sup>191</sup> Kulyk I.V. Formation of Professional Competence of Future Social Pedagogues in the Process of Studying at the University. Development of a professional and professionalism: theory and practice: a collection of scientific papers: PE Hordienko Ye.I., 2014. P. 173-176.

<sup>192</sup> Sadovska E., Yaroshenko A. Formation of Professional Competence of a Social Worker: Monograph. Kyiv: National Pedagogical Dragomanov University, 2018. 113 p.

<sup>193</sup> Kupenko O. Pedagogical Technology of Mentoring in the Process of Forming the Project Competence of Future Bachelors of Social Work. *Pedagogical sciences: theory, history, innovative technologies*. 2020. № 3-4 (97-98). P. 39-48. DOI: 10.24139/2312-5993/2020.03-04/039-048.

O. Zhukova identified the following constituent elements of professional competence: socio-communicative (relationship management, communication, adaptability and cooperation); socio-personal (authenticity, tolerant attitude, social identity, personal responsibility); ecological (interaction with other individuals and the environment), professional and methodological (possession of fundamental knowledge, skills of conceptualization and design)<sup>194</sup>. Here's a closer look at these structural elements.

Socio-communication characteristics are manifested in the individual's ability to realize relationships with other subjects on the basis of communication, cooperation, adaptability and relationship management. Ecological personal competencies are a system of moral and aesthetic principles on the relationship between man, society and the biosphere. Socio-personal competencies are manifested in personal responsibility, tolerant, authentic, socially-identical characteristics. Professional and methodological competencies are a set of extrafunctional abilities of the student, in particular, systematic thinking, logical perception and analysis of various information in a specific professional field, structuring problems in a specific situation. The ability to distinguish between the main and the secondary, and to understand that the real state of affairs is connected not only with professional procedures but also with a set of organizational and socio-professional relationships<sup>195</sup>.

O. Baidarova et al. consider the structure of professional competencies of future graduates through a set of the following interrelated competencies: professional and personal: adherence to emotional and volitional principles, social, personal and psychological culture, compliance with the rules of professional behavior; professional and activity: morality, tolerant attitude, organization of own behavior, in particular in society;

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<sup>194</sup> Zhukova O. A. Didactic System of Formation of Social Competence of Students of Humanitarian Specialties of Classical Universities by Means of Game Technologies : Dissertation ... Doctor of Pedagogical Sciences: 13.00.09. Ternopil, 2019. 554 p.

<sup>195</sup> Hrybanova O. Ye. Formation of Social Competence of Future Economists in the Process of Professional Training in College: Candidate of Pedagogical Sciences: 13.00.04. Zaporizhzhia, 2019. 281 p.

professional and social: managerial, social and production, and professional adaptation competencies<sup>196</sup>.

L. Sroufe distinguishes three main components in the structure of professional competence: psychological qualities, morally oriented values, a system of professional competencies and a set of professional skills of a personality<sup>197</sup>.

In the scientific literature, a generally accepted approach to the multicomponent structure of student professional competence has been formed. *The cognitive component* of the future social worker's professional competence includes the knowledge, skills and abilities necessary to perform professional activities. It can be combined of separate interrelated elements:

- cognitive-operational: social knowledge, communication skills, social intelligence, mobility;
- cognitive-evaluative: philosophical, psychological and pedagogical knowledge about oneself and others; skills and abilities to know oneself and others; adequate self-esteem;
- knowledge-based: knowledge of the content of professional competence; social thinking and intelligence, awareness of the real reality of modern society<sup>198</sup>.

*The motivational component* is an integral part of professional competence since it is associated with the action of internal motivations, aspirations and motivational orientations in interpersonal interaction. Motivational and personal characteristics include social knowledge, student's orientation and internal attitudes. They are integrated with cognitive competencies, forming a holistic model of professional development. This helps intensify students' learning activities, which, in turn, affects the development and enrichment of cognitive experience.

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<sup>196</sup> Baidarova O., Karagodina O., Klykova P. How to Build an Effective Model of Professional Competencies of Specialists in the Field of Protection of Children's Rights and Interests in Ukraine? *Bulletin of the Academy of Labor, Social Relations and Tourism*. 2019. № 1. P. 42-59. DOI: 10.33287/11194.

<sup>197</sup> Sroufe L. A. Social Competence as a Developmental Construct. *Developmental Review*. 1983. Vol. 3. P. 79-97.

<sup>198</sup> Semigina T., Rashkevych Y. Problem Issues and Models of Professional Qualifications Assignment by Higher Education Institutions. *International Scientific Journal of Universities and Leadership*. 2023. Vol. 15. P. 5-16. DOI: 10.31874/2520-6702-2023-15-5-16.

Motivational and value orientations are aimed at the formation of professional values, needs and motivational orientations, which are the basis of the student's professional development in the context of interpersonal relationships.

*The communicative component* is important for analyzing the professional behavior of future social workers, since it is manifested in their skills of interaction with other people in various life situations. It includes professional communication skills and the use of modern information technologies. In some cases, the communicative and behavioral components can interact and overlap, as they are interdependent<sup>199</sup>.

The generalization of the scholars' viewpoints on the issues under study gives grounds to assert that structurally, professional competence includes the following components:

- *reflexive*: self-analysis; the ability to independently assess their own social and professional aspects of activity; self-improvement; self-development; self-determination as a specialist; skills in implementing methods of regulation and forecasting;
- *cultural*: attribution of future graduates to different cultural, racial, ethnic, social, gender and religious groups, which is typical for a modern multicultural society; value and essential awareness of social reality by future graduates, acceptance of certain differences in society; mastering the skills of professional empathy;
- *value-based*: formation of professional values, mastering the skills of responsibility for one's actions and decisions, determining the ultimate goal and anticipating possible outcomes;
- *value-semantic*: assessment of the values of professional activity from the point of view of significance in the professional self-determination of the individual;
- *personal*: mastering cooperation skills; professional responsibility; sense of dignity, respect for the rights and interests of others; the ability to formulate one's own position; awareness of the need to

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<sup>199</sup> Ibid.

- protect one's rights and interests without violating the rights of others; tolerance, empathy, creativity and professionalism<sup>200</sup>;
- *activity-based*: professional experience, intellectual development and the ability to cooperate with other specialists, successful performance of professional functions, etc.;
  - *professional and activity-based*: mastery of special and professional competencies in a particular field of activity; the ability to foresee the consequences of one's actions; readiness to make a final decision; real and adequate perception of oneself as a professional;
  - *regulatory and activity-based*: self-control; the ability to establish useful personal and professional contacts; the ability to make decisions and respect the subjectivity of other individuals;
  - *participatory and activity-based*: professional abilities and skills of graduates aimed at the implementation of psychological and pedagogical tasks, professional activity;
  - *emotional*: emotional qualities and abilities; the ability to effectively implement them in professional activities and achieve professional success;
  - *emotional and empathic*: peculiarities of personal reaction to other individuals; education of emotional and professional sphere of future graduates; empathy; perception and sharpening of professional skills; volitional characteristics (initiative, intellectual development, purposefulness);
  - *emotional-sensory*: empathy, emotional openness and control, evaluation and perception of own professional skills;
  - *emotional-reflexive*: the ability to empathize with other individuals; reflexive skills;
  - *intellectual and cognitive*: development of professional intellectual skills, sphere of cognition and professional interaction;
  - *implementation and managerial*: the desire and the ability of future graduates to implement their professional potential in order to be successful in the professional field, taking into account the specific socio-cultural context; the ability to establish interpersonal

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<sup>200</sup> Jackson N., Burgess H. Creativity in Social Work and Social Education: Disciplinary Perspectives on Creativity in Higher Education. The Higher Education Academy. *A Working Paper*. 2005. URL: [www.creativeacademic.uk/uploads/1/3/5/4/13542890/creativity\\_in\\_social\\_work.pdf](http://www.creativeacademic.uk/uploads/1/3/5/4/13542890/creativity_in_social_work.pdf).

- relationships with the simultaneous regulation of intra-group interactions;
- *social and personal*: sincerity and identification of the individual as a professional;
  - *substantive*: mastering the appropriate level of knowledge in the field of professional activity;
  - *operational*: professionally important qualities of a specialist that are directly related to the implementation of professional activities (psychological and pedagogical literacy, self-organization and management of external and internal purposeful activity, self-control, stress resistance, the ability to switch and manage emotions);<sup>201</sup>
  - *operational and activity-based*: an appropriate level of mastery of professional skills and abilities;
  - *professional and methodological*: erudition, the ability to show empathy;
  - *ethical*: professional tact and tolerance to other individuals<sup>202, 203</sup>.

The four-level architecture of subtypes of professional competence is worthy of attention, which is considered as a developed hierarchy within which any professional skill or ability is based on the relevant characteristics of the lower level. Scholars<sup>204</sup> include the following structural elements of students' professional competence:

- relationships in the team (participants' perception of the atmosphere in the team: the presence (absence) of a desire to belong to a certain group, to support its goals, to exchange information about professional successes; categorical refusal to interact with the group, non-participation in professional communication, direct dependence on management; conflicts that may arise when the group members

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<sup>201</sup>Lapina M. Formation of Operational Components of Professional Competence of Social Sphere Specialists. *Scientific notes of BSPU. Series: Pedagogical sciences*. 2020. Issue 1. P. 341-348. DOI: 10.31494/2412-9208-2020-1.

<sup>202</sup>Pozhydaeva O. V. Content of the Curricula of Specialized Disciplines in the Context of Training Future Social Pedagogues for Counseling Activities. *Actual problems of sociology, psychology, pedagogy*. 2012. №14. P. 209-216.

<sup>203</sup>Soloviova T. H. Formation of Social Competence as a Condition for Successful Socialization of Youth. *Bulletin of Zaporizhzhia National University. Pedagogical sciences: a collection of scientific works*. 2020. № 1(34). P. 271-278.

<sup>204</sup> Training of Child Welfare Social Workers: American, British, and Ukrainian approaches / O. Bartosh et al. *Amazonia Investiga*. 2023. Vol. 12, No. 62. P. 273-281. DOI:10.34069/AI/2023.62.02.27.

- realize that there are differences between them (feelings of anxiety, distrust, desire to isolate, etc.);
- team cohesion: the presence of strong relationships in the team, unity, positive attitude towards other individuals and the group's activities in general, respect for coordination activities to achieve a common goal;
  - professional skills: two key models of conceptualization of professional skills have been formed – 1) identification of professional skills and the category of “professional competence”; 2) professional skills are distinguished in order to categorize them as behavior that is directly related to professional activities. Using PC to assess the effectiveness of professional actions in accordance with professional skills;
  - awareness of one's own personality, the ability to take responsibility for ethical or constructive decisions, taking into account one's own professional behavior;
  - skills for building relationships in the team: formation of positive relationships with other team members, ability to work in a team, effective conflict resolution;
  - professional consciousness, which is manifested in understanding other people and showing compassion for them;
  - self-management: control and management of own emotions and behavior in the process of performing professional duties<sup>205</sup>.

Based on the above, it can be argued that the formation of professional competence of future graduates of the specialty “Social Work” is a dynamic and multidimensional phenomenon that is formed and developed throughout the entire period of professional activity of the subject. It directly depends on the field of activity, the specifics of the environment, the student's personality and his/her individual characteristics (age, knowledge, professional experience, place in the professional environment, etc.).

It has been established that there are different classifications of the structural components of future graduates' professional competence.

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<sup>205</sup> Oberst U., Gallifa J., Farriols N., Vilaregut A. Training Emotional and Social Competencies in Higher education: The seminar methodology. *Higher Education in Europe*. 2009. Vol. 34. P. 523-533.

According to the most common of them, the structure of professional competence includes autonomous elements of motivational, cognitive, value, reflective, active, behavioral, social, personal, emotional and communicative nature.

The structure of the professional competence of future graduates in the specialty “Social Work” can be considered as a set of the following elements:

- *motivational and value-based*: it combines goals, needs, value and motivational guidelines, personal and sociological and professional attitudes that reflect the readiness of future graduates to demonstrate professional competence, the possibility of independent development in the professional field;
- *cognitive and activity-based*: it reflects the level of formation of the system of professional competencies, the ability of future graduates to cognize socio-professional reality, external and internal manifestations of competence, professional behavior in various fields, implementation of functions and interpersonal communication;
- *personal-reflexive*: it provides for independent regulation of processes and final results in implementing professional competence (availability of professionally significant qualities of future graduates), development of the ability to reflect on their own professional behavior, social and professional activities, behavior of other individuals.

Based on the analysis of the scientific literature on the topic of the study, the concept of empirical research of the process of forming the professional competence of graduates of higher education institutions was developed (Table 2.1).

Table 2.1

The Concept of Empirical Research on the Formation of Professional Competence of Graduates of Higher Education Institutions

| Components                         | Description   |
|------------------------------------|---|
| 1                                  | 2   |
| <i>The purpose of the research</i> | The study of the peculiarities of forming the professional competence of future graduates of the specialty 231 “Social Work”. |
| <i>The object of research</i>      | Professional competence of students.  |
| <i>The subject of the research</i> | Formation of professional competence of future specialists on the example of specialty 231 “Social Work”.                     |

| Components                            | Description   |
|---------------------------------------|---|
| 1                                     | 2   |
| <i>The hypothesis of the research</i> | The professional competence of future graduates of the specialty 231 "Social Work" will increase significantly if an effective system of psychological and pedagogical support of students is organized, aimed at forming a professional identity, positive professional attitude of students to the chosen specialty, individual style of professional behavior, increasing the level of self-organization of professional activity, developing motivation, reflexivity, self-regulation, and self-actualization.  |
| <i>I part of the hypothesis</i>       | The professional competence of future graduates of the specialty 231 "Social Work" is an integral characteristic that is a unity of interrelated and interdependent components: existential, cognitive, motivational, affective, volitional, regulatory and activity components that make up an integral system.  |
| <i>II part of the hypothesis</i>      | There are statistically significant differences between the indicators of the development of professional competence of students of the first (bachelor's) and second (master's) levels of higher education in the specialty 231 "Social Work".   |
| <i>III part of the hypothesis</i>     | There is a correlation between the program components of the professional competence of future social workers (integral competence (IC), general competence (GC), special (professional, subject) competence (SC)) and individual and personal characteristics of students (professional formation of personality, professional identity, learning motivation, personal competitiveness, style of professional behavior, self-organization and self-actualization).   |
| <i>Objectives</i>                     | <ol style="list-style-type: none"> <li>1. To conduct a theoretical analysis of the problem of forming the professional competence of university graduates on the example of the specialty 231 "Social Work".</li> <li>2. To draw up a research program, select diagnostic methods and form a sample.</li> <li>3. To conduct an empirical study aimed at diagnosing the peculiarities of the formation of professional competence in students of specialty 231 "Social Work".</li> <li>4. To develop a program for the formation of professional competence of a graduate of the specialty 231 "Social Work".</li> <li>5. To analyze the results and formulate conclusions.</li> </ol> |

| Components                           | Description   |
|--------------------------------------|---|
| 1                                    | 2   |
| <i>The program of the research</i>   | <p><i>The first stage</i> is a search-theoretical: the scientific literature on the problems of studying the peculiarities of forming the professional competence of a university graduate on the example of the specialty 231 "Social Work" was analyzed; diagnostic methods on the topic of the study were selected. At this stage, the initial theoretical foundations of the research were determined: the purpose, object, subject of the research, hypothesis; an empirical research program was developed, methods of data collection and recording, data processing and analysis were selected.</p> <p><i>The second stage</i> is exploratory: an empirical study of the peculiarities of forming the professional competence of a graduate of the specialty 231 "Social Work" (mathematical and statistical processing of empirical data, quantitative and qualitative analysis, description, interpretation of the research results) was conducted.</p> <p><i>The third stage</i> was the development and testing of a program for forming the professional competence of a graduate of specialty 231 "Social Work" at the Higher Education Institution "Zaporizhzhia Polytechnic", improvement of the model of forming the professional competence of students.</p> <p>The fourth stage is summarizing: formulating conclusions based on the research results.</p> |
| <i>The methods of the research</i>   | <p>The choice of specific research methods and techniques was made in accordance with the goals and objectives. The following methods were used in the research:</p> <ul style="list-style-type: none"> <li>- <i>theoretical methods</i>: analysis and synthesis, deduction and induction, structuring;</li> <li>- <i>empirical methods</i>: questionnaires, testing;</li> <li>- <i>methods of mathematical data processing</i>: methods of qualitative and quantitative analysis of empirical data, methods of statistical and mathematical data analysis (to identify statistically significant differences in terms of indicators of students' professional competence between groups, the non-parametric statistical Mann-Whitney U test was used). In order to identify correlations between the indicators of professional competence formation, the Spearman correlation coefficient was applied. The minimum threshold of reliability was taken as <math>p &lt; 0.05</math>. The calculations were made on the basis of the statistical software package "SPSS 22.0".</li> </ul>  |
| <i>Diagnostic tools</i>              | <p>The author's questionnaire "Self-assessment of the Level of Professional Competence of a Future Specialist in the Specialty 231 "Social Work". Methodology of professional identity research (MIPI) (L. Schneider, 2007); methodology for diagnosing students' learning motivation (A. Rean modified by N. Badmaieva); methodology for express diagnostics of personal competitiveness (N. Fetiskin, V. Kozlov, H. Manuilov); test to determine the leading driver (Julie Hay); questionnaire of self-organization of activity (OSA) (E. Mandryk, 2010); test for self-actualization of SAT (Y. Alioshina, L. Hozman, M. Zahika and M. Kroz).</p>  |
| <i>Characteristics of the sample</i> | <p>A sample of 100 people was formed – students of 1-6 courses of the National University "Zaporizhzhia Polytechnic", studying in the specialty 231 "Social Work".</p>  |

| Components | Description   |
|------------|---|
| 1          | 2   |
|            | The sample was divided into two subgroups. Subgroup 1 – 50 people: students of the first (bachelor’s) level of higher education; subgroup 2 – 50 people: students of the second (master’s) level of higher education. |

In general, this comprehensive study aims not only to understand the status quo of professional competence development among students majoring in 231 “Social Work” but also to provide practical recommendations for its improvement. It is expected that the results of the study will be useful in developing curricula and pedagogical strategies in higher education.

The implementation of the concept makes it possible:

- to identify and study the most problematic aspects of the formation of professional competence of future specialists in the field of social work;
- to develop a criterion-level toolkit for further evaluation of indicators of the formation of professional competence of future graduates;
- to develop a process for the formation of professional competencies.

## **2.2. CRITERIA, INDICATORS AND LEVELS OF FORMING THE PROFESSIONAL COMPETENCE OF FUTURE GRADUATES**

The scientific analysis of key criteria, indicators and the level of professional competence of future graduates is interconnected with the assessment and monitoring of the category under study. It is advisable to focus on the criterion-level tools for assessing the results of competence formation.

The category under study (as an educational outcome) must meet the following requirements: clarity, the ability to outline the essence of the requirements for graduates; diagnostic properties that contribute to the determination of objective characteristics of individual levels of professional competence or lack of competence; measurability, that is, the

establishment of a clear method and scale for its determination through the use of direct or indirect methods, the level of formation of its components<sup>206</sup>.

There is no single criterion-level tool in the scientific field to assess the state of formation of professional competence of students, future specialists in the field of social work, which has been repeatedly emphasized by scientists<sup>207</sup>. A large number of different criteria have been identified in the systems of student competencies that are neither interconnected nor form a single typological group, although they are assessed in the same direction. In addition, there are ongoing discussions in academic circles about the detailed description and separation of these criteria, which makes it difficult to generalize the obtained indicators and results into a single structured system<sup>208</sup>.

In the context of the issue under study, it is worth noting that the professional competence of a future specialist in the field of social work is a multifaceted category, the content of which is the interaction of several interrelated elements, which requires a clear definition of the structure of individual components and a reflection of their interaction<sup>209</sup>. In this regard, it is proposed to pay attention to certain theoretical approaches and methods of forming students' professional competence in the process of studying in higher education institutions.

The hierarchical formation of professional competence of future graduates allows partially solving the problem of measuring individual structural elements, which is due to the specifics of its design<sup>210</sup>. At the same time, one cannot ignore the fact that the structure of professional competence includes a hierarchically constructed system of logically interrelated competencies. Over a certain period, they can be transformed since the emergence of changes in one competence leads to the

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<sup>206</sup> Savelchuk I.B. Training of Social Workers in Modern Conditions: Innovative Trends. *Bulletin of Zhytomyr State University named after Ivan Franko. Pedagogical sciences*. 2016. Issue 1. P. 120-125.

<sup>207</sup> Hlyhalo YU. V. Social and Perceptual Competence of Future Social Specialists in the Process of Professional Training. *Theory and methods of education management*. 2010. № 5. URL: <http://tme.umo.edu.ua/docs/5/11glispt.pdf>.

<sup>208</sup> Boiko O.M. Professional Training of Specialists in Social Work of the Third Level of Higher Education in the United Kingdom: Dissertation ... Candidate of Pedagogical Sciences: 13.00.04. Kyiv, 2017. 262 p.

<sup>209</sup> Savelchuk I.B. Training of Social Workers in Modern Conditions: Innovative Trends. *Bulletin of Zhytomyr State University named after Ivan Franko. Pedagogical sciences*. 2016. Issue 1. P. 120-125.

<sup>210</sup> Yurchyk H.M. Genesis and Evolution of Social Policy. *Global and national problems of the economy*. 2018. Issue 22. P. 730-738. URL: <http://global-national.in.ua/archive/22-2018/138.pdf>.

intensification of the processes of change in other competencies, as well as professional competence in general. Thus, the transformation of competence as an integral formation also involves changes in individual competencies, which are not static but changeable by nature, due to external factors<sup>211</sup>.

The concept of “criterion” comes from the Greek language and literally means “means of judgment”. This category should be understood as a feature that can be used to evaluate, define or classify individual objects. Signs are external manifestations of characteristic properties that can be used to recognize, describe and determine the latter<sup>212</sup>.

The criteria for assessing the professional competence of future graduates make it possible to express the highest level of its development. The criteria serve as benchmarks for comparative analysis with the real properties of the phenomenon, and collectively they cover all the essential characteristics, reflect the interconnections and interdependencies between the many components of the system under study. They represent the dynamism of this process, revealing their specific features of any of the structural components. The use of special criteria of competence as a unity of qualitative and quantitative indicators also contributes to the reflection of the main patterns of graduate personality formation. Therefore, any of the structural components of the professional competence of future graduates should be reflected at both the qualitative and quantitative levels. It is proposed to consider such criteria as qualitative properties and characteristics, specific features of the object under study, the analysis of which makes it possible to draw conclusions about the state and level of formation of professional competence of future graduates at a particular stage.

It is worth noting that there is a correlation between the criteria and indicators, which is confirmed by some scientific developments. For any of the criteria, a variety of indicators must be developed, which can be used to determine the level of professional competence of future graduates. With the

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<sup>211</sup> Boiko O.M. Professional Training of Specialists in Social Work of the Third Level of Higher Education in the United Kingdom: Dissertation ... Candidate of Pedagogical Sciences: 13.00.04. Kyiv, 2017. 262 p.

<sup>212</sup> Varetska O. V. Theoretical and Methodological Foundations of Development of Social Competence of Primary School Teacher in the System of Postgraduate Pedagogical Education : Dissertation ... Doctor of Pedagogical Sciences: 13.00.04. Kyiv, 2015. 630 p.

help of measurement indicators, it is possible to reflect the level of development of the criteria by fixing them in numerical terms, which is obtained from the results of the measurements. This contributes to assessing the quality of development of a specific component of professional competencies under certain conditions. In the process of defining indicators, the following rules should be adhered to: a clear interpretation of the essence of individual indicators; the ability to actually measure them; systemic properties of the data that provide the most complete characterization of the professional competencies of future graduates; focus on obtaining results; flexibility and the ability to reflect potential changes. As stated in the New Explanatory Dictionary of the Ukrainian Language<sup>213</sup> and the Ukrainian Pedagogical Dictionary<sup>214</sup>, indicators are visual data relating to the results of a particular work or process; information about the results obtained in a particular area. The need to establish qualitative and

The choice of criteria and indicators of professional competence is the basis for assessing future specialists. The category “level” refers to the degree of manifestation and practical application of a specific criterion or indicator, which can be reflected through a special motivational system, knowledge, skills and practical abilities, special and personal abilities, in particular, the ability to reflect, which captures their key features. Therefore, it is the indicators, criteria and levels that are the basis for the process of establishing and evaluating the results of professional competence formation. I. B. Savelchuk proposes to reflect the level of formation of professional competence of future graduates with the help of clear signs that will make it possible to characterize the manifestation of their key criteria through the prism of frequency, completeness and permanence<sup>215</sup>.

It is worth noting that the entire volume of accumulated scientific and practical experience is directly related to the process of objective analysis of empirical data on the formation of a particular design, which confirms the sufficiency of the assessment at three separate levels. However, if this approach is used, the risks of a possible decrease in the results obtained may

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<sup>213</sup> New Explanatory Dictionary of the Ukrainian Language: in 3 volumes: 42000 words / compiled by V. V. Yaremenko, O. M. Slipushko. Kyiv: Aconit, 2003. 926 p.

<sup>214</sup> Honcharenko S.U. Ukrainian Pedagogical Dictionary. Kyiv: Lybid, 1997. 376 p.

<sup>215</sup> Savelchuk I.B. Training of Social Workers in Modern Conditions: Innovative Trends. *Bulletin of Zhytomyr State University named after Ivan Franko. Pedagogical sciences*. 2016. Issue 1. P. 120-125.

be actualized. The distinction between different levels of professional competence complicates the research process due to the difficulty of differentiating them<sup>216</sup>. Most of the criteria need to be formulated in the most detailed way possible, even using small units of measurement, which demonstrates the level of development of the criteria (indicators).

Through the identification of motivational and value components of professional competence, it is possible to prepare future graduates for the practical application of competencies, the ability not only to professional but also to social development. When studying the essence and constituent elements of competence, the directions of its development, covering goals, motives, values, needs, motivational and value orientations, personal and socio-professional attitudes, it is advisable to distinguish the following substructures:

**1. Motivational substructure:** stability and clarity of motivational direction and socio-professional formation; establishment of interpersonal relations that are the basis for professional direction and determination of the level of social and professional maturity; socio-professional activity. Indicators of forming the motivational substructure reflect the main motives of professional behavior, social and professional activities, mastering the ability to further professional development, taking into account personal goals and desires. These indicators include as follows:

- the ability to set realistic goals in the professional field;
- focus on achieving the desired results;
- the ability to explain one's professional actions with regard to their expediency;
- formation of professional goals;
- understanding and awareness of professional motivation;
- the desire to maintain relationships with other individuals;
- focus on joint activities and interaction;
- the ability to adhere to professional responsible behavior, which is manifested in desires, aspirations, specific steps, and the ability to demonstrate it;

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<sup>216</sup> Ibid.

- the desire to carry out professionally and socially significant activities, the expression of a real desire to continue to implement them;
- the desire to acquire professional knowledge and put it into practice using the acquired skills;
- the desire to carry out professional and cognitive activities and professional development<sup>217</sup>.

The established professional goals of future social workers have several characteristic features:

1. *Social orientation*: Future social workers should be committed to working for the benefit of society and helping people solve their social problems. They understand the importance of their profession for improving the quality of people's lives and are ready to make efforts to achieve this goal.

2. *Empathy and compassion*: future social workers have a developed ability to perceive the feelings and emotions of others. They are able to grasp the needs and issues of others by placing themselves in their position. This helps them communicate effectively with clients and provide them with the support they need.

3. *Professional competence*: future social workers should have a good understanding of their professional field and possess the necessary knowledge, skills and experience to perform their duties, professionally solve social problems, plan and implement social programs, as well as maintain documentation and organize work.

4. *Tolerance and smooth communication*: future social workers should be able to communicate with different categories of people, regardless of their nationality, religion, status or age; they should be tolerant to different points of view, be able to find compromises and communicate effectively with clients and employees.

5. *Lifelong self-improvement*: future social workers should be ready to permanently learn and develop in their profession. They should possess

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<sup>217</sup> Savelchuk I.B. Training of Social Workers in Modern Conditions: Innovative Trends. *Bulletin of Zhytomyr State University named after Ivan Franko. Pedagogical sciences*. 2016. Issue 1. P. 120-125.

critical thinking, be open to new ideas, innovations, challenges and problems in the field of social work<sup>218</sup>.

**2. Value substructure:** clear hierarchical construction of significant professional values; availability of professional value orientations; graduates' awareness of professional social reality (formation of an atmosphere of mutual assistance and trust in the team; professional interaction, conflict-free existence, collegiality in the process of training future social workers using the principles of constructive dialogue; the value of active professional activity based on the approval of the position of individuals); attitude of the future graduate to professional values and norms. Indicators of the formation of the value substructure can be used to reflect understanding, awareness, clarity of professional values, desires and orientation, as well as attitudes towards social values. These indicators include as follows:

- awareness, mutual coordination and sustainable consolidation of professional values, orientations and needs;
- attitude to professional cooperation with other subjects as one of the values;
- responsible attitude to professional norms and values;
- the desire to achieve harmonious existence and relationships with other subjects;
- an interest in expressing other people's opinions about their own professional activities;
- the desire to achieve recognition in the professional field by choosing the most respected field of activity;
- the desire to change their professional activity;
- support of the principles of collegial work, the fullest realization of their abilities in the field of professional activity and improvement of their qualification level;
- an interest in obtaining information about their professional capabilities and abilities, searching for ways to improve them;
- the desire to achieve high results in the field of professional activity;

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<sup>218</sup> Sushchenko L., Zaveriko N., Solovyova T. Features of the Use of Innovative Technologies in the Formation of Professional Competence of a Social Worker. *Politeness. Humanitas*. 2023. № 4. P. 54-60. DOI: 10.32782/humanitas/2023.4.8.

- focus on mastering an interesting and meaningful profession;
- the desire to belong to a specific professional group;
- careful development of all stages of training and professional work, aimed at identifying specific goals at each stage;
- the desire to improve their own self-esteem, to realize their professional direction through active behavior;
- full realization and development of abilities in the field of professional activity<sup>219</sup>.

In order to determine the indicators of the formation of *the motivational and value component* of professional competence, we have identified three main levels, which are the first element in the assessment process:

- *high (creative) level*: the student's ability to demonstrate the acquired competencies, the results of professional development, the appropriate level of motivation and definition of professional values, attitudes and aspirations for further development of the professional competence of the future social worker;
- *intermediate level*: situational readiness of the student to demonstrate competencies and their development; dominance of external factors over the manifestation of competencies; possibility of professional development taking into account the influence of external factors; partial and unstable formation of motivational and value attitudes;
- *low level*: insufficient readiness to demonstrate competencies and develop them; weak ability to professional self-development, lack of formed professional values.

**3. Professional and guidance substructure.** As a separate element of the motivational and value component, one can consider professional attitudes, which reflect the commitment to social and professional activities that arises from the collision of two main aspects: the need and the possibilities of satisfying it. The category of professional attitudes includes as follows:

- focusing on professional interaction with the interlocutor in the process of mastering the chosen specialty;

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<sup>219</sup> Savelchuk I.B. Training of Social Workers in Modern Conditions: Innovative Trends. *Bulletin of Zhytomyr State University named after Ivan Franko. Pedagogical sciences*. 2016. Issue 1. P. 120-125.

- professional and cognitive orientation of future graduates;
- the presence of guidelines aimed at the realization of professional abilities, the acquisition of professional knowledge; professional fulfillment and self-realization in the process of professionally significant activities;
- formation of personal attitudes aimed at realizing professional motives;
- manifestation and observance of professionally responsible behavior;
- professional self-development;
- relationships with other individuals, joint activities with them;
- solving professional problems, forming guidelines aimed at high-quality performance of professional duties, etc.<sup>220</sup>.

**4. Cognitive-activity substructure.** It is worth noting that the above components are closely related to the cognitive and activity element of the future graduates' professional competence in the field under study. The existence of such a relationship is connected with the following factors:

- the “value” category is both a motivational and cognitive formation;
- it acts as a supplement to the cognitive-activity component in the formation of professional competence;
- the key elements are motivation; acquisition of professional knowledge; search, cognitive and evaluation activities that ensure the integrity of training future specialists and the formation of their competencies; motivation aimed at scientific research; professionally oriented activities based on social values; professional interaction;
- reflection of professional activity by highlighting the system of values set for the future graduate;
- ensuring sustainable professional interest: interest in the subject-object area of activity; expression of interest in the essence and vectors of functioning of the future social worker; in the functional purpose of social work; in establishing professional interaction, as well as in the field of activity, etc.;

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<sup>220</sup> Savelchuk I.B. Training of Social Workers in Modern Conditions: Innovative Trends. *Bulletin of Zhytomyr Ivan Franko State University. Pedagogical sciences*. 2016. Issue 1. P. 120-125.

- intensification of social work to ensure the development of cognitive components and the formation of professional competence <sup>221</sup>.

The connection between social and reflexive elements and the professional competence of future graduates is in:

providing opportunities for professional development based on personal goals and aspirations;

memorization of information; reproduction of certain data at the right time in order to implement both theoretical and practical professional tasks; satisfaction of possible needs;

motivation to expand the spheres of professional communication; conducting a professional dialogue between current and future specialists in the field of social work; self-development and improvement in the professional field, etc.

In order to analyze the state of formation of the professional-activity and cognitive-activity elements of future graduates' professional competence, we have identified high (creative), intermediate and low levels:

- *high (creative) level*: full mastery of knowledge, in particular, about the essence of competencies, the ability to cognize professional reality, proper formation of the structure of professional competence; high indicators of competencies and professional behavior; availability of professional experience in interaction with other individuals;
- *intermediate level*: incomplete and unstable professional knowledge, in particular, unsystematized knowledge of competence content; unstable ability to cognize professional reality, average or partial level of development of professional behavior; insufficient professional experience in interacting with other individuals;
- *low level*: partial mastery of professional knowledge or lack of it, including the content of competencies; weak ability to cognize professional reality, low level of development of professional behavior; lack of professional experience and interaction with other actors; minimal or complete lack of experience in the implementation of professional competence in various situations.

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<sup>221</sup> Ibid.

**5. Personality-reflexive substructure:** provision for regulation of processes and results of professional competence implementation, development of the ability to reflect on professional behavior. The key criteria for this component of the professional competence of future graduates include as follows:

1. For the personal substructure: indicators of the development of professionally significant characteristics of the individual.

2. For the reflexive substructure: completeness, determination of the level of development of the ability to reflect on professional activities and actions of other individuals<sup>222</sup>.

The personal-reflective component is interrelated with the motivational and value component; it supplements it in the formation of the professional competence of future social workers; it affects relationships, values and professional interaction. The essence of personal qualities is consistent with professional requirements, brought in line with the established forms of content expression and with the observance of a specific manner of behavior.

The interrelation of the personal and reflexive component with the cognitive and activity component is manifested in the complementation of its content in the formation of the professional competence of future graduates. The professional characteristics of an individual reflect his/her professional skills and professional behavior and are manifested in actions and relationships with other subjects. They are formed only in the conditions of an active form of activity.

There are also corresponding levels of regulation of the processes and consequences of the implementation of professional competence for the personal and reflexive component:

- *high level*: high ability to reflect on one's own professional behavior and the behavior of others;
- *intermediate level*: average ability to reflect on professional behavior;

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<sup>222</sup> Rizak I. M. The System of Social Work with Children with Functional Disabilities in the United Kingdom: Dissertation for the degree of Candidate of Pedagogical Sciences: 13.00.05. Kyiv, 2021. 22 p.

- *low level*: poor development or lack of reflection on own professional behavior<sup>223</sup>.

In order to determine the level of professional competence of future graduates, an integrated structure of professional competence is presented with the allocation of constituent elements and indicators. Separate levels (high, intermediate, low) are proposed to assess the formation of professional competence criteria and their essence is revealed.

The key indicator of effectiveness at the formative stage should be the transition from a lower to a higher level of professional competence formation. A detailed study of the main tools for assessing the level of future graduates' professional competencies will contribute to more meaningful disclosure and understanding of the essence of the categories under study and establishing interrelationships between individual criteria and the system of indicators as a whole.

### **2.3. ORGANISATIONAL CONDITIONS FOR FORMING THE PROFESSIONAL COMPETENCE OF FUTURE GRADUATES**

The formation of professional competence involves increasing motivation, the desire for professional and personal development, which requires the implementation of the following tasks:

- identification of the desire to work in the chosen specialty and motivation to study; assistance in the process of professional adaptation in the educational process;
- disclosure of the ability to professional development, taking into account the need to form competencies;
- increasing the activity and mobility of students.

At the initial stage, it is necessary to study the specifics of the motivation for choosing a field of professional activity by future social workers. For this purpose, it is expedient to use the "Questionnaire of professional

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<sup>223</sup> Savelchuk I.B. Training of Social Workers in Modern Conditions: Innovative Trends. *Bulletin of Zhytomyr Ivan Franko State University. Pedagogical sciences*. 2016. Issue 1. P. 120-125.

preferences”<sup>224</sup>. The use of this methodology helps to determine the compliance of future social workers with one of the types of personality (realistic, intellectual, artistic, social, entrepreneurial, conventional) and the environment of professional activity in the future. According to the author of the methodology, achieving success in the process of professional activity and obtaining satisfaction from work directly depends on its compliance with a specific professional type of environment model as well as the ability to adapt to it. Using the results of the study will help prioritize a particular professional environment and the possibility of adapting to it. The following aspects can be considered as a positive aspect and evidence of the proper level of student adaptation to the professional environment:

- preference for such types of professional activities as group work orientation, interest in the learning process, receiving help and advice, and group activities <sup>225</sup>;
- identification of linguistic, didactic, public speaking skills, as well as the ability to communicate, establish relationships with others;
- demonstration of personal qualities: morality, compassion, ethical behavior, responsible approach, teamwork, empathy, demonstration of friendliness, positive outlook on life, etc;
- preference for conducting activities on the basis of various social institutions<sup>226</sup>.

An additional condition for the development of professional competencies of future specialists in the field of social work may be cooperation with a psychologist. One can organize a survey on the topic “Features of social and psychological adaptation of first-year students” (questionnaire developed by I. Sydorchuk). The study of the data obtained can become the basis for a specialized lecture aimed at increasing the level of students’ adaptation. According to the author of the methodology, such a survey helps to identify typical expectations, experiences, difficulties and

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<sup>224</sup> The methodology “Questionnaire of professional preferences” (QPP) by J. Holland. URL: <https://ped-kopilka.com.ua/klasnomu-rukovoditelyu/oprosnik-profesionalnyh-predpochtenii-holanda.html>.

<sup>225</sup> Lang N. Group Work Practice to Advance Social Competence: A Specialized Methodology for Social Work. New York : Columbia University Press, 2010. 265 p.

<sup>226</sup> Savelchuk I.B. Training of Social Workers in Modern Conditions: Innovative Trends. *Bulletin of Zhytomyr Ivan Franko State University. Pedagogical sciences*. 2016. Issue 1. P. 120-125.

other important aspects in the process of adaptation of future social workers to the specifics of professional activity<sup>227</sup>.

During conducting the lecture, it is necessary to provide future social workers with information about the specifics of training in the chosen field of study and the organization of the educational process. Certain aspects of the lecture should be devoted to the formation of psychological attitudes, in particular education, behavior regulation, etc. The psychological program ends with a training session on searching for optimal mechanisms of behavior during the educational process, the most effective strategies for understanding the essence of the specialty, uniting students, forming motivation to hone professional competencies through updating plans for the future and achieving the desired results from professional implementation<sup>228</sup>.

The introduction of specialized courses, such as *the elective course “Professional Competence of a Social Work Specialist”* plays a crucial role in the training of social work professionals. While studying this course, students learn about the following key aspects of their future profession:

- the essence of social work, the content of social and pedagogical activities;
- features of social work with certain categories of people;
- management in the social sector and teamwork;
- rights, needs and interests of the individual as the highest social priority;
- specifics of the processes of socialization, adaptation and integration of individuals;
- fulfillment of duties and achievement of the goals of social work and protection of citizens' rights;
- providing assistance and support to people in difficult life circumstances;
- features of the procedures for providing social services to the population;

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<sup>227</sup> Sydoruk I. I. Formation of Social Competence of Future Social Workers in the Process of Professional Training: a monograph. Lutsk: Vezha-Druk, 2020. 388 p.

<sup>228</sup> Savelchuk I.B. Training of Social Workers in Modern Conditions: Innovative Trends. *Bulletin of Zhytomyr Ivan Franko State University. Pedagogical sciences*. 2016. Issue 1. P. 120-125.

- regulatory and economic aspects of the activities of state authorities and local self-government bodies in the field of social work and provision;
- essence and specificity of representative, organizational, administrative and advisory functions in the process of social work;
- preparation of proposals for the adoption of regulatory documents in the social sphere, ensuring their implementation and monitoring their implementation.

Mastering the knowledge of the elective discipline “Professional competence of a social work specialist” contributes to the achievement of the following *goals*:

providing conditions for the formation and development of competencies necessary for professional activity;

preparation for the implementation of practical professional tasks as a social worker, social work specialist in education, social educator, etc;

development of skills necessary for managing various aspects of the social sphere and responding to potential challenges.

*The purpose* of the elective course “Professional Competence of a Social Work Specialist” is to train highly qualified specialists to work in the social sphere, as well as to ensure that they can effectively perform their professional duties in various social institutions.

Based on the purpose, *the objectives of studying the discipline are as follows*:

1. Providing up-to-date knowledge in the field of social work and related areas.
2. Familiarization with the essence of professional activity, the limits of competence of employees in the social sphere.
3. Developing the ability to search for information from various sources, analyze it, identify cause and effect relationships between facts, formulate independent conclusions, justify one's own position.
4. Formation of the ability to logically argue one's thoughts both orally and in writing, using professional business speech.

5. Mastering the scientific principles that are the basis of social work, the ability to identify, formulate and solve professional problems in this area, integrating theoretical knowledge and practical experience.
6. The ability to understand key concepts, identify common and different characteristics when comparing facts and social phenomena.
7. Development of skills of theoretical justification of the choice of approaches to solving problem situations using effective methods and predicting potential consequences<sup>229</sup>.
8. Development of long-term and current plans and programs for the implementation of measures through the prompt adoption of effective situational decisions.
9. Formation of skills of critical analysis and evaluation of the directions of social policy of the state, social and political processes at different levels.
10. Developing the ability to use scientific studies and apply professional research skills.
11. Formation of the ability to analyze mental properties and states, in particular different types of interaction between individuals, different mental processes, processes of development, socialization, adaptation and integration of the individual into society, taking into account group socio-psychological phenomena.
12. Training in the use of preventive methods to prevent mental developmental disorders, behavioral disorders and conflicts, in order to avoid social risk and difficult life situations<sup>230</sup>.
13. Acquiring skills in the application of diagnostic methods for assessing problematic issues, needs and specific characteristics of individuals.
14. Formation of skills in the use of social work methods in the process of interaction between subjects.
15. Application of managerial methods for the organization and management of professional activity in the social sector.

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<sup>229</sup> Forecasting Career-And Competence Indicators of a Social Worker in the Context of Digital Transformations of the Society / M. Kuzmina et al. SHS Web of Conferences. 2021. Vol. 100. DOI: 10.1051/shsconf/202110004005.

<sup>230</sup> Humeniuk L.Y. Social Conflictology: a textbook. Lviv: Lviv State University of Internal Affairs, 2013. 400 p.

16. Acquiring skills of establishing and maintaining relationships with other individuals on the basis of mutual trust, ethical aspects and standards of professional social activity, while providing psychological support<sup>231</sup>.
17. The ability to establish cooperation with employees from different fields and individual institutions.
18. Development of skills to identify the strengths of individuals (groups) and attract their resources to solve problems and eliminate difficult life situations.
19. Development of skills to identify ethical contradictions in professional activities and apply supervision techniques to resolve them.
20. Development of skills to demonstrate tolerant behavior and respect for individual characteristics of people, including their religious, cultural and ethnic characteristics, without showing prejudice.
21. Mastering the skills of creative problem solving and innovative decision-making using creative thinking methods<sup>232</sup>.
22. Development of skills in designing processes and outcomes of social work based on objectives, quantitative and qualitative indicators, as well as adjusting work plans depending on the results of the evaluation <sup>233, 234</sup>.

In the process of studying the elective course “Professional Competence of a Social Work Specialist”, future graduates should acquire the following *knowledge*:

- key areas of work organization in the field of social protection and welfare;

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<sup>231</sup> Cherneta S.Yu. Theoretical and Methodological Principles of Training Future Specialists in Social Work for the Provision of Social Services: Monograph. Lutsk: PE Mazhula Yu.M., 2022. 365 p.

<sup>232</sup> Learning to Live Together. A teacher’s guide to the development of social skills in the course “Fundamentals of Health” (primary and high school) / T. Vorontsova et al. Kyiv: Alaton, 2017. 232 p.

<sup>233</sup> Kuzmina M.O. Development of Organizational Conditions for the Formation of Professional Competencies of a Future Graduate of a Higher Education Institution on the Example of the Specialty “231 - Social Work”. *Scientific Journal of the National Pedagogical Dragomanov University. Series 5. Pedagogical Sciences: Realities and Prospects*, 2023. Issue 91. P. 131-136.

<sup>234</sup> Kuzmina M. Problems of Formation of Professional Competence of Social Workers: Foreign and Domestic Experience. *Courtesy. Humanitas*. 2022. Issue 1. P. 50-60. DOI: 10.32782/humanitas/2022.1.8.

- functional responsibilities of social workers in the field of leisure organization; concept and essence of social education;
- the relationship between social work and sociology at the interdisciplinary level;
- general aspects of scientific knowledge;
- specifics of the structural design of sociological studies;
- definition of methodological features of sociological studies;
- theoretical aspects of social work;
- components of professional image;
- ethical aspects of the social worker's activity as the basis of his/her profession;
- rules for maintaining documentation in the field of social welfare;
- structural organization of social services dealing with family, children and youth issues;
- technological principles of social work of general and sectoral nature;
- classification criteria for interdisciplinary technologies and methods, their use in the social sphere;
- the essence and types of communication used to build mutual understanding with interlocutors;
- economic principles of activity in the field of social work;
- models used in the process of social work with the disabled persons;
- key aspects of social and medical rehabilitation of persons with disabilities;
- theoretical foundations and possibility of using psychotherapy and psychocorrection in social work;
- general characteristics and specifics of psychotherapeutic and psychocorrectional practices;
- strategy and directions of implementation of the state youth policy;
- methods and organization of sociological research;
- legislative aspects of social work, etc.<sup>235</sup>.

Studying the course “Professional Competence of a Social Work Specialist” will help students develop the following *competencies*: general

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<sup>235</sup> Kuzmina M. O. The Phenomenon of Development of Professional Competence of Social Workers in the Studies of Domestic Scientists. Scientific Bulletin of Uzhhorod University. Series: "Pedagogy. Social work". 2020. Issue 2 (47). P. 79-84.

cultural, social and psychological, technological, diagnostic and prognostic, and organizational and managerial. We propose to consider each of these competencies in more detail.

*1. General cultural competencies:*

- the ability to analyze and evaluate key achievements of famous Ukrainian and foreign scientists, taking into account modern cultural dynamics;
- study of social phenomena in the context of their origin, development and current state, formation of views on the laws of social and natural progress;
- analytical work, evaluation and forecasting in the areas of social, economic, legal, political, environmental and cultural activities;
- application of tools and methods of intercultural communication;
- mastering communication skills in native and foreign languages, including specific speech forms and universal phrases of specific language groups, as well as the use of symbols in communication;
- application of different approaches in educational and self-educational activities, focused on individual, national and universal value systems;
- developing and implementing a model of tolerant behavior and constructive strategies based on the diversity of cultural, linguistic and religious factors.

*2. Social and psychological competencies:*

- orientation in various social phenomena and situations, correct determination of personal characteristics and emotional background of other individuals with the choice of adequate methods of interaction and their implementation in the process of communication;
- determination of one's place in social life on the basis of designing strategic developments of one's life, taking into account the needs of certain social groups and individuals, social norms, rules and other factors;
- the ability to adapt in various professional situations;
- fluency in verbal and non-verbal means of communication;

- consideration in the process of professional activity of such personal psychological characteristics of the individual as motivation, values, beliefs, attitudes, abilities;
- determination of individual-typological characteristics and emotional state of other individuals, selection of adequate methods of communication and their implementation during interaction;
- setting goals, planning, developing and implementing individual and collective social projects and strategies;
- use of transformational technologies and methods of constructive conflict resolution with consensus building; responsibility for decisions made and ensuring their practical implementation.
- establishing cooperation with other structures in the field of social protection and welfare;
- use of fundamental psychological and pedagogical principles, innovative social and psychological practices and developments in the course of professional activity;
- mastering the practices of preserving and increasing the level of physical and psychological stability of a person, providing first aid.

### *3. Technological competencies:*

- the ability to use traditional and innovative social techniques, methods and techniques for solving problems in the field of social work that arise in practice;
- ensuring compliance with safety and security standards in the process of interaction with vulnerable groups of the population, in particular through representation of their interests in various institutions;
- providing social services to numerous segments of the population, their social support and patronage;
- the ability to provide effective social support to children in need of care or in difficult life situations;
- creating projects for the social adaptation of young people and their involvement in socially useful activities;
- promoting socially significant norms and rules of behavior, adherence to a healthy lifestyle;

- preventing the negative impact of any offenses or phenomena in the social environment;
- providing social and psychological support to children with special needs, their families and social support<sup>236</sup>.

#### *4. Diagnostic and prognostic competencies:*

fixation of professional performance indicators, their diagnosis, analysis, and forecasting of further development;

study of the specifics of the activities of individuals, its evaluation, modeling and forecasting;

the ability to study and predict the negative impact of the environment, family, educational potential and other factors on a person;

analysis of the life space of individuals and groups, identification of individual difficulties and problems arising in society, and development of effective methods for their solution;

determination of the feasibility of using developmental, diagnostic, prognostic and rehabilitation techniques in the process of solving the tasks;

skills to study and predict the positive and negative impact of society on the individual;

forecasting the results of social work based on subjective and objective factors of influence;

predicting possible changes in the economic and psychological state of individuals and society as a whole, planning professional activities taking into account such changes.

#### *5. Organizational and management competencies:*

- use of a wide range of methods (administrative, economic, social, socio-psychological and socio-pedagogical) in the organization and implementation of social initiatives;
- coordination, structuring, systematization, planning and integration in the process of achieving key goals and objectives; ability to coordinate activities and interaction between all actors in the social sphere;

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<sup>236</sup> Cherneta S., Bielkina-Kovalchuk O. Training of Specialists in Social Work for Professional Activity in Providing Social Services. *Scientific Bulletin of Uzhhorod University. Series: "Pedagogy. Social work"*. 2021. Issue 2(49). P. 236-240.

- planning, development and organization of the process of implementing social programs that are consistent with the socio-economic situation in the country;
- involvement of non-governmental organizations, creative unions and individuals in interaction with clients in the framework of cultural, educational, preventive and recreational activities;
- organization of various social, cultural and leisure activities, volunteer events; use of resources in the course of professional activities;
- substantiation of management decisions and ensuring their effectiveness<sup>237</sup>;
- implementation of financial and economic activities of institutions in the social sphere in accordance with the norms of current legislation, preparation and submission of reports in the established forms, reflection on professional activities.

As noted above, students' competence is a dynamic combination of skills, knowledge and abilities, specific thinking, professional qualities of a social worker, his/her moral and ethical characteristics that directly affect the ability of a specialist to implement professional activities in the chosen field.

Given the results of the study presented in the first section of the monograph, the competencies of a future graduate in the specialty "Social Work" are focused on solving complex specialized tasks and practical problems in the course of professional activity, as well as in the educational process. The competencies of future graduates are divided into general and special. We consider it expedient to consider the list of general and special competencies in more detail.

The *general competencies* of a future social work specialist, which are formed in the process of studying the elective course "Professional competence of a social work specialist", include as follows:

- abstract thinking, analyzing and using the acquired knowledge in the process of practical activity;

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<sup>237</sup> Semyhina T. V., Chistiakova A. O. Sports and Leisure Practices in the Social Integration of Children with Mental Retardation. *Collection of scientific works of the Khmelnytsky Institute of Social Technologies of the University "Ukraine"*. 2019. № 18. P. 90-94.

- understanding of the subject area and professional activity;
- use of information and communication technologies;
- mastering knowledge that meets the requirements of modern society;
- searching, processing and analyzing information from various sources;
- identifying problems and solving them;
- making informed decisions and the ability to work in teams;
- demonstration of interpersonal communication skills;
- motivation of individuals to achieve a common goal;
- responsibility and awareness of the nature of one's actions.

The list of desirable *special competencies* includes the following ones:

- assessment of socio-political dynamics as an important component of the development of the social sphere;
- analysis of the legislative framework in the context of social work and social security;
- study of psychological aspects, processes of development and socialization of the individual, formation of social groups and communities;
- development of preventive measures to minimize social risks, resolve difficult life situations and social conflicts<sup>238</sup>;
- understanding of the structure of the social security system and the content of the activities of institutions that provide social services;
- studying social challenges using scientific methods; assessing problems, needs, specific characteristics and resources of individuals;
- development of ways to solve problematic issues and identification of effective methods of their prevention;
- providing assistance and support to individuals based on their individual needs, age, gender, ethnicity and other characteristics;
- initiating social changes aimed at improving the well-being of citizens;
- development and implementation of social projects and programs;
- application of management methods for organizing professional activities and managing employees in the field of study;

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<sup>238</sup> Humeniuk L.Y. Social Conflictology: a textbook. Lviv: Lviv State University of Internal Affairs. 2013. 400 p.

- adherence to the principles and standards of ethics in the field of social work; identification and involvement of personal resources, as well as resources of individual groups and communities in the process of social work;
- generating new and creative ideas in the professional activity of a social worker;
- evaluation of the results and quality of social work;
- promoting the welfare and social protection of persons in need of appropriate assistance.

The formation of the professional competence of future specialists in the field of social work is aimed not only at acquiring knowledge, skills and abilities, but also at identifying the motives for choosing a future profession. For this purpose, it is proposed to implement the following tasks: identifying inclinations and motivation to choose a specialty; promoting professional adaptation in the educational process; stimulating future graduates and forming their ability to practice in the future<sup>239</sup>.

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<sup>239</sup> Cherneta S., Bielkina-Kovalchuk O. Training of Specialists in Social Work for Professional Activity in Providing Social Services. *Scientific Bulletin of Uzhhorod University. Series: "Pedagogy. Social work"*. 2021. Issue 2(49). P. 236-240.

## SECTION III.

# EXPERIMENTAL EVALUATION OF ORGANISATIONAL CONDITIONS FOR THE DEVELOPMENT OF FUTURE SOCIAL WORKERS' PROFESSIONAL COMPETENCE

### 3.1. THE ASCERTAINING STAGE OF THE RESEARCH: STUDYING THE STATE OF PROFESSIONAL COMPETENCE FORMATION

Based on the improved concept of studying the state of professional competence and the defined criteria and levels of assessment, we will proceed directly to the practical consideration of the aspect of professional competence formation in higher education institutions. As of the beginning of 2025, in the higher education institutions of Zaporizhzhia Zaporizhzhia and Zaporizhzhia region, 786 people were studying in the specialty 231 “Social Work” (Table 3.1).

Table 3.1

Total number of higher education seekers in the specialty 231 “Social Work”

| Name of HEI  | Level     |            |           |            |
|--|-----------|------------|-----------|------------|
|  | bachelor  |            | master    |            |
|  | full-time | extramural | full-time | extramural |
| National University “Zaporizhzhya Polytechnic” (NU “Zaporizhzhya Polytechnic”)   | 66        | 32         | 19        | 7          |
| Zaporizhzhia National University (ZNU)   | 94        | 42         | 60        | 26         |
| Municipal institution of higher education “Khortytsia National Training and Rehabilitation Academy” of Zaporizhzhia Regional Council (KNTRA) | 50        |            | 30        |            |
| Classic private university (CPU)   | 65        | 39         | 28        | 40         |
| Berdiansk State Pedagogical University   | 26        | 39         | 32        | 40         |
| SSU HEI “Open International University of Human Development ‘Ukraine’, Melitopol Institute of Ecology and Social Technologies (MIEST)        | 1         | 9          | 10        | 31         |
| Total in Zaporizhzhia and the region   | 786       |            |           |            |

Note: systematized by the author based on the data from the register of educational entities<sup>240</sup>

<sup>240</sup>Higher education institutions. Zaporizhzhia region. Register of subjects of educational activity. URL: <https://registry.edbo.gov.ua/vishcha-osvita/23101369/>

In the context of training future social workers, the average academic performance of students has an indirect impact on their professional competencies. On the one hand, students with average academic performance usually possess basic knowledge of the theoretical foundations and practical aspects of the profession, which is important for performing the main tasks. On the other hand, they may not possess a sufficiently high level of critical thinking, cultural competence, or psychological adaptation, which is important for effective social work. The average performance may indicate the need for additional education and training, in particular, in areas that contribute to raising professional standards in social work. For example, focusing on practical training with an emphasis on ethical aspects, communication skills, and community engagement. Thus, the average level of success can serve as an indicator for making adjustments to the curriculum or methods of training future professionals (Table 3.2).

Table 3.2

The average academic performance rating of students who studied  
in the specialty 231 "Social Work"

| Name of HEI  | Bachelor's degree |                |                | Master's degree | Grade point average |
|--|-------------------|----------------|----------------|-----------------|---------------------|
|  | 2 course          | 3 course       | 4 course       | 2 course        |                     |
| National University "Zaporizhzhya Polytechnic" (NU "Zaporizhzhya Polytechnic")   | 69,86<br>±1,37    | 70,16<br>±1,24 | 73,35<br>±1,18 | 73,91<br>±1,28  | 71,82<br>±1,24      |
| Zaporizhzhia National University (ZNU)   | 71,04<br>±1,42    | 72,86<br>±1,36 | 73,97<br>±2,01 | 74,26<br>±1,3   | 73,03<br>±1,41      |
| Municipal institution of higher education "Khortytsia National Training and Rehabilitation Academy" of Zaporizhzhia Regional Council (KNTRA) | 81,63<br>±1,14    | 83,1<br>±1,28  | 85,93<br>±1,26 | 86,96<br>±1,23  | 84,405<br>±1,22     |
| Classic private university (CPU)   | 66,32<br>±3,04    | 67,25<br>±2,93 | 72,59<br>±3,08 | 72,84<br>±4,36  | 69,75<br>±3,22      |
| Berdiansk State Pedagogical University   | 67,44<br>±2,18    | 68,23<br>±1,02 | 69,82<br>±1,17 | 70,88<br>±1,25  | 69,09<br>±1,88      |
| SSU HEI "Open International University of Human Development 'Ukraine', Melitopol Institute of Ecology and Social Technologies (MIEST)        | 68,33<br>±3,14    | 69,06<br>±1,62 | 70,31<br>±1,22 | 72,36<br>±2,24  | 69,86<br>±1,74      |

Note: systematized by the author based on the results of the test and examination sessions during 2018-2020 (Zaporizhzhia and Zaporizhzhia region)

According to the results of the testing and examination sessions of 2018-2020, the average academic performance rating of students studying in the specialty 231 "Social Work" at the National University "Zaporizhzhya Polytechnic" was  $71,82 \pm 1,24$ , at ZNU –  $73,03 \pm 1,41$ , at the Municipal institution of higher education "Khortytsia National Training and Rehabilitation Academy" of Zaporizhzhia Regional Council –  $84,4 \pm 1,2$ , at CPU –  $69,75 \pm 3,22$ .

The conducted study of the level of academic performance of students studying in the specialty 231 "Social Work" shows that the formation of professional competence of most future social workers in the region was at an average level. In view of this, we conducted an empirical study of the features of forming the professional competence of future graduates of the specialty 231 "Social Work".

For the purpose of diagnosing and confirming the research hypothesis, a sample of 100 students of the 1st-6th courses of the National University "Zaporizhzhia Polytechnic", who studied in the specialty 231 "Social Work", was formed. The sample was divided into two subgroups: subgroup 1 – 50 people: students of the first (bachelor's) level of higher education; subgroup 2 – 50 people: students of the second (master's) level of higher education (Table 3.3).

Table 3.3

Characterization of the sample

| Sample   | Subgroup 1<br>First level of higher<br>education | Subgroup 2<br>Second level of higher<br>education |
|--|--|---|
| Number of people (persons)                         | 50   | 50  |
| Average age of students in the<br>subgroup (years) | 19,6   | 25,8  |
| Average academic performance<br>rating             | $70,88 \pm 6,78$                                 | $74,12 \pm 5,38$                                  |
| Total (persons)                                    | 100  |   |

The specificity of forming the professional competence lies in its lifelong development and implementation, at all stages of professional orientation, professional training and practical activity. In the process of training, key motivational and value, cognitive and activity, and personal and reflective components of professional competence are formed. Monitoring the socio-

professional characteristics of students and creating the relevant conditions for their development in the future through the proper organization of the educational process is of particular importance.

In order to determine the indicators of competence formation, it is necessary to assess the presence of structural elements of professional competence. The use of the proposed methodology makes it possible to identify the most developed and problematic areas. In this regard, it is suggested to consider the results of the study in more detail.

During the experiment, the participants were divided into two equal groups: 50 people (bachelors) made up the control group (hereinafter – CG), and the other 50 people (masters) – the experimental group (hereinafter – EG). In order to determine the motivational indicators of the motivational and value component of the professional competence of future graduates, the questionnaire “Motivational Tendencies of Social and Professional Development of Personality” proposed by I. Sydoruk was used (Appendix A). The results of the survey according to this methodology are presented in Appendix B. Generalized indicators are presented in Table 3.4.

*Table 3.4*

Results of the study of motivation in the structure of the motivational and value component of professional competence

| Methodology   | Group | levels |    |              |    |      |    |
|---|-------|--------|----|--------------|----|------|----|
|   |       | Low    |    | Intermediate |    | High |    |
|   |       | Q-ty   | %  | Q-ty         | %  | Q-ty | %  |
| The questionnaire “Motivational Tendencies of Social and Professional Development of Personality” | CG    | 28     | 56 | 17           | 34 | 5    | 10 |
|   | EG    | 23     | 46 | 20           | 40 | 7    | 14 |

According to the research results, it was found that 56% of the surveyed CGs and 46% of the surveyed EG respondents have motivational guidelines that stimulate the development of competencies at a low level; 34% of the surveyed CG respondents and 40% of the surveyed EG respondents have them at an intermediate level; 10% of the surveyed CG and 14% of the surveyed EG have them at a high level.

In terms of separate questions of the questionnaire, the following answers were received:

1. Willingness to cooperate in the process of problem-solving: high level – 40% of CG respondents and 24% of EG respondents; intermediate level – 18% of CG respondents and 36% of EG respondents; low level – 42% of CG respondents and 40% of EG respondents.

2. Desire for professional and cognitive activities: high level – 28% of CG and 24% of EG; intermediate level – 44% of CG and 28% of EG; low level – 28% of CG and 48% of EG.

3. Desire for professional interaction: high level – 32% of CG and 34% of EG; intermediate level – 34% of CG and 30% of EG; low level – 34% of CG and 36% of EG.

4. Striving for professional development: high level – 32% of CG and 42% of EG; intermediate level – 40% of CG and 28% of EG; low level – 28% of CG and 30% of EG.

5. Desire for socially significant activities, desire to realize oneself in them: high level – 30% of CG and 42% of EG; intermediate level – 40% of CG and 46% of EG; low level – 30% of CG and 32% of EG.

6. Striving for self-realization in professional activities: high level – 24% of CG and 58% of EG; intermediate level – 40% of CG and 32% of EG; low level – 36% of CG and 10% of EG.

7. Striving for self-improvement in the chosen field of professional activity: high level – 24% of CG and 36% of EG; intermediate level – 30% of CG and 32% of EG; low level – 46% of CG and 32% of EG.

8. Striving for scientific search: high level – 34% of CG and 26% of EG; intermediate level – 42% of CG and 34% of EG; low level – 24% of CG and 40% of EG.

9. Striving for professional communication, expanding the circle of contacts and establishing new professional contacts: high level – 40% of CG and 36% of EG; intermediate level – 34% of CG and 32% of EG; low level – 26% of CG and 32% of EG.

10. Desire to establish professional dialogue with practitioners and specialists, to exchange experience: high level – 34% of CG and 24% of EG;

intermediate level – 44% of CG and 42% of EG; low level – 22% of CG and 34% of EG.

11. Striving to acquire professional knowledge: high level – 32% of CG and 48% of EG; intermediate level – 38% of CG and 30% of EG; low level – 30% of CG and 22% of EG.

12. Striving to understand and comprehend the professional motives of other subjects: high level – 26% of CG and 30% of EG; intermediate level – 34% of CG and 44% of EG; low level – 40% of CG and 26% of EG.

In general, it can be argued that the majority of the respondents in the CG are motivated by professional orientation; in the EG – by the desire for professional development and fulfillment in their professional activities, communication, and establishing new professional contacts. The least significant motivation of future graduates of the CG is professional orientation, desire to interact in the process of solving problems, improvement in professional activity; in the EG – interaction in the process of solving problems, scientific search, desire and understanding of professional motives of other subjects.

In order to determine the value indicators of the motivational and value component of the professional competence of future graduates, the SAMOAL questionnaire was used according to the methodology “Determining the Level of Self-Actualization of the Personality” (Appendices C and D). The results of the survey according to this method are presented in Appendix E. Generalized indicators are presented in Table 3.5.

*Table 3.5*

Results of the study of value indicators in the structure of the motivational and value component of professional competence

| Methodology   | Group | Levels |    |              |    |      |    |
|---|-------|--------|----|--------------|----|------|----|
|   |       | Low    |    | Intermediate |    | High |    |
|   |       | Q-ty   | %  | Q-ty         | %  | Q-ty | %  |
| The SAMOAL questionnaire was used according to the methodology “Determining the Level of Self-Actualization of the Personality” | CG    | 15     | 30 | 31           | 62 | 4    | 8  |
|   | EG    | 6      | 12 | 39           | 78 | 5    | 10 |

The following results were obtained according to the indicators: 1) CG: 8% of respondents – high level, 86% of respondents – intermediate level, 6% of respondents – low level; 2) EG: 6% of respondents – high level, 78% of respondents – intermediate level, 16% of respondents – low level. High indicators demonstrate that future graduates are focused on their own needs, without substituting personal desires for professional norms. A low level of self-actualization is typical for people who are not confident enough in themselves and are more focused on the opinions of others<sup>241</sup>.

In terms of contactability, i.e. the availability of communication skills and the ability to establish contacts with other individuals, the following indicators were obtained: 1) CG: 2% of respondents – high level, 72% of respondents – intermediate level, 26% of respondents – low level; 2) EG: 14% of respondents – high level, 80% of respondents – intermediate level, 6% of respondents – low level. This indicates a different level of professional training and experience. Masters' degree graduates tend to possess a wider range of social work knowledge and skills, since they have undergone specialized training. They also have more opportunities for professional development and advanced training, which allows them to be more confident in their communication skills and establish contacts with different people. However, this does not mean that bachelors cannot achieve a high level of communication skills. Bachelors can also achieve high results in these competencies with personal effort and development opportunities.

The data on the ability of the interviewed students to be flexible in the process of communication were distributed as follows: 1) CG: 6% of respondents – high level, 82% of respondents – intermediate level, 12% of respondents – low level; 2) EG: 8% of respondents – high level, 64% of respondents – intermediate level, 6% of respondents – low level. This indicates the presence or absence of stereotypes among students, as well as the ability to present themselves adequately in the process of communication. High indicators confirm the fact of authentic interaction with society and the professional community, the orientation of future graduates towards social interaction, and the absence of a tendency to lie

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<sup>241</sup> Sydoruk I. I. Formation of Social Competence of Future Social Workers in the Process of Professional Training: a monograph. Lutsk: Vezha-Druk. 2020, 388 p., p. 275.

and manipulate. Low indicators testify to a lack of flexibility, lack of confidence in one's attractiveness, and lack of interest on the part of others.

In order to determine the cognitive indicators of the cognitive-activity component of the future graduates' professional competence, the questionnaire "Professional Competence of a Social Worker in the Process of Professional Activity" proposed by I. Sydoruk was used (Appendix E). The results of the survey according to this method are presented in Appendix G. Generalized indicators are presented in Table 3.6.

Table 3.6

Results of the study of the cognitive substructure of the cognitive-activity component of professional competence

| Methodology  | Group | Levels |    |              |    |      |    |
|--|-------|--------|----|--------------|----|------|----|
|  |       | Low    |    | Intermediate |    | High |    |
|  |       | Q-ty   | %  | Q-ty         | %  | Q-ty | %  |
| The questionnaire "Professional Competence of a Social Worker in the Process of Professional Activity" | CG    | 29     | 58 | 10           | 20 | 11   | 22 |
|  | EG    | 27     | 56 | 19           | 38 | 4    | 8  |

According to the results of the study, it was found that the surveyed students have developed different levels of competencies, in particular, in professional knowledge, its structural organization, understanding of the subject area, the specifics of social work and the ability to act depending on the situation: 1) CG: 22% of respondents – high level, 20% of respondents – intermediate level, 58% of respondents – low level; 2) EG: 8% of respondents – high level, 38% of respondents – intermediate level, 56% of respondents – low level.

The lowest results of professional knowledge formation were recorded in both CG and EG in the following positions: the ability to analyze psychological aspects in the process of professional development of a personality; development of a professional community; the ability to analyze professional problems using knowledge from related fields; the ability to develop and implement various projects and programs in the professional field; availability of practical experience in solving complex professional problems, establishing interaction with other specialists and

using the experience of implementing<sup>242</sup>; the ability to coordinate the activities of participants during the performance of work; monitoring of professional activities with the adjustment of strategies; proficiency not only in the state language but also in at least one foreign language; the ability to find optimal ways to achieve professionally significant goals; the ability to prepare and deliver speeches, taking into account the audience; the ability to analyze information.

Low indicators of the formation of professional competencies of future CG graduates were found in the following categories: awareness and understanding of the multicultural and professional specifics of European countries; understanding of the forms of pedagogical influence and personality structure; awareness of the specifics of forming relationships in the field of professional education; the ability to involve others in the professional community; the ability to design and determine the structural organization of professional activities.

Low indicators of professional competencies of future EG graduates were found in the following categories: the ability to analyze and effectively use the current regulatory framework in the field of social work; the ability to develop technologies for pedagogical work with various social institutions and individuals; the ability to establish contacts with interlocutors, etc.

In order to determine the performance indicators of the cognitive-activity component of the professional competence of future graduates, the questionnaire “Difficulties that a Future Social Worker May Face in the Process of Social and Professional Activity Related to Social Competence” proposed by I. Sydoruk was used (Appendix I). The results of the survey are presented in Appendix K. Generalized indicators are presented in Table 3.7.

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<sup>242</sup> Shynkaruk L.V., Bykhovchenko V.P., Vlasenko T.O., Vlasenko Yu.H. Organization of Project Activities: a textbook. Kyiv: NUBiP of Ukraine, 2021. 341 p.

Table 3.7

Results of the study of the activity substructure of the cognitive-activity component of professional competence

| Methodology   | Group | Levels |    |              |    |      |    |
|---|-------|--------|----|--------------|----|------|----|
|   |       | Low    |    | Intermediate |    | High |    |
|   |       | Q-ty   | %  | Q-ty         | %  | Q-ty | %  |
| The questionnaire "Difficulties that a Future Social Worker May Face in the Process of Social and Professional Activity Related to Social Competence" | CG    | 31     | 64 | 12           | 24 | 7    | 14 |
|   | EG    | 23     | 46 | 22           | 44 | 5    | 10 |

According to the results of the study, it was found that 65% of the surveyed CG and 46% of the surveyed EG respondents had low levels of professional competence; 24% of the CG and 44% of the EG respondents had intermediate levels; 14% of the CG and 10% of the EG respondents had high levels of professional competence.

In terms of individual questions of the questionnaire, the following answers were received:

1. Planning of professional goals in the educational process: high level – 40% of CG and 40% of EG; intermediate level – 48% of CG and 42% of EG; low level – 12% of CG and 18% of EG.

2. Planning of professional goals in practice: high level – 26% of CG and 38% of EG; intermediate level – 46% of CG and 38% of EG; low level – 28% of CG and 24% of EG.

3. Determination of goals and objectives of PC self-education: high level – 36% of CG and 44% of EG; intermediate level – 20% of CG and 26% of EG; low level – 44% of CG and 30% of EG.

4. Use of effective forms, methods, tools in practical, professionally oriented activities: high level – 42% of CG and 40% of EG; intermediate level – 24% of CG and 26% of EG; low level – 34% of CG and 34% of EG.

5. Use of modern technologies for professional purposes: high level – 32% of CG and 30% of EG; intermediate level – 30% of CG and 38% of EG; low level – 38% of CG and 32% of EG.

6. The ability to transform, accumulate one's professional experience in the process of practical activity: high level – 40% of the CG and 42% of the

EG; intermediate level – 38% of the CG and 36% of the EG; low level – 22% of the CG and 22% of the EG.

7. Effective professional interaction with the environment: high level – 42% of CG and 38% of EG; intermediate level – 30% of CG and 36% of EG; low level – 28% of CG and 26% of EG.

8. The ability to apply methods and means of professional communication: high level – 36% of CG and 42% of EG; intermediate level – 22% of CG and 36% of EG; low level – 42% of CG and 22% of EG.

9. The ability to organize professionally significant activities: high level – 24% of CG and 42% of EG; intermediate level – 40% of CG and 36% of EG; low level – 36% of CG and 22% of EG.

10. Transfer of professional experience in practice in an accessible form: high level – 15% of CG and 10% of EG; intermediate level – 40% of CG and 40% of EG; low level – 45% of CG and 50% of EG.

11. Flexibility to change behavior depending on the situation: high level – 46% of CG and 40% of EG; intermediate level – 22% of CG and 36% of EG; low level – 32% of CG and 24% of EG.

In general, it can be argued that the majority of the surveyed CG and EG respondents have predominant performance indicators related to the ability to apply methods and means of professional communication; transfer of professional experience in practice in accessible forms as well as flexibility to change behavior depending on the situation.

In order to determine the personal indicators of the personal-reflective component of professional competencies, the SAMOA questionnaire was used (Appendix C). The results of the survey are presented in Appendix D. Generalized indicators are presented in Table 3.8.

Table 3.8

Results of studying the personal substructure of the personal-reflective component of professional competence

| Criteria               | Group | Levels |    |              |    |      |    |
|------------------------|-------|--------|----|--------------|----|------|----|
|                        |       | Low    |    | Intermediate |    | High |    |
|                        |       | Q-ty   | %  | Q-ty         | %  | Q-ty | %  |
| Time orientation       | CG    | 9      | 18 | 38           | 76 | 3    | 6  |
|                        | EG    | 15     | 30 | 32           | 64 | 3    | 6  |
| A view of human nature | CG    | 8      | 16 | 38           | 76 | 4    | 8  |
|                        | EG    | 11     | 22 | 34           | 68 | 3    | 6  |
| Need for cognition     | CG    | 12     | 24 | 37           | 74 | 1    | 2  |
|                        | EG    | 17     | 34 | 29           | 58 | 4    | 8  |
| Creativity             | CG    | 18     | 36 | 29           | 58 | 3    | 6  |
|                        | EG    | 8      | 16 | 37           | 74 | 5    | 10 |
| Synergy                | CG    | 14     | 28 | 30           | 60 | 6    | 12 |
|                        | EG    | 18     | 36 | 31           | 62 | 1    | 2  |
| Spontaneity            | CG    | 6      | 12 | 42           | 84 | 2    | 4  |
|                        | EG    | 6      | 12 | 41           | 82 | 3    | 6  |
| Self-understanding     | CG    | 3      | 6  | 43           | 86 | 4    | 8  |
|                        | EG    | 8      | 16 | 39           | 78 | 3    | 6  |
| Auto-sympathy          | CG    | 7      | 14 | 39           | 78 | 4    | 8  |
|                        | EG    | 3      | 6  | 41           | 82 | 6    | 12 |
| Flexibility            | CG    | 13     | 26 | 36           | 72 | 1    | 2  |
|                        | EG    | 3      | 6  | 40           | 80 | 7    | 14 |
| Contactability         | CG    | 6      | 12 | 41           | 82 | 3    | 6  |
|                        | EG    | 3      | 6  | 43           | 86 | 4    | 8  |
| Total                  | CG    | 15     | 30 | 31           | 62 | 3    | 6  |
|                        | EG    | 6      | 12 | 39           | 78 | 5    | 10 |

In order to determine the reflexive indicators of the personal-reflective component of the professional competencies of future graduates, the questionnaire by A. Karpov was used (Appendix L). The results of the survey according to this methodology are presented in Appendix M. The generalized indicators are presented in Table 3.9.

Table 3.9

Results of the study of reflexive indicators in the structure of the personal-reflective component of professional competence

| Methodology                            | Group | Levels |    |              |    |      |    |
|--|-------|--------|----|--------------|----|------|----|
|  |       | Low    |    | Intermediate |    | High |    |
|  |       | Q-ty   | %  | Q-ty         | %  | Q-ty | %  |
| Methodology for diagnosing reflexivity | CG    | 34     | 68 | 12           | 24 | 4    | 8  |
|  | EG    | 20     | 40 | 20           | 40 | 10   | 20 |

In the course of diagnosing reflection as a mental property, process, and state of an individual, the following indicators were obtained using this method: 1) CG: 8% – high level, 24% – intermediate level, 68% – low level; 2) EG: 20% – high level, 40% – intermediate level, 40% – low level.

The difference in the levels of reflexivity development between bachelor's and master's students indicates that master's students have a deep and systematic study of the principles and methods of reflection. Master's students tend to spend more time practicing reflection in their work with clients and have more opportunities to receive feedback and support from mentors and colleagues. They also have access to specialized courses or seminars to develop reflective skills. However, this does not mean that bachelors cannot be reflexive. Depending on individual efforts and professional development opportunities, bachelors can also develop reflexivity and use it in their social work practice.

Based on the results of the conducted studies, using special methods, generalized data were obtained that reflect different levels of professional competence: 1) CG: 12% – high level, 38% – intermediate level, 50% – low level; 2) EG: 10% – high level, 50% – intermediate level, 40% – low level. Generalized information is presented in Table 3.10.

Table 3.10

The level of formation of professional competencies of future graduates in the specialty 231  
“Social Work”

| Group | Levels |    |              |    |      |    |
|-------|--------|----|--------------|----|------|----|
|       | Low    |    | Intermediate |    | High |    |
|       | Q-ty   | %  | Q-ty         | %  | Q-ty | %  |
| CG    | 25     | 50 | 19           | 38 | 6    | 12 |
| EG    | 20     | 40 | 25           | 50 | 5    | 10 |

Table 3.11 presents the average indicators of the level of professional competence by the evaluation criteria.

Table 3.11

Average indicators of formation of the level of professional competence of a future specialist in the specialty 231 "Social Work"

| Factor |                | Integral competence (IC) | General competencies (GC) | Professional competencies (PC) | Competencies defined by the HEI | General level of the professional competence |
|--------|----------------|--------------------------|---------------------------|--------------------------------|---------------------------------|--|
| CG     | Cp             | 1,1930                   | 6,2326                    | 10,5140                        | ,9465                           | 18,8860                                      |
|        | N              | 50                       | 50                        | 50                             | 50                              | 50   |
|        | Std. deviation | ,49468                   | ,73339                    | 1,12341                        | ,45744                          | 2,00896                                      |
| EG     | Cp             | 1,3391                   | 6,4087                    | 10,3130                        | 1,0565                          | 19,4174                                      |
|        | N              | 50                       | 50                        | 50                             | 50                              | 50   |
|        | Std. deviation | ,51105                   | ,88749                    | ,84152                         | ,48107                          | 1,87777                                      |

The results of the conducted research indicate that the majority of students of both subgroups have rather low indicators of professional competence level.

At the ascertaining stage of the research, using the Mann-Whitney U-test, there were no statistically significant differences in the levels of professional competencies of future graduates majoring in 231 "Social Work" (Table 3.12).

Table 3.12

Identification of differences in the levels of professional competence of future graduates in the specialty 231 "Social Work" (ascertaining stage)

| No. | Criteria                                     | Medium rank |       | U-criterion | p     |
|-----|--|-------------|-------|-------------|-------|
|     |  | CG          | EG    |             |       |
| 1   | Integral competence (IC)                     | 1,19        | 1,33  | 304,0       | 0,720 |
| 2   | General competencies (GC)                    | 6,23        | 6,4   | 272,5       | 0,426 |
| 3   | Professional competencies (PC)               | 10,51       | 10,31 | 332,5       | 0,922 |
| 4   | Competencies defined by the HEI              | 0,94        | 1,05  | 316,5       | 0,867 |
| 5   | General level of the professional competence | 18,88       | 19,41 | 332,5       | 0,821 |

\*  $p < 0,05$  – critical value

In order to analyze the abovementioned indicators, various methods of mathematical calculation were used, in particular, Spearman's rank correlation coefficient, which can be applied to trace the correlation between phenomena using non-parametric methods. Based on the results of the survey of EG and CG respondents, the correlation between the indicators was determined and it was found that in case of a weak correlation between the phenomena, the amounts obtained in the course of observation differ from the squares of the differences between the ranks.

The method of mathematical comparison of the Student sample was also used. Comparative samples are independent because they are different groups of people. As a result of the analysis, it was found that there are no significant differences between the two groups in terms of professional competence.

The method of standard deviation of average indicators makes it possible to establish how reliable the results are and to determine the heterogeneity of the sample. The calculation of the standard deviation was carried out using the functionality of Excel and SPSS 20. More detailed calculations of the mean of each sample and the standard deviation of the mean are presented in Appendix H.

The correlation interrelationships between individual elements of professional competence are reflected by means of a correlation pleiad. It has been found that there is a weak direct relationship between the motivational, value, cognitive, personal and reflective components of the elements of professional competence in the EG and CG; between the performance indicators of both groups – a weak but mutual relationship. Comparison of the samples by the non-parametric criterion and determination of the standard error of the mean indicates their uniformity, which suggests the possibility of applying uniform approaches in the process of improving professional competence indicators. The correlation galaxy is shown in Fig. 3.1.

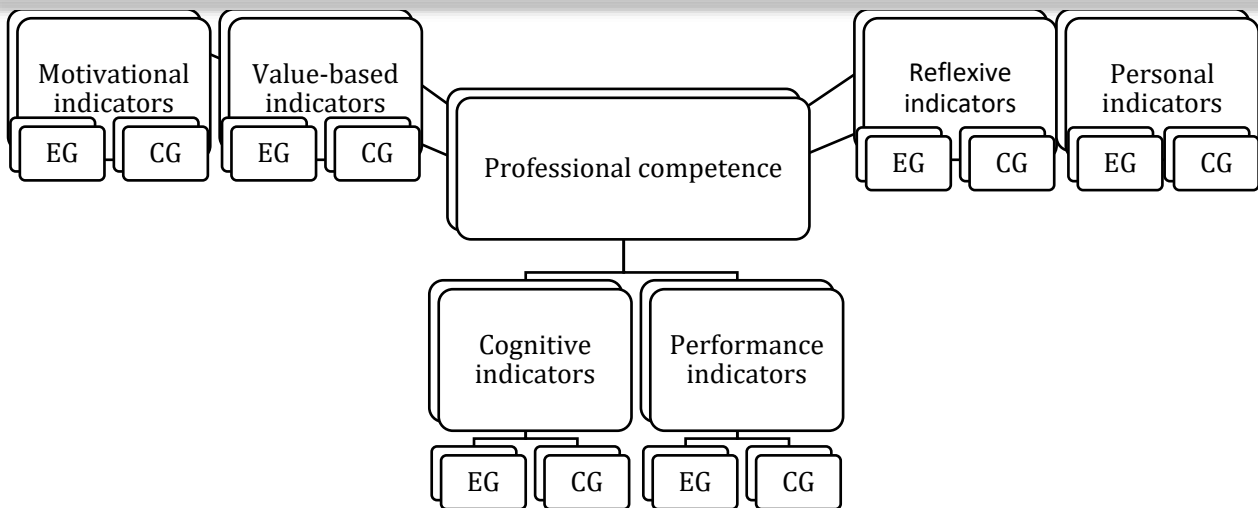


Fig. 3.1: Interrelation and correlation between individual components of professional competence in EG and CG

It can be concluded that there are significant differences between the mean arithmetic values in the CG and EG in terms of the motivational-value, cognitive-activity, and personal-reflective components of professional competence, which suggests their heterogeneity. At the same time, the uneven development of all of the above elements in future graduates was revealed. Due to the low indicators of cognitive-activity and personal-reflective components, it is necessary to focus on them in the learning process. There is a close correlation between the individual structural elements of competencies in both EG and CG.

### 3.2. THE FORMATIVE STAGE OF THE RESEARCH: IMPLEMENTATION OF THE AUTHOR'S PROGRAMME "FORMATION OF THE PROFESSIONAL COMPETENCE OF THE FUTURE SOCIAL WORKER"

**A**t the stage of forming the professional competence of future social workers, there is a need to develop a list of competencies discussed in the previous section of the monograph, as well as to study the manifestation of acquired competencies in practice. The practical implementation of the proposed system for the formation of future social work professionals' professional competence should be carried out both in the classroom and extracurricular activities, organically combined with the

educational process and covering all students of the respective groups. At each stage of implementing the proposed variant of professional competence formation, it is important to use innovative technologies and traditional methods.

The introduction of the elective course “Professional Competence of a Social Work Specialist” is a basic, professionally significant formative measure, a kind of system of influence on the processes of forming the professional competence of future social workers through the organization of special conditions in the process of educational activity.

The elective course is aimed at forming students' professional competence through motivation, development of special guidelines for independent professional development and building individual directions for the formation of professional competence, mastering knowledge, skills and abilities throughout their professional activities. The implementation of the above measures is possible if there are theoretical and practical blocks<sup>243</sup>.

The theoretical block provides for: formation of students' motivation for further professional development; development of a list of professional competencies; mastering knowledge in accordance with the characteristics that professionally competent social workers should have; defining the essence, features of the structural construction of professional competence, its content characteristics; developing methods for diagnosing individual components of professional competence; determining the directions of implementation of professional competence, behavior in the professional field and gaining personal professional experience.

The practical block provides for: formation of students' skills in building their own trajectory of further development in the context of professional competence formation; diagnosing the level of formation of individual components and professional competence in general; selection of individual means in the process of professional competence formation; demonstration of professionally responsible behavior, the ability to build relationships with other individuals; transfer of professional experience in forms accessible to

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<sup>243</sup>Sydoruk I. I. Formation of Social Competence of Future Social Workers in the Process of Professional Training: a monograph. Lutsk: Vezha-Druk, 2020. 388 p.

understanding and awareness; establishing cooperation with individual professionals and institutions; development and implementation of projects aimed at developing professional competence at a higher education institution, etc.

Within the framework of the proposed elective course “Professional Competence of a Social Work Specialist”, future graduates have the opportunity to acquire new knowledge on the following topics:

1. General characteristics of interpersonal interaction.
2. The essence of interpersonal interaction and its importance in professional activity.
3. Basic requirements for the professional training of future social workers.
4. Key approaches to understanding the essence of the category “professional competence of a social worker”.
5. Structural construction of professional competence of a social worker.
6. The influence of the educational environment on the formation of professional competence of future specialists in the field of social work.
7. Ensuring interaction between higher education institutions and social institutions on the formation of professional competence.
8. Tools and mechanism for the formation of professional competence of the future social worker.

Taking into account the specific characteristics of the category “competence”, its essence and content construction in the process of studying the theoretical material of the elective course, there is a need to use the theoretical and practical principles of the methodology of the modified taxonomy, substantiated by B. Bloom. This will have a positive impact on improving the quality of professional competence of future graduates. According to this methodology, an axonomy of three main spheres has been formed: cognitive, affective and psychomotor. In fact, taxonomy is a process of classification and systematization of certain objects, which is carried out in view of their natural interaction using categories arranged in a certain sequence according to the ascending criterion. That is, there is a hierarchical

structure, within which each of the following categories is more complex than the previous ones<sup>244</sup>.

B. Bloom proposed separate verbs depending on their level of complexity. In the cognitive or perceptual sphere, there are six interrelated levels of complexity, which are arranged in a hierarchical sequence:

1. *Knowledge* is the ability to memorize or reproduce facts (terms, methods and procedures, basic concepts, rules and principles) without the need to understand them.
2. *Understanding* is the ability to realize and interpret the material studied. An individual has the ability to explain facts, rules, principles; transform verbal material into other forms of expression; predict future consequences based on the acquired knowledge.
3. *Application* – the ability to use the material studied in various practical situations, including in the process of solving specific problems.
4. *Analysis* – the ability to decompose the information received into separate elements, to realize the interconnection between them, to identify errors or mistakes in the process of logical thinking, to notice discrepancies between phenomena and the final result, to assess the level of importance of the information received.
5. *Synthesis* – the ability to combine individual elements to form a single whole.
6. *Evaluation* – the ability to assess the level of importance of the information received in the process of achieving a specific goal.

In order to formulate the effectiveness of the educational process in the cognitive sphere, it is proposed to use the following set of verbs that characterize the level of student's mastery of the material:

- knowledge: to name, organize, collect, define, describe, search, check, duplicate, mark, list, repeat, reproduce, show, tell, establish relationships, etc.;
- comprehension: to classify, make associations, modify, clarify, transform, construct, describe, discuss, distinguish, evaluate, explain, express, extend, identify, illustrate, interpret, draw conclusions,

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<sup>244</sup>Professional Self-Determination of a Pupil in the Context of Profile and Pre-profile Education (for Practical Psychologists and Social Pedagogues of General Educational Institutions): Methodological Recommendations. Lviv: NMCU Publishing House, 2010. 204 p.

- explain differences, recognize, predict, report, select, review, translate, find solutions, etc.;
- use of knowledge: to apply, change, calculate, evaluate, choose, demonstrate, develop, identify, complete, search, illustrate, modify, organize, predict, prepare, plan, select, present (show), transform, use, outline, etc.;
  - the ability to analyze: to organize, analyze, divide into separate elements, calculate, compare, classify, combine, contrast, criticize, discuss, debate, determine, formulate conclusions, deduce, select, separate, evaluate, test, experiment, illustrate, research, correlate, test, etc.;
  - the ability to synthesize information: to argue, organize, combine, classify, collect, compile, design, develop, explain, establish, formulate, summarize, integrate, modify, organize, plan, propose, reconstruct, establish relationships, summarize, etc.;
  - the ability to evaluate knowledge: to assess, establish, argue, choose, combine, compare, draw conclusions, compare, criticize, defend, explain, reflect, measure, predict, recommend, compare, generalize, make decisions, etc.

The active sphere is compared with the emotional components of the learning process, which include the student's desire to acquire knowledge in order to integrate new ideas, own values and position. The following hierarchical system is proposed:

1. *Obtaining information* – directing an individual to obtain the necessary information, for example, attentive listening to another subject, sensitive perception of social problems, etc.
2. *Feedback* – the student is actively involved in the learning process, for example, shows interest in the discipline, expresses his/her own position, prepares presentations, participates in discussions, has a desire to bring something of himself/herself, etc.
3. *Value orientations* – the transition from passive recognition of existing values to their active dissemination.
4. *Organization* – refers to phenomena and processes when a student needs to combine different values, harmonize them, build a certain axiological system.

5. *Characteristics* – the formed value system of an individual, which determines the passage of individual stages of behavior.

In order to determine the level of effectiveness of the educational process in the affective sphere, B. Bloom proposed to use the following set of verbs: to carry out activities, to give a positive assessment, to observe, to ask, to perceive, to assist, to answer, to try, to refuse, to cause, to finish, to interact, to combine, to apply, to protect, to show, to discuss, to demonstrate, to divide, to choose, to take the initiative, to introduce, to accommodate, to follow, to listen, to justify, to participate, to organize, to implement, to disseminate, to condemn, to inquire, to report, to decide, to support, to evaluate, etc.

Based on B. Bloom's methodology, a list of questions and tasks for the course “Professional Competence of a Social Work Specialist” for future graduates was developed (Table 3.13).

Table 3.13

Questions and tasks for students in the course “Professional Competence of a Social Work Specialist”, developed on the basis of the methodology of the modified taxonomy of B. Bloom

| The level of the cognitive process | Questions and tasks for future graduates   |
|------------------------------------|--|
| 1                                  | 2  |
| <i>To remember and know</i>        | <p>Identify the key areas that reflect the requirements for a professionally competent specialist and his/her training.</p> <p>Describe the categories of “competence” and “professional competence”.</p> <p>Name the scientists who have studied the professional competence of future specialists in the field of social work.</p> <p>Identify the indicators that are key in the process of assessing the motivational and value, cognitive and activity, and personal and reflective components of the future graduates’ professional competence.</p> <p>Analyze the category “educational environment of a higher education institution”.</p> <p>Give a list of volunteer organizations in a particular region.</p> <p>Describe any of the innovative methods used in the process of obtaining higher education.</p> <p>Identify the most effective methods of forming the professional competence of future specialists in the field of social work.</p> |

Continuation of Table 3.13

| 1                  | 2  |
|--------------------|--|
| <i>Understand</i>  | <p>Differentiate the categories of formal, non-formal and informal education. Identify the participants and define the areas of professional training for social workers.</p> <p>Point out the differences between the categories of “competence” and “competency”.</p> <p>Describe the distinctive features of extrinsic and intrinsic motivation.</p> <p>What is the difference between the categories of “mobility” and “activity”?</p> <p>Describe the role of motivation in the process of professional development of a future social worker.</p> <p>Identify the key tasks and role of a mentor in the process of forming the professional competence of a future graduate.</p> |
| <i>Use (apply)</i> | <p>What changes affect the professional training of future graduates? Choose a test (at your own discretion), based on the results of which determine the level of formation of your own professional competence and its individual components.</p> <p>Develop a plan of activities that can be implemented in practice, for example, in volunteer activities.</p> <p>Identify a list of problematic issues that require practical help from a mentor.</p>   |
| <i>Analyze</i>     | <p>Prepare an essay on the topic “How do self-education and self-development affect the professional development and formation of professional competence of a future graduate?”</p> <p>Analyze and compare the different interpretations of the category “professional competence of a future social worker” given in the scientific literature.</p> <p>Analyze the models of professional competence of a future graduate. Identify the most favorable model and justify your position.</p> <p>Analyze the latest scientific developments on the topic of the lecture, identify existing problems and ways to solve them.</p>  |
| <i>Evaluate</i>    | <p>Assess the importance of professional competence in your own professional formation and development.</p> <p>Conduct a comparative analysis of formal, non-formal and informal educational forms used in the process of professional formation and development of a future social worker.</p> <p>Evaluate the capabilities of university self-government in the formation of professional competence of a future graduate.</p> <p>Identify the positive characteristics of interaction between a higher education institution and various social institutions.</p>   |

Continuation of Table 3.13

| 1      | 2  |
|--------|--|
| Create | <p>Prepare a report on the topic “The role of a mentor in the process of professional formation and development of a future social worker”.</p> <p>Prepare a plan for developing your own professional competence.</p> <p>Suggest an approach to understanding the professional competence of a future social worker.</p> <p>Prepare a plan of an event aimed at developing the future graduate's professional competence, identify the positive and negative aspects of the proposed plan and possible ways to improve it.</p> <p>Choose any social institution and develop a strategy for cooperation with it in the field of professional competence development of future graduates.</p> <p>Develop a questionnaire and conduct a study of the level of professional competence of future graduates.</p> <p>Prepare a draft of a lecture or practical lesson focused on the application of methods and measures to form the professional competence of future graduates.</p> <p>Develop your own tools for forming the professional competence of future social workers.</p> |

According to the key aspects of the methodology, the following levels of students' professional competence can be conditionally defined:

1. *Low or reproductive*: formation of the first two levels of the cognitive process (knowledge and understanding).

2. *Medium or constructive*: formation of four of the six levels (knowledge, understanding, application and analysis).

3. *High or creative*: formation of all six levels (knowledge, understanding, application, analysis, evaluation and creation).

The methodology of forming the professional competence of future graduates presented in this subsection is aimed at improving the quality of education and improving the educational process in general. The use of this methodology makes it possible to clearly formulate learning objectives, determine a list of activities with simultaneous evaluation of the results obtained.

In the elective course “Professional Competence of a Social Work Specialist” the key role is given to reflection, which is directly related to the assessment of not only personal or educational level of success, but also

professional, which is achieved through self-assessment and control of knowledge<sup>245</sup>. The self-assessment should address the following aspects:

- the ability to achieve the goals set by the teacher;
- formulation of own micro-goals and guidelines;
- fulfillment of educational and professional tasks;
- determining the level of knowledge, ability to work in groups and interpersonal communication;
- formation of competencies in the professional field, etc.

In the process of teaching the elective course, the level of formation of various components of professional competence was diagnosed. The information obtained is the subject of further analysis, the basis for the prospective development of professional competence.

In order to determine the dynamics of the formation of individual components of professional competence, students independently recorded the results of diagnostics, which were later used to determine the level of professional competence. The following method of constructing mental maps was used to maintain students' internal motivation and stimulate reflection. Students used information and communication technologies in practical classes or in the process of independent work. In general, it is worth noting that the study of the elective course allowed students to form a set of knowledge, skills and abilities, gave them the opportunity to implement the acquired professional competencies in practical activities and in various events. We propose to take a closer look at the social events in which future graduates can actively participate.

It is expedient to consider social partnership with various institutions in the field of social protection or welfare, which is carried out on the basis of a cooperation agreement<sup>246</sup>. Such a social institution can also serve as a base of practice, a center for self-education, provided it meets the following criteria:

- relevance to the field of study;

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<sup>245</sup> Asquith S., Clark C., Waterhouse L. *The Role of the Social Worker in the 21st Century: A Literature Review*. Edinburgh: Scottish Executive, 2005.

<sup>246</sup> Information Security and Social work to Counteract Cultural and Information Wars in Neo-functionalistic Reflection / N. Hordiienko et al. *International Journal of Pharmaceutical Research*. 2020. Vol. 12, no 1. P. 2505-2509. DOI: 10.31838/ijpr/2020.12.01.401.

- the management of the institution provides future graduates with the opportunity to familiarize themselves with the specifics of their activities;
- high level of technical, technological, cultural and organizational development;
- providing opportunities for gradual internships in compliance with step-by-step recommendations on the formation of professional competence;
- providing a basis for internships for several graduates at the same time, which contributes to the development of teamwork skills;
- availability of qualified personnel at the stage of professional competence formation;
- maintaining constant contact with the higher education institution, etc.

The main areas of cooperation between the educational institution and social institutions are as follows:

- participation of future graduates in the process of formulating and implementing state social and youth policy;
- practical implementation of socially significant programs, projects, and events;
- the possibility of involving future graduates in educational projects, programs, trainings, including volunteering;
- dissemination of information about relevant activities among young people;
- the possibility of gaining practical experience by future specialists;
- the possibility of further employment, etc.

In the context of the research, the program “Volunteer Incubator”, which was implemented in 2015-2016, is worthy of attention. Its goal was to increase the popularity of the volunteer movement, disseminate theoretical knowledge and develop practical skills in providing professional assistance to military personnel who participated in hostilities in eastern Ukraine, internally displaced persons, the disabled, orphans and other people in need of social protection. The program included lectures, workshops, meetings of young people with volunteers, etc.

As part of this project, students mastered the theoretical aspects of volunteering, knowledge of the legal framework for volunteering in Ukraine, the rules of first aid, psychological support, as well as practical skills in communication and identifying problems among combatants, internally displaced persons, the disabled, orphans and other categories of citizens<sup>247</sup>. Participation of future social workers in events like this one will contribute to the formation of the following elements of professional competence:

mastering the general rules of behavior of individuals, non-verbal means of communication, understanding the functions and various forms of interaction, non-verbal communication forms and increasing the effectiveness of communication;

understanding of the nature, types, causes and personal aspects of conflict situations, positive and negative functions of social conflicts, specifics of human behavior and its changes in conflict, application of preventive measures in similar situations, possibilities of managing an individual's actions to prevent manifestations of conflict;

mastering the methods and rules of persuasion of interlocutors, etc.

The training program "Active Citizens" was used as a basis for making proposals for the development of future social workers' professional competence. Its goal is to promote social change and ensure sustainable growth by creating a system of youth organizations that serve as a basis for building effective relationships between individuals based on equality of opportunity, respect for the individual characteristics of others, and conflict-free communication skills<sup>248</sup>.

Based on the methods used during the training, future graduates have the opportunity to form the following categories of competencies:

- understanding the essence of identity and the possibility of implementing effective social reforms;
- awareness of the range of opportunities that are achieved in the process of intercultural communication and social development;

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<sup>247</sup> Zhukova O. A. Didactic System of Formation of Social Competence of Students of Humanitarian Specialties of Classical Universities by Means of Game Technologies: Dissertation ... Doctor of Pedagogical Sciences: 13.00.09. Ternopil, 2019. 554 p.

<sup>248</sup> Paranich V. P. Psychological and Pedagogical Conditions of Professional Formation of a Young Specialist: Dissertation ... Candidate of Psychological Sciences: 19.00.07. Kyiv, 1997. 150 p.

- participation in the creation of author's projects and their implementation;
- exchange of experience and search for partners to implement new projects in the field of social work, etc.

The training program “My Safety in the Legal Field” is worthy of note<sup>249</sup>. On the basis of the training, an event “Social Protection: Basic Rights and Behavioral Models” was organized to analyze the current state of social protection in Ukraine, the possibility of changes and improvement of the situation, primarily through the use of the methodology of modeling the behavior of individuals, obtaining information and gaining new practical experience. Practicing social workers and volunteers attended the event, sharing their professional experience with the participants and emphasizing that students should not only know their rights, but also fulfill their responsibilities.

In order to reveal the specifics of social work in certain areas, it is expedient to organize events on narrow issues, for example, social protection of young people, disabled people, families with children, etc.

In the context of the practical implementation of the program for improving the level of professional competence of future social workers, it is worth conducting a training on “Social Action Planning” to familiarize participants with the essence of the category of “social action” as a set of actions or a single action aimed at improving life at the local level through joint efforts and collective activities in the process of volunteering. Future social workers should be introduced to the project stage, focusing on the following components: reflection – analyzing existing problematic issues, the possibility of solving them and identifying key goals; planning – formulating ideas for social action, developing a social action

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<sup>249</sup> Zhukova O. A. Didactic System of Formation of Social Competence of Students of Humanitarian Specialties of Classical Universities by Means of Game Technologies: Dissertation ... Doctor of Pedagogical Sciences: 13.00.09. Ternopil, 2019. 554 p.

implementation plan and communicating; action – the process of implementing social action<sup>250,251</sup>.

In order to implement these steps, the following methods should be used:

1. Identification of participants' problems, analysis and research of the identified problems with the help of schematic maps, development of ultimate goals and ways to solve possible problems, transformation of the identified problems into the desired goal, which was the basis for social action<sup>252</sup>.

2. Encouraging individuals to recognize the nature of the assumptions that shape their daily behavior, including when discussing issues, developing plans and projects. Certain statements that clearly reflect the desires of certain segments of the population are discussed. It is expedient to divide all participants into separate groups, and within these groups to determine the assumptions on which the statements are based, alternatives and mechanisms for obtaining the necessary information to further understand the degree of their relevance to real circumstances<sup>253</sup>.

3. Involvement of new participants in the discussion and informal debate in the form of a dialogue, forming a real basis for the development of group intelligence. The process of interaction facilitates the exchange of ideas and practical experience, listening to the interlocutor and expressing one's opinion. Involvement of the participants of the event in communication ensures an open, friendly atmosphere, a sense of ease and psychological comfort. This is facilitated by the equality of all individuals. Effective methods of communication are used, highlighting details and clearly articulating ideas, and setting priorities<sup>254</sup>.

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<sup>250</sup> Gould N., Taylor I. *Reflective Learning for Social Work: Research, Theory and Practice*. London: Routledge, 2017, 176 p.

<sup>251</sup> Oros I. I. Training of Specialists in Social Work for the Elderly in the UK. *Scientific notes. Series: pedagogical sciences*. 2019. Issue 178. P. 56-61. URL: <https://pednauk.cuspu.edu.ua/index.php/pednauk/article/view/19/15>.

<sup>252</sup> Eichsteller G., Holthoff S. Social Pedagogy as an Ethical Orientation towards Working with People – Historical Perspectives. *Children Australia*. 2011. Vol. 36(4). P. 176-86.

<sup>253</sup> Cameron C. *Social pedagogy: The Approach that Intertwines Well-being and Learning*. 2017. URL: <https://ioelondonblog.wordpress.com/2017/02/28/social-pedagogy-the-approach-that-intertwines-well-being-and-learning/>.

<sup>254</sup> Eichsteller G., Holthoff S., Kemp R. *Social Pedagogy Training Pack*. Allithwaite, UK : ThemPra Social Pedagogy Community Interest Company, 2014.

4. Formulation of ideas to develop measures for implementing social action. Participants are divided into separate level groups; one direction of work is determined and discussed with all other participants; in the end, the information received is systematized and discussed<sup>255</sup>.

5. A methodology for generating ideas to develop measures for social action. It is based on creative activities and dramatization, which can be used to illustrate the “before” and “after” situation.

6. A methodology for assessing the feasibility of ideas for social action.

7. Use of tools for dissemination of information, consultation and engagement. Considerations are made about the range of people directly affected by the relevant social action, the process of informing them, consulting them, and the possibility of involvement. Such discussions and their results can then serve as a basis for planning the author’s social action<sup>256</sup>.

8. Drawing up a schedule, determining preliminary deadlines, responsible persons and procedures for the implementation of author’s projects.

9. Possibility of risk situations; development of measures to eliminate them<sup>257</sup>.

Implementation of the above activities and programs will help improve the quality of training of future social workers, form their competencies through the interaction of informal and formal forms of the educational process; spread the practice of social partnership and interaction between higher education and social institutions; promote students’ self-education.

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<sup>255</sup> Bengtsson E.E, Chamberlain C., Crimmens D., Stanley J. *Introducing Social Pedagogy into Residential Child Care in England*. 2008. 26 p. URL: [www.thetcj.org/wp-content/uploads/2008/03/introducing-sp-into-rcc-in-england-final-reportfeb2008.pdf](http://www.thetcj.org/wp-content/uploads/2008/03/introducing-sp-into-rcc-in-england-final-reportfeb2008.pdf).

<sup>256</sup> Charfe L., Gardner A., Simpson L. *Social Pedagogy and Social Work*. Sage Publications Ltd. 2019. 35 p. URL: <https://doi.org/10.4135/9781526481269>.

<sup>257</sup> *Professional Self-Determination of a Pupil in the Context of Profile and Pre-profile Education (for Practical Psychologists and Social Pedagogues of General Educational Institutions): Methodological Recommendations*. Lviv: NMCU Publishing House, 2010. 204 p.

### 3.3. THE CONTROL STAGE OF THE RESEARCH: COMPARATIVE ANALYSIS OF THE RESULTS OF PROFESSIONAL COMPETENCE FORMATION

As noted in the previous sections of the monograph, there were no significant differences in the limits of arithmetic means of CG and EG students' arithmetic values for the motivational-value, cognitive-activity, and personal-reflective components of professional competence, which gives grounds to assert their homogeneity. At the same time, low indicators of cognitive-activity and personal-reflective components were revealed. Therefore, it is necessary to increase the number of students with intermediate and high indicators of motivational-value, cognitive-activity and personal-reflective components in the learning process. The low level of professional competencies should not exceed 10% in each group. In more detail, the results of the comparative analysis according to the author's methodology in the context of individual components of professional competence are presented in Tables 3.14 – 3.20.

Table 3.14

Motivation in the structure of the motivational and value component

| Methodology   | Group | Results of the study |    |              |    |      |    | Indicative final goals |    |              |    |      |    |
|---|-------|----------------------|----|--------------|----|------|----|------------------------|----|--------------|----|------|----|
|   |       | Law                  |    | Intermediate |    | High |    | Law                    |    | Intermediate |    | High |    |
|   |       | Q-ty                 | %  | Q-ty         | %  | Q-ty | %  | Q-ty                   | %  | Q-ty         | %  | Q-ty | %  |
| The questionnaire<br>“Motivational<br>Tendencies of<br>Professional<br>Development of a<br>Personality” | CG    | 28                   | 56 | 17           | 34 | 5    | 10 | 5                      | 10 | 25           | 50 | 20   | 40 |
|   | EG    | 23                   | 46 | 20           | 40 | 7    | 14 | 5                      | 10 | 25           | 60 | 15   | 30 |

The key goal of developing measures for the implementation of the author's program is to achieve positive quantitative and qualitative changes in the levels of professional competence of future graduates in the field of “Social Work”.

Table 3.15

Value indicators in the structure of the motivational and value component

| Methodology          | Group | Results of the study |    |              |    |      |    | Indicative final goals |    |              |    |      |    |
|----------------------|-------|----------------------|----|--------------|----|------|----|------------------------|----|--------------|----|------|----|
|                      |       | Law                  |    | Intermediate |    | High |    | Law                    |    | Intermediate |    | High |    |
|                      |       | Q-ty                 | %  | Q-ty         | %  | Q-ty | %  | Q-ty                   | %  | Q-ty         | %  | Q-ty | %  |
| SAMOAL questionnaire | CG    | 15                   | 30 | 31           | 62 | 4    | 8  | 3                      | 6  | 25           | 50 | 22   | 44 |
|                      | EG    | 6                    | 12 | 39           | 78 | 5    | 10 | 5                      | 10 | 25           | 50 | 20   | 40 |

Table 3.16

Cognitive indicators in the structure of the cognitive-activity component

| Methodology  | Group | Results of the study |    |              |    |      |    | Indicative final goals |   |              |    |      |    |
|--|-------|----------------------|----|--------------|----|------|----|------------------------|---|--------------|----|------|----|
|  |       | Law                  |    | Intermediate |    | High |    | Law                    |   | Intermediate |    | High |    |
|  |       | Q-ty                 | %  | Q-ty         | %  | Q-ty | %  | Q-ty                   | % | Q-ty         | %  | Q-ty | %  |
| Questionnaire "Professional Competence of a Social Worker in the Process of Professional Activity" | CG    | 29                   | 58 | 10           | 20 | 11   | 22 | 2                      | 4 | 25           | 50 | 23   | 46 |
|  | EG    | 27                   | 56 | 19           | 38 | 4    | 8  | 2                      | 4 | 25           | 50 | 23   | 46 |

Table 3.17

Activity indicators in the structure of the cognitive-activity component

| Methodology   | Group | Results of the study |    |              |    |      |    | Indicative final goals |   |              |    |      |    |
|---|-------|----------------------|----|--------------|----|------|----|------------------------|---|--------------|----|------|----|
|   |       | Law                  |    | Intermediate |    | High |    | Law                    |   | Intermediate |    | High |    |
|   |       | Q-ty                 | %  | Q-ty         | %  | Q-ty | %  | Q-ty                   | % | Q-ty         | %  | Q-ty | %  |
| The questionnaire "Difficulties that a Future Social Worker May Face in the Process of Social and Professional Activity Related to Social Competence" | CG    | 31                   | 64 | 12           | 2  | 7    | 14 | 1                      | 2 | 13           | 26 | 14   | 70 |
|   | EG    | 23                   | 46 | 22           | 44 | 5    | 10 | 2                      | 4 | 22           | 44 | 26   | 52 |

Table 3.18

## Activity indicators in the structure of the cognitive-activity component

| Methodology  | Group | Results of the study |    |              |    |      |   | Final goals |   |              |    |      |    |
|--|-------|----------------------|----|--------------|----|------|---|-------------|---|--------------|----|------|----|
|  |       | Law                  |    | Intermediate |    | High |   | Law         |   | Intermediate |    | High |    |
|  |       | Q-ty                 | %  | Q-ty         | %  | Q-ty | % | Q-ty        | % | Q-ty         | %  | Q-ty | %  |
| Methodology for diagnosing reflexivity (A. Karpov's questionnaire) | CG    | 34                   | 68 | 12           | 24 | 4    | 8 | 2           | 4 | 20           | 40 | 28   | 56 |
|  | EG    | 34                   | 68 | 12           | 24 | 4    | 8 | 2           | 4 | 22           | 44 | 26   | 52 |

Table 3.19

## Comparative analysis of the research results and final goals regarding the level of professional competence

| Group | Results of the study |    |              |    |      |    | Final goals |    |              |    |      |    |
|-------|----------------------|----|--------------|----|------|----|-------------|----|--------------|----|------|----|
|       | Levels               |    |              |    |      |    | Levels      |    |              |    |      |    |
|       | Law                  |    | Intermediate |    | High |    | Law         |    | Intermediate |    | High |    |
|       | Q-ty                 | %  | Q-ty         | %  | Q-ty | %  | Q-ty        | %  | Q-ty         | %  | Q-ty | %  |
| CG    | 25                   | 50 | 19           | 38 | 6    | 12 | 5           | 10 | 22           | 44 | 23   | 46 |
| EG    | 20                   | 40 | 25           | 50 | 5    | 10 | 5           | 10 | 25           | 50 | 20   | 40 |

Table 3.20

## Personal indicators in the structure of the cognitive-activity component

| Criteria               | Group | Results of the study |    |              |    |      |    | Approximate final goals |   |              |    |      |    |
|------------------------|-------|----------------------|----|--------------|----|------|----|-------------------------|---|--------------|----|------|----|
|                        |       | Law                  |    | Intermediate |    | High |    | Law                     |   | Intermediate |    | High |    |
|                        |       | Q-ty                 | %  | Q-ty         | %  | Q-ty | %  | Q-ty                    | % | Q-ty         | %  | Q-ty | %  |
| Orientation in time    | CG    | 9                    | 18 | 38           | 76 | 3    | 6  | 2                       | 4 | 35           | 70 | 13   | 26 |
|                        | EG    | 15                   | 30 | 32           | 64 | 3    | 6  | 4                       | 8 | 30           | 60 | 16   | 32 |
| A view of human nature | CG    | 8                    | 16 | 38           | 76 | 4    | 8  | 4                       | 8 | 25           | 50 | 21   | 42 |
|                        | EG    | 11                   | 22 | 34           | 68 | 3    | 6  | 4                       | 8 | 25           | 50 | 21   | 42 |
| The need for cognition | CG    | 12                   | 24 | 37           | 74 | 1    | 2  | 3                       | 6 | 30           | 60 | 17   | 34 |
|                        | EG    | 17                   | 34 | 29           | 58 | 4    | 8  | 3                       | 6 | 32           | 64 | 15   | 30 |
| Creativity             | CG    | 18                   | 36 | 29           | 58 | 3    | 6  | 3                       | 6 | 27           | 54 | 20   | 40 |
|                        | EG    | 8                    | 16 | 37           | 74 | 5    | 10 | 4                       | 8 | 30           | 60 | 16   | 32 |
| Synergy                | CG    | 14                   | 28 | 30           | 60 | 6    | 12 | 4                       | 8 | 27           | 54 | 19   | 38 |
|                        | EG    | 18                   | 36 | 31           | 62 | 1    | 2  | 4                       | 8 | 28           | 56 | 18   | 36 |
| Spontaneity            | CG    | 6                    | 12 | 42           | 84 | 2    | 4  | 4                       | 8 | 25           | 50 | 21   | 42 |
|                        | EG    | 6                    | 12 | 41           | 82 | 3    | 6  | 4                       | 8 | 27           | 54 | 19   | 38 |
| Self-understanding     | CG    | 3                    | 6  | 43           | 86 | 4    | 8  | 1                       | 2 | 25           | 50 | 24   | 48 |
|                        | EG    | 8                    | 16 | 39           | 78 | 3    | 6  | 1                       | 2 | 25           | 50 | 24   | 48 |
| Synergy                | CG    | 7                    | 14 | 39           | 78 | 4    | 8  | 1                       | 2 | 22           | 44 | 27   | 54 |
|                        | EG    | 3                    | 6  | 41           | 82 | 6    | 12 | 1                       | 2 | 20           | 40 | 29   | 58 |
| Contactability         | CG    | 13                   | 26 | 36           | 72 | 1    | 2  | 1                       | 2 | 25           | 50 | 24   | 48 |
|                        | EG    | 3                    | 6  | 40           | 80 | 7    | 14 | 4                       | 8 | 25           | 50 | 21   | 42 |
| Flexibility            | CG    | 6                    | 12 | 41           | 82 | 3    | 6  | 3                       | 6 | 30           | 60 | 17   | 34 |
|                        | EG    | 3                    | 6  | 43           | 86 | 4    | 8  | 2                       | 4 | 25           | 50 | 23   | 46 |
| Total                  | CG    | 15                   | 30 | 31           | 62 | 3    | 6  | 3                       | 6 | 27           | 54 | 20   | 40 |
|                        | EG    | 6                    | 12 | 39           | 78 | 5    | 10 | 2                       | 4 | 27           | 54 | 21   | 42 |

In order to confirm our hypothesis about the existence of significant differences in the levels of professional competence, we calculated statistically significant differences using the Mann-Whitney U test. The results of the hypothesis test are presented in Table 3.21.

Table 3.21

Identification of differences in the levels of professional competence  
(final objectives: generalizing stage)

| No. | Criteria                                     | Medium rank |       | U-criterion | p     |
|-----|--|-------------|-------|-------------|-------|
|     |  | CG          | EG    |             |       |
| 1   | Integral competence (IC)                     | 1,21        | 3,26  | 502,0       | 0,005 |
| 2   | General competencies (GC)                    | 6,34        | 8,82  | 588,5       | 0,002 |
| 3   | Professional competencies (PC)               | 10,62       | 18,97 | 692,5       | 0,000 |
| 4   | Competencies defined by the HEI              | 1,18        | 3,96  | 416,0       | 0,002 |
| 5   | General level of the professional competence | 19,35       | 35,01 | 658,5       | 0,000 |

Thus, as a result of the mathematical processing of the test results, statistically significant differences in the levels of formation of all indicators of professional competencies were revealed:

IC (U-cr = 502,0), GC (U-cr = 588,5), PC (U-cr = 692,5), CHEI (U-cr = 416).

The statistics of the Mann-Whitney U-criterion shows that after the program implementation, students of the EG have significantly higher indicators of the general level of professional competence (U-cr = 658,5). The obtained data confirm the existence of significant differences in the formation of indicators of professional competence development between EG and CG students.

In order to confirm the effectiveness of the implemented program of professional competence development, it was verified using a Student t-test for independent samples, whether the overall level of professional competence development of EG and CG students differs (Table 3.22).

Table 3.22

Differences in the development of professional competence of future graduates of specialty 231 "Social Work"

| Criterion |                                     | Livigne's equation of variances |       | t-cr equation of averages |         |              |                        |                       |  |             |
|-----------|-------------------------------------|---------------------------------|-------|---------------------------|---------|--------------|------------------------|-----------------------|--|-------------|
|           |                                     | F                               | Value | t                         | St. sv. | Val. (2-st.) | The difference of sir. | Level of significance | 95% confidence interval of equality of means |             |
|           |                                     |                                 |       |                           |         |              |                        |                       | Lower limit                                  | Upper limit |
| PC        | Equality of variance is assumed     | 1,92                            | 0,18  | 4,76                      | 57,98   | 0,00         | 0,96                   | 0,0012                | 0,52   | 1,44        |
|           | Equality of variance is not assumed |                                 |       | 4,76                      | 56,53   | 0,00         | 0,96                   |                       | 0,52   | 1,44        |

According to the table of critical values of the Student t-test, the level of significance was determined. Given that the calculated value of the level of development of students' professional competence is 4,76, and the level of significance is 0,0012, which is less than 0,05, the differences in the formation of indicators of professional competence between students of EG and CG are recognized as statistically significant. Thus, students from the EG who participated in the implementation of the elaborated program have a higher level of professional competence development than students from the control group.

Therefore, it can be argued that the methodology we have proposed contributes to the formation of at least an intermediate level of professional competence. This is explained by the fact that it is quite difficult to immediately move from a low level to a high one. However, the formation of stable average indicators of professional competence will contribute to the further development and intensification of work towards improving professionalism not only at the stage of training but also in practical activities.

The use of the proposed methodology has demonstrated that there are no significant differences between the arithmetic averages within the EG

and CG in terms of the motivational-value, cognitive-activity and personal-reflective components of professional competence, and, therefore, the key task is their homogeneity. In addition, given the low indicators of the cognitive-activity and personal-reflective components, the primary attention in the process of teaching the elective course is focused on their formation.

## CONCLUSION

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The social challenges facing Ukraine require new approaches to the training of social professionals that meet the current expectations of society and the demands of the labor market. In accordance with the goal and objectives of the research, the following results were obtained:

1. The differences between the terms “competence” and “competency” are clarified. *Competence* means the ability of a person or organization to use their knowledge, skills and resources to achieve specific goals and objectives, that is, it is a broader concept that covers the general ability to act effectively in a particular area. *Competency* refers to a specific set of knowledge, skills and abilities required to perform a particular job or task. It may include technical skills, professional skills, personal qualities, etc. Thus, competence defines a general ability, while competency is more focused on specific requirements or activities.

2. It has been determined that the essence of the professional competence of a future graduate of the specialty 231 “Social Work” is the integration of deep theoretical knowledge, practical skills, psychological flexibility and intellectual abilities necessary for effective professional activity. The personal qualities that future graduates should possess have been highlighted: a formed worldview, principles of humanity, ethical behavior, a sense of respect for customers, empathy. The possession of these qualities by a future social worker will contribute to the effective work and provision of qualified assistance to other people. It has been proved that the formation of students’ professional competence is an effective process of development and independent acquisition of knowledge, mastering professionally oriented areas of future activity, as well as realizing the importance of social work for the full implementation of the graduate as a professional.

3. The structural and functional model of professional competence of a social worker, which combines “abilities”, “knowledge” and “special skills” for effective solution of professional tasks, has been developed. Based on the structural and functional model of professional competence of a social worker, the author’s definition of the concept of “professional competence

of a future social worker” has been proposed as a set of skills, knowledge and special skills that a future social worker should possess to successfully perform social tasks and functions when working with clients, as well as the ability of a future graduate to clearly understand social processes, problems and challenges faced by clients, the ability to interact with them and provide effective support.

4. The differences in the formation of social workers' professional competence in domestic and foreign education have been revealed. While foreign models emphasize ethical principles, domestic models focus more on special skills that are characteristic of social work professions. The training of social workers abroad is based on the following key aspects: ethical standards, constructivism, coordination, cultural competence, and practical activities. The competencies of future social workers have been distinguished, which include intellectual, vocational, socio-emotional, value-oriented, as well as additional aspects.

5. The foreign experience of social workers training has been analyzed and five key principles have been highlighted: 1) emphasis on ethical standards, which are the basis of the entire educational process; 2) cultural competence and safety in professional practice; 3) practical education as a mutual partnership between the student, the host organization and the educational institution; 4) coordination between educational institutions and social care institutions through a special commission consisting of teachers, students and social workers; 5) constructive relationships between the “field teacher” and the student. It has been found that most countries that are members of the International Association of Schools of Social Work have a system of requirements for applicants for training that promotes effective training and advanced training of future professionals. The general conditions for all applicants for mastering the profession of social worker are as follows: high grades in academic subjects in an educational institution, in-depth knowledge of the disciplines in the chosen profession, physical and emotional stability, social maturity, intellectuality, revealed by tests, language skills, approval of the school board of the student's moral and personal qualities. During the training, special attention is paid to practice, which in some countries reaches 65% of all training hours.

6. A methodology for studying the professional competence of a future social worker has been developed. In order to confirm the hypothesis that an effective system of pedagogical and psychological support of students contributes to the development of their professional competence, theoretical (analysis and synthesis), empirical (questionnaire and testing) and statistical methods of data processing were used. The components of professional competence have been identified: integral, general and special (professional, subject) competencies. In order to achieve the purpose of the research, the theoretical and methodological features of the social workers' professional competence were summarized, the research program was formulated, empirical diagnostics was conducted, and a program for the formation of competencies was developed. A sample of 100 1st-6th courses students of the National University "Zaporizhzhia Polytechnic" studying in the specialty 231 "Social Work" was formed. A step-by-step model for the formation of professional competence of a social worker with the allocation of separate blocks was developed:

*Step 1* – analysis of current requirements for the professional competence of social workers: to study current labor market requirements; to study scientific literature and publications related to the professional competence of social workers; to conduct a survey among professionals and employers to determine their expectations for the competencies of future graduates.

*Step 2* – determining the competencies that social workers should possess: to create a committee of experts from academia, social workers and employers; to hold debates and discussions; to analyze curricula to identify gaps and, if necessary, improve programs.

*Step 3* – development of a curriculum based on competencies: to create a working group of representatives of the academic environment and social workers-practitioners; to develop a curriculum that includes modules aimed at developing key competencies; to provide for the use of modern methods of training, internships and practice.

*Step 4* – implementation of the curriculum: to provide sufficient conditions for teaching and learning, including the necessary equipment and materials; to engage qualified teachers and practicing social workers to

conduct classes; to organize internships and professional practice for students in the real conditions of social services.

*Step 5* – assessment of results and improvement of the curriculum: to introduce a system for assessing students' competencies during education and practical training; to analyze the assessment results and receive feedback from students, teachers and employers on the effectiveness of the curriculum; to make necessary changes and improvements to the curriculum based on the data obtained.

The use of a step-by-step model for the formation of professional competence of future graduates of the specialty 231 “Social Work” will provide an opportunity to ensure high quality training of social workers in accordance with modern labor market requirements and the needs of society.

7. The criteria, indicators and levels of formation of future graduates' professional competence in the specialty 231 “Social Work” have been systematized. It has been established that professional competence is based on five interrelated substructures: motivational, value, professional and guiding, cognitive and activity, and personal and reflective. Each of them plays an important role in shaping the overall picture of future graduates' professional readiness. *The motivational and value substructure* assesses the sustainability of motivation, the social and professional formation of the graduate and the ability to further develop. It focuses on professional values, hierarchy of values and teamwork. *The cognitive-activity substructure* focuses on the abilities and skills necessary to perform professional tasks. *The personality-reflective substructure* refers to self-analysis and self-regulation in professional activities. The comprehensive approach made it possible not only to assess the level of professional competence, but also to understand how different aspects of personality and activity interact to form a unique profile of each graduate. Three levels of competence formation have been identified: 1) low, or reproductive; 2) medium, or constructive; 3) high, or creative.

8. It has been proposed to improve the methodology of professional competence formation by implementing the elective course “Professional Competence of a Social Work Specialist”, developed and recommended by

the author, into the educational process. The introduction of an elective course is a basic, professionally significant measure, a kind of system of influence on the processes of forming the professional competence of future social workers through the organization of special conditions in the process of educational activity. The key goal of the proposed elective course is to ensure the formation of students' professional competence through motivation and development of special guidelines for independent professional development and building individual areas of professional competence, as well as developing concepts for mastering knowledge, skills and abilities throughout their professional activities.

Within the framework of the elective course "Professional Competence of a Social Work Specialist", future graduates have the opportunity to acquire new knowledge on the following topics: 1) General characteristics of interpersonal interaction. 2) The essence of interpersonal interaction and its importance in professional activity. 3) Basic requirements for professional training of future social workers. 4) Key approaches to understanding the essence of the category "professional competence of a social worker". 5) Structural construction of professional competence of a social worker. 6) Influence of the educational environment on the formation of professional competence of future specialists in the field of social work. 7) Ensuring interaction between higher education and social institutions on the formation of professional competence. 8) Tools and mechanism for the formation of professional competence of future social workers.

9. An assessment of the state of formation of professional competence of future graduates of specialty 231 "Social Work" on the basis of empirical research. A weak direct correlation between motivational and value, cognitive and activity, personal and reflective components of professional competence in EG and CG was found. Comparison of the samples using nonparametric criteria and the standard error of the mean confirms their uniformity. This means that a unified approach can be used to improve the competence indicators in the two groups. Despite this uniformity, there is an uneven development of individual components of professional competencies of future graduates. Particular attention should be paid to the cognitive-activity and personal-reflective components, which have low

scores, in particular, to use an integrated approach to ensure their development.

10. Using statistical methods of analysis, the expediency of introducing the methodology “Formation of Professional Competence of the Future Social Worker” has been substantiated. There is a positive trend in the formation of a set of competencies recommended for social workers. These competencies include: general cultural, socio-psychological, technological, diagnostic and prognostic, organizational and managerial. Implementation of the programs and initiatives recommended by the author will help improve the quality of training of future social workers, develop their competencies through the interaction of formal and informal components of the educational process, spread the practice of social partnership and cooperation between higher education institutions and social institutions, and promote self-education among students.

11. According to the motivational-value, cognitive-activity and personal-reflective components of professional competence, no significant differences were found between the arithmetic means in the EG and CG. Given that quite low indicators of cognitive-activity and personality-reflective components have been revealed, it is advisable to focus on their formation in the process of studying the elective course.

It has been experimentally proven and confirmed by mathematical statistics that the proposed methodology is aimed at achieving a high level of professional skills. However, the immediate transition from low to high skill levels is challenging. Based on the results of the analysis, stable average indicators were obtained, which are the basis for further growth and intensification of efforts to improve professional skills not only during training but also in practical work. Therefore, it has been experimentally confirmed that the proposed methodology contributes to the formation of at least an intermediate level of professional competencies of a future social worker.

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# APPENDIXES

## Appendix 1

### QUESTIONNAIRE “MOTIVATIONAL TENDENCIES OF PROFESSIONAL DEVELOPMENT OF PERSONALITY” (I. SYDORUK)

The questionnaire presents the most common motives that determine professional orientation. The influence of motives should be evaluated in scores: 5 – yes, very strong; 4 – rather yes than no, great; 3 – both yes and no (medium); 0 – 2 – rather no than yes (motives are insignificant or have no significance).

| No.   | Motive of professional orientation   | Score |   |   |   |
|-------|--|-------|---|---|---|
|       |  | 0-2   | 3 | 4 | 5 |
| 1     | Strive for cooperation in the process of solving problems  |       |   |   |   |
| 2     | Strive for social and educational activities   |       |   |   |   |
| 3     | Strive for social interaction  |       |   |   |   |
| 4     | Strive for social development  |       |   |   |   |
| 5     | Strive for socially significant activities, need to do them, want to prove myself in them            |       |   |   |   |
| 6     | Strive for self-fulfillment in my professional activities  |       |   |   |   |
| 7     | Strive for self-improvement in my chosen profession  |       |   |   |   |
| 8     | Strive for scientific research   |       |   |   |   |
| 9     | Strive for professional communication, expanding its circle, and establishing new social contacts    |       |   |   |   |
| 10    | Strive to establish a professional dialog with practitioners, specialists and exchange of experience |       |   |   |   |
| 11    | Strive to gain social knowledge  |       |   |   |   |
| 12    | Strive to understand and comprehend the social motives of others                                     |       |   |   |   |
| Total |  |       |   |   |   |

## Appendix B

### RESULTS OF DETERMINING THE MOTIVATIONAL INDICATORS OF THE MOTIVATIONAL AND VALUES COMPONENT OF FUTURE GRADUATES' PROFESSIONAL COMPETENCE

Table B.1

| Respondent | Strive for cooperation in the process of solving problems | Strive for social and educational activities | Strive for social interaction | Strive for social development | Strive for socially significant activities, need to do them, want to prove myself in them | Strive for self-fulfillment in my professional activities | Strive for self-improvement in my chosen profession | Strive for scientific research | Strive for professional communication, expanding its circle, and establishing new social contacts | Strive to establish a professional dialog with practitioners, specialists and exchange of experience | Strive to gain social knowledge | Strive to understand and comprehend the social motives of others | Average indicators |
|------------|---|--|-------------------------------|-------------------------------|---|---|---|--------------------------------|---|--|---------------------------------|--|--------------------|
| 1          | 2   | 3  | 4                             | 5                             | 6   | 7   | 8   | 9                              | 10  | 11   | 12                              | 13   | 14                 |
| EG         |   |  |                               |                               |   |   |   |                                |   |  |                                 |  |                    |
| 1          | 3   | 2  | 4                             | 2                             | 2   | 3   | 3   | 3                              | 5   | 4  | 3                               | 3  | 3,08               |
| 2          | 2   | 1  | 2                             | 3                             | 3   | 3   | 2   | 1                              | 4   | 3  | 3                               | 2  | 2,41               |
| 3          | 3   | 3  | 1                             | 2                             | 2   | 4   | 4   | 2                              | 3   | 2  | 2                               | 2  | 2,5                |
| 4          | 3   | 2  | 3                             | 2                             | 2   | 5   | 4   | 3                              | 2   | 3  | 2                               | 3  | 2,83               |
| 5          | 3   | 2  | 4                             | 2                             | 3   | 5   | 5   | 3                              | 2   | 2  | 3                               | 3  | 3,08               |
| 6          | 4   | 4  | 5                             | 4                             | 4   | 5   | 5   | 4                              | 5   | 5  | 4                               | 5  | 4,5                |
| 7          | 5   | 4  | 5                             | 5                             | 4   | 4   | 4   | 3                              | 4   | 4  | 4                               | 4  | 4,16               |
| 8          | 3   | 2  | 2                             | 2                             | 3   | 4   | 4   | 1                              | 4   | 3  | 3                               | 4  | 2,92               |
| 9          | 4   | 4  | 3                             | 3                             | 4   | 5   | 4   | 3                              | 4   | 5  | 4                               | 3  | 3,83               |
| 10         | 2   | 2  | 3                             | 3                             | 3   | 4   | 3   | 1                              | 4   | 3  | 4                               | 4  | 3                  |
| 11         | 1   | 2  | 3                             | 3                             | 4   | 2   | 2   | 3                              | 3   | 2  | 3                               | 2  | 2,5                |
| 12         | 3   | 2  | 2                             | 4                             | 4   | 2   | 2   | 2                              | 3   | 2  | 3                               | 3  | 2,7                |
| 13         | 2   | 1  | 2                             | 3                             | 4   | 3   | 3   | 1                              | 2   | 2  | 3                               | 2  | 2,33               |
| 14         | 2   | 2  | 3                             | 3                             | 3   | 4   | 2   | 1                              | 2   | 3  | 2                               | 2  | 2,42               |
| 15         | 3   | 3  | 4                             | 4                             | 4   | 4   | 3   | 2                              | 2   | 3  | 2                               | 3  | 3,08               |

Continuation of Table B.1

| 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14   |
|----|---|---|---|---|---|---|---|---|----|----|----|----|------|
| 16 | 2 | 3 | 1 | 1 | 3 | 2 | 2 | 2 | 1  | 3  | 2  | 2  | 2    |
| 17 | 3 | 4 | 4 | 3 | 3 | 4 | 2 | 3 | 3  | 2  | 4  | 4  | 3,25 |
| 18 | 1 | 2 | 1 | 3 | 3 | 3 | 2 | 3 | 2  | 2  | 3  | 3  | 2,33 |
| 19 | 2 | 2 | 4 | 2 | 3 | 3 | 1 | 1 | 2  | 1  | 3  | 3  | 2,25 |
| 20 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 5 | 4  | 3  | 4  | 4  | 3,83 |
| 21 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 5  | 5  | 4  | 3  | 3,92 |
| 22 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 5  | 5  | 4  | 4  | 4,42 |
| 23 | 2 | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 3  | 3  | 2  | 2  | 2,58 |
| 24 | 3 | 3 | 2 | 1 | 2 | 2 | 3 | 3 | 3  | 3  | 2  | 1  | 2,33 |
| 25 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5  | 4  | 4  | 3  | 4,33 |
| 26 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 2 | 3  | 3  | 4  | 3  | 2,6  |
| 27 | 2 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 2  | 2  | 3  | 3  | 2,92 |
| 28 | 3 | 3 | 4 | 2 | 3 | 2 | 3 | 4 | 3  | 2  | 4  | 4  | 3,08 |
| 29 | 2 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 4  | 2  | 4  | 3  | 3,25 |
| 30 | 3 | 2 | 2 | 4 | 4 | 4 | 1 | 2 | 2  | 4  | 3  | 3  | 2,83 |
| 31 | 4 | 2 | 3 | 3 | 3 | 4 | 2 | 2 | 3  | 3  | 4  | 3  | 3    |
| 32 | 2 | 3 | 3 | 3 | 3 | 4 | 4 | 2 | 4  | 3  | 3  | 3  | 3,08 |
| 33 | 3 | 3 | 2 | 4 | 4 | 3 | 3 | 3 | 2  | 3  | 3  | 3  | 3    |
| 34 | 2 | 2 | 3 | 4 | 4 | 3 | 3 | 3 | 2  | 3  | 4  | 4  | 3,08 |
| 35 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 2 | 3  | 3  | 4  | 2  | 3,17 |
| 36 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 2 | 2  | 3  | 4  | 2  | 2,42 |
| 37 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 4  | 4  | 4  | 5  | 4,33 |
| 38 | 2 | 3 | 3 | 4 | 4 | 4 | 2 | 1 | 2  | 2  | 3  | 4  | 2,83 |
| 39 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 2 | 2  | 4  | 4  | 3  | 3,33 |
| 40 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 4  | 4  | 4  | 5  | 4,33 |
| 41 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3  | 4  | 4  | 3  | 2,75 |
| 42 | 2 | 1 | 1 | 2 | 3 | 4 | 4 | 3 | 3  | 2  | 4  | 3  | 2,6  |
| 43 | 2 | 2 | 3 | 2 | 4 | 4 | 2 | 3 | 3  | 3  | 2  | 2  | 2,6  |
| 44 | 4 | 3 | 3 | 4 | 4 | 5 | 4 | 3 | 3  | 2  | 4  | 3  | 3,5  |
| 45 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 4 | 3  | 2  | 2  | 3  | 2,6  |
| 46 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 4  | 4  | 4  | 4  | 4,42 |
| 47 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 2  | 3  | 2  | 2  | 2,42 |
| 48 | 2 | 4 | 4 | 3 | 2 | 4 | 2 | 2 | 3  | 4  | 4  | 4  | 3,17 |
| 49 | 3 | 3 | 3 | 4 | 4 | 3 | 2 | 4 | 4  | 3  | 3  | 4  | 3,33 |
| 50 | 4 | 2 | 2 | 3 | 4 | 3 | 3 | 4 | 4  | 3  | 2  | 2  | 3    |
| CG |   |   |   |   |   |   |   |   |    |    |    |    |      |
| 1  | 2 | 3 | 3 | 2 | 1 | 2 | 2 | 3 | 3  | 4  | 3  | 2  | 2,5  |
| 2  | 3 | 3 | 2 | 1 | 2 | 2 | 3 | 4 | 4  | 3  | 3  | 3  | 2,75 |
| 3  | 2 | 2 | 2 | 1 | 1 | 2 | 3 | 3 | 2  | 1  | 2  | 3  | 2    |
| 4  | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 4  | 4  | 2  | 4  | 3,5  |

Continuation of Table B.1

| 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14   |
|----|---|---|---|---|---|---|---|---|----|----|----|----|------|
| 5  | 3 | 3 | 1 | 3 | 2 | 2 | 1 | 4 | 4  | 1  | 1  | 3  | 2,25 |
| 6  | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 2 | 3  | 2  | 4  | 3  | 3    |
| 7  | 2 | 2 | 2 | 2 | 4 | 3 | 3 | 3 | 2  | 4  | 4  | 3  | 2,75 |
| 8  | 2 | 2 | 4 | 3 | 4 | 2 | 2 | 3 | 3  | 2  | 3  | 3  | 2,75 |
| 9  | 2 | 2 | 4 | 3 | 2 | 2 | 3 | 3 | 4  | 3  | 2  | 3  | 2,83 |
| 10 | 4 | 4 | 2 | 3 | 4 | 2 | 2 | 3 | 4  | 4  | 3  | 3  | 3    |
| 11 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 3 | 4  | 4  | 5  | 4  | 4,25 |
| 12 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 4  | 3  | 3  | 2  | 3,33 |
| 13 | 2 | 2 | 1 | 2 | 3 | 4 | 4 | 2 | 2  | 2  | 3  | 3  | 2,42 |
| 14 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 4 | 2  | 2  | 3  | 3  | 3    |
| 15 | 4 | 4 | 3 | 2 | 3 | 3 | 2 | 4 | 4  | 3  | 2  | 3  | 3    |
| 16 | 2 | 2 | 3 | 2 | 3 | 4 | 4 | 3 | 2  | 4  | 3  | 2  | 2,67 |
| 17 | 3 | 3 | 4 | 3 | 2 | 4 | 3 | 4 | 3  | 3  | 4  | 3  | 3,25 |
| 18 | 2 | 2 | 1 | 4 | 2 | 2 | 3 | 4 | 3  | 3  | 3  | 2  | 2,58 |
| 19 | 5 | 5 | 4 | 4 | 3 | 5 | 5 | 5 | 4  | 5  | 4  | 5  | 4,42 |
| 20 | 4 | 4 | 5 | 4 | 4 | 3 | 3 | 3 | 5  | 5  | 4  | 4  | 4,08 |
| 21 | 4 | 4 | 4 | 4 | 3 | 3 | 2 | 2 | 3  | 3  | 3  | 2  | 3    |
| 22 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 4  | 3  | 3  | 2  | 2,67 |
| 23 | 3 | 3 | 3 | 2 | 3 | 2 | 4 | 3 | 3  | 4  | 4  | 4  | 3,08 |
| 24 | 2 | 3 | 4 | 3 | 4 | 3 | 2 | 4 | 3  | 3  | 2  | 4  | 3,08 |
| 25 | 2 | 4 | 3 | 3 | 2 | 3 | 4 | 4 | 2  | 3  | 3  | 2  | 2,92 |
| 26 | 2 | 2 | 4 | 3 | 3 | 3 | 2 | 2 | 2  | 4  | 3  | 3  | 2,75 |
| 27 | 2 | 1 | 3 | 3 | 3 | 2 | 2 | 2 | 3  | 2  | 4  | 4  | 2,58 |
| 28 | 4 | 3 | 3 | 2 | 4 | 3 | 2 | 3 | 2  | 3  | 2  | 2  | 2,75 |
| 29 | 2 | 3 | 2 | 3 | 2 | 3 | 4 | 3 | 4  | 3  | 4  | 4  | 3,08 |
| 30 | 2 | 3 | 4 | 4 | 3 | 4 | 2 | 3 | 3  | 3  | 2  | 2  | 2,92 |
| 31 | 1 | 3 | 2 | 3 | 1 | 2 | 2 | 4 | 3  | 3  | 3  | 4  | 2,58 |
| 32 | 2 | 3 | 2 | 4 | 4 | 3 | 2 | 4 | 3  | 3  | 4  | 2  | 3    |
| 33 | 4 | 2 | 2 | 3 | 4 | 3 | 3 | 3 | 4  | 2  | 3  | 2  | 2,92 |
| 34 | 1 | 3 | 2 | 1 | 1 | 2 | 2 | 1 | 4  | 4  | 1  | 2  | 2    |
| 35 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 2 | 4  | 3  | 2  | 3  | 3,17 |
| 36 | 2 | 4 | 3 | 4 | 3 | 2 | 2 | 2 | 3  | 2  | 3  | 4  | 2,83 |
| 37 | 2 | 1 | 3 | 2 | 3 | 2 | 2 | 3 | 4  | 4  | 3  | 3  | 2,66 |
| 38 | 4 | 5 | 5 | 4 | 4 | 3 | 5 | 5 | 5  | 4  | 4  | 5  | 4,42 |
| 39 | 4 | 4 | 3 | 2 | 2 | 2 | 3 | 4 | 3  | 3  | 2  | 2  | 2,83 |
| 40 | 4 | 3 | 2 | 4 | 4 | 3 | 3 | 2 | 3  | 3  | 2  | 2  | 2,92 |
| 41 | 4 | 2 | 2 | 3 | 2 | 4 | 3 | 4 | 2  | 3  | 2  | 3  | 2,83 |
| 42 | 4 | 3 | 3 | 4 | 2 | 3 | 2 | 2 | 2  | 4  | 4  | 1  | 2,83 |
| 43 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 4  | 3  | 4  | 2  | 3,42 |
| 44 | 4 | 3 | 2 | 3 | 4 | 4 | 3 | 3 | 3  | 3  | 2  | 2  | 3    |
| 45 | 4 | 3 | 3 | 4 | 3 | 2 | 2 | 3 | 4  | 2  | 3  | 2  | 2,92 |

Continuation of Table B.1

| 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14   |
|----|---|---|---|---|---|---|---|---|----|----|----|----|------|
| 46 | 5 | 4 | 4 | 5 | 5 | 5 | 3 | 5 | 5  | 4  | 4  | 4  | 4,42 |
| 47 | 1 | 3 | 2 | 4 | 3 | 3 | 2 | 2 | 2  | 4  | 4  | 1  | 2,58 |
| 48 | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 2  | 5  | 3  | 4  | 3,75 |
| 49 | 3 | 5 | 3 | 2 | 3 | 3 | 4 | 3 | 3  | 2  | 4  | 2  | 3,08 |
| 50 | 3 | 3 | 2 | 1 | 2 | 2 | 1 | 2 | 1  | 3  | 1  | 3  | 2    |

## **Appendix C**

### **SAMOAL QUESTIONNAIRE “DETERMINATION OF THE LEVEL OF SELF-ACTUALIZATION OF A PERSON”**

Scale: Time orientation, values, view of human nature, desire for knowledge, creativity (desire for creativity), autonomy, spontaneity, self-understanding, autosympathy, contact, flexibility in communication.

Instructions: from the two proposed versions of the statements, choose the one that suits you best.

1a) I feel that the day will come when I will start living life to the fullest.

1b) I feel like I am already living my life to the fullest.

2a) I really like my profession.

2b) I can't say that I like what I do.

3a) When I receive a favor from a stranger, I feel obligated to him/her.

3b) I do not feel obligated to receive help from a person I do not know.

4a) It is difficult for me to understand my emotions.

4b) I can easily understand my feelings.

5a) I often worry about my behavior in different situations.

5b) I occasionally think about the correctness of my behavior.

6a) I feel embarrassed when I am complimented.

6b) I don't feel embarrassed when I am complimented.

7a) Creativity is a natural characteristic of every person.

7b) Not everyone is born to be creative.

8a) We do not always have enough time to follow new trends in literature and art.

8b) I try to find time to keep up with news in literature and art.

9a) I tend to make risky decisions.

9b) I have difficulty making risky decisions.

10a) I can cautiously make it clear that I am not interested in the other person.

10b) I think it is unacceptable to show the other person that I am not interested in them.

- 
- 11a) I like saving my pleasures for later.  
11b) I don't have a habit of putting off pleasures.
- 12a) I think it's wrong to interrupt a conversation that is interesting only to my interlocutor.  
12b) I can easily stop a conversation if I am not interested in it.
- 13a) My goal is to achieve inner balance.  
13b) Internal harmony is a significant challenge for me.
- 14a) I would not say that I like myself.  
14b) I like who I am.
- 15a) I believe that most people are trustworthy.  
15b) It is better not to trust people without a good reason.
- 16a) A job with a low salary cannot be satisfying.  
16b) A job that is exciting is a reward in itself.
- 17a) Sometimes I feel bored.  
17b) I never feel bored.
- 18a) I am not ready to sacrifice my principles even for good deeds.  
18b) I can sacrifice my principles if it will cause general appreciation.
- 19a) Sometimes it is difficult for me to speak out.  
19b) I can always be honest.
- 20a) If I like myself, others will probably like me too.  
20b) Just because I like myself does not mean that everyone will like me.
- 21a) I trust my sudden impulses.  
21b) I always analyze my sudden desires before acting on them.
- 22a) I strive to be perfect in everything I do.  
22b) I do not worry if I do not achieve perfection.
- 23a) I think selfishness is a natural state of every human being.  
23b) I believe that most people are not selfish.
- 24a) If I cannot find the answer to a question, I am ready to postpone it until later.  
24b) I will look for the answer until I find it, no matter how long it takes.

- 25a) I like re-reading books that have impressed me.  
25b) I think it is better to read a new book than to re-read an old one.
- 26a) I try to live up to other people's expectations.  
26b) I don't care what others expect of me.
- 27a) I consider my life to be a single coherent story.  
27b) For me, the past, present, and future have little to do with each other.
- 28a) Most of my activities bring me pleasure.  
28b) Only a few of my activities really make me happy.
- 29a) People can often be tactless when trying to understand the character and feelings of others.  
29b) The desire to understand others can justify some insensitivity.
- 30a) I am confident in my emotional reactions and know how I might feel.  
30b) I have not fully understood my emotional capacities yet.
- 31a) I feel guilty when I get angry with people I have feelings for.  
31b) I don't feel guilty about my emotions, even if they are feelings for close people.
- 32a) I try to be philosophical about other people's opinions of me.  
32b) I can get offended if I hear something negative about me.
- 33a) Knowing the truth is important to me because it is useful.  
33b) Knowing the truth gives me personal satisfaction.
- 34a) In difficult situations, I prefer known and tried methods.  
34b) In difficult situations, I look for new approaches and solutions.
- 35a) I am rarely annoyed by the behavior of others.  
35b) I often feel irritated by other people.
- 36a) I would change many things in my past if I had the opportunity.  
36b) I am satisfied with my past and do not want to change anything.
- 37a) It is important for me to be useful and bring pleasure to others.  
37b) It is important for me to do good and serve the truth.
- 38a) Sometimes I am frightened by my tenderness.  
38b) I feel free to show my tenderness.

- 39a) I think it is important to express my feelings openly.  
39b) I think that it is not always possible to express my emotions openly, sometimes you need to be careful.
- 40a) My self-confidence comes when I feel that I can solve my own problems.  
40b) My self-belief is stable, regardless of whether I can solve problems or not.
- 41a) People's actions are based on mutual interests.  
41b) In reality, people are mostly focused on their own interests.
- 42a) I am interested in all new trends in my professional field.  
42b) I am skeptical about most innovations in my profession.
- 43a) I believe that creativity should benefit people.  
43b) I believe that the essence of creativity is to bring people pleasure.
- 44a) I always have my own point of view on important issues.  
44b) When forming my opinion, I tend to listen to authoritative opinions.
- 45a) Sex without emotional attachment is not valuable to me.  
45b) Sex is meaningful even if it does not involve emotional attachment.
- 46a) I feel responsible for the mood of the person I am talking to.  
46b) I do not feel responsible for the mood of the person I am talking to.
- 47a) It is easy for me to accept my weaknesses.  
47b) It is difficult for me to accept my own shortcomings.
- 48a) Success in communication depends on the willingness to open up.  
48b) Successful communication is based on showing your strengths and hiding your weaknesses.
- 49a) My self-esteem depends on my achievements.  
49b) My self-esteem is not related to what I have achieved.
- 50a) Most people act in the way of least resistance.  
50b) I think not all people are used to taking the path of least resistance.
- 51a) It is important for a scientist to have a narrow specialization.  
51b) A deep specialization can limit a person.
- 52a) The joy of learning and creativity is key to life.  
52b) The main purpose of life is to be useful to others.

- 53a) I enjoy engaging in heated debates.  
53b) I do not like getting into arguments.
- 54a) I am interested in astrology, horoscopes and other predictions.  
54b) I am not interested in astrology, horoscopes and similar things.
- 55a) The priority in work is to meet personal and family needs.  
55b) The main purpose of work is to realize personal abilities and desires.
- 56a) When solving problems, I am guided by generally accepted norms.  
56b) I solve my problems at my own discretion.
- 57a) The will serves to restrain desires and control emotions.  
57b) The main role of the will is to stimulate effort and increase energy.
- 58a) I am not ashamed to show my weaknesses to my friends.  
58b) I find it difficult to show my weaknesses even to my family.
- 59a) People are naturally eager to try new things.  
59b) People seek new things only when they need to.
- 60a) I believe that the phrase "Live and learn" does not reflect reality.  
60b) I support the phrase "Live and learn" as a truth.
- 61a) I think that the meaning of life is in creativity.  
61b) In my opinion, creativity cannot be the basis for the meaning of life.
- 62a) It is problematic for me to meet a person I like.  
62b) I have no problem getting to know anyone.
- 63a) It makes me sad that part of my life is wasted.  
63b) I do not feel that part of my life is wasted.
- 64a) A gifted person cannot afford to neglect his/her responsibilities.  
64b) Talent and abilities are more important than fulfillment of duties.
- 65a) I am good at manipulating people.  
65b) Manipulating people is ethically unacceptable.
- 66a) I try not to get upset.  
66b) I do what I think is right, regardless of the risk of getting upset.
- 67a) In most situations, I shouldn't make a fool of myself.  
67b) There are many situations in which I can afford to be silly.

68a) Being criticized has a big impact on my self-esteem.

68b) Criticism hardly ever bothers me.

69a) Jealousy is a trait of losers who feel that they have been deprived.

69b) Most people are jealous, although they try to hide it.

70a) The choice of a profession or occupation should be based on its social importance.

70b) The main criterion for choosing an occupation is individual interest.

71a) In my opinion, creativity requires deep knowledge in the chosen field.

71b) Knowledge in a specific field is not necessary for creativity.

72a) I can say that I live with a sense of happiness.

72b) I can't say that I feel happy all the time.

73a) People should regularly analyze themselves and their lives.

73b) Introspection often does more harm than good.

74a) I try to understand the motives of my actions, even if I do something spontaneously.

74b) I don't bother to look for justifications for my actions.

75a) I believe that everyone can live the way they want.

75b) Most people have limited chances to live the way they want.

76a) It is difficult to determine whether a person is good or evil.

76b) You can usually tell right away whether a person is good or evil.

77a) You need to have a lot of free time to be creative.

77b) You can always find time for creativity, no matter how busy you are.

78a) In discussions, I try to convince the other person that I am right.

78b) My goal in discussions is to understand the other person's views, not to convince them.

79a) Doing something for myself often makes me feel uncomfortable.

79b) I do not feel uncomfortable when I do something for myself.

80a) I believe that I create my own future.

80b) My ability to influence my own future is quite limited.

81a) The expression "You can't do good without using your fists" is true.

81b) I do not agree with the statement "You can't do good without using your fists".

82a) People's faults are more visible than their virtues.

82b) A person's virtues are more noticeable than his or her faults.

83a) Sometimes I am afraid to be myself.

83b) I am never afraid to express myself as I am.

84a) I try not to think about past failures and troubles.

84b) Sometimes I think about my past failures.

85a) The purpose of life should be something meaningful.

85b) I do not think that life should have any particularly important purpose.

86a) People want to understand and trust each other.

86b) People who are focused on their own interests often do not understand others.

87a) I try to fit in with others, not to be a "black sheep".

87b) It is not difficult for me to be a "black sheep".

88a) People are usually sincere in a trusting conversation.

88b) Even in confidential conversations, sincerity is not always present.

89a) Sometimes it is difficult for me to show my feelings openly.

89b) I express my emotions easily and freely and am not ashamed of it.

90a) I can help others without expecting to be thanked.

90b) I believe that people should appreciate my efforts in their favor.

91a) I can show my friendship to a person even if it is not reciprocated.

91b) I rarely show my friendship unless I am sure that it will be reciprocated.

92a) I openly express my dissatisfaction when dealing with others.

92b) I think it is inappropriate to openly show my dissatisfaction in a conversation.

93a) I accept my internal contradictions.

93b) Internal contradictions decrease my self-esteem.

94a) I strive to express my feelings openly.

94b) Openly expressing my feelings can be a sign of intemperance.

95a) I am confident in myself.

95b) I cannot say that I am confident in myself.

96a) The main goal of human relationships should not be to achieve happiness.

96b) Achieving happiness is the main goal of human relationships.

97a) I am loved because I am worth it.

97b) I am loved because I am capable of love.

98a) Unrequited love can make life unbearable.

98b) Life without love is worse than life with unrequited love.

99a) I will try to change the course of a conversation if it is not going well.

99b) If a conversation does not work out, it usually happens because the other person is inattentive.

100a) I try to make a good impression on people.

100b) People see me as I really am.

## Appendix D

### DECODING THE RESULTS OF THE SURVEY USING THE METHODOLOGY “DETERMINING THE LEVEL OF SELF-ACTUALIZATION OF A PERSON”

|                                   |    |    |    |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
|-----------------------------------|----|----|----|----|----|----|----|----|----|-----|-----|----|----|----|----|----|----|----|----|
| Scale of orientation in time      |    |    |    |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
| 11                                | 18 | 21 | 28 | 38 | 40 | 41 | 45 | 60 | 64 | 71  | 76  | 82 | 91 |    |    |    |    |    |    |
| A                                 | B  | A  | B  | B  | B  | B  | B  | B  | B  | B   | B   | B  | A  |    |    |    |    |    |    |
| Scale of support                  |    |    |    |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
| 1                                 | 2  | 3  | 4  | 5  | 7  | 8  | 9  | 10 | 12 | 14  | 15  | 17 | 19 | 22 | 23 | 25 | 26 | 27 | 29 |
| B                                 | B  | A  | A  | B  | B  | A  | A  | A  | B  | B   | B   | A  | A  | B  | A  | B  | B  | B  | A  |
| 31                                | 32 | 33 | 34 | 35 | 36 | 39 | 42 | 43 | 44 | 46  | 47  | 49 | 50 | 51 | 52 | 53 | 55 | 56 | 57 |
| B                                 | A  | B  | A  | B  | B  | B  | A  | A  | B  | A   | B   | B  | B  | B  | A  | A  | A  | A  | B  |
| 59                                | 61 | 62 | 65 | 66 | 67 | 68 | 69 | 70 | 72 | 73  | 74  | 75 | 77 | 79 | 80 | 81 | 83 | 85 | 86 |
| A                                 | B  | B  | B  | A  | B  | A  | B  | A  | B  | A   | B   | B  | A  | B  | A  | A  | A  | B  | A  |
| 87                                | 88 | 89 | 90 | 93 | 94 | 95 | 96 | 97 | 98 | 99  | 100 |    |    |    |    |    |    |    |    |
| B                                 | B  | B  | A  | A  | A  | B  | A  | A  | A  | B   | A   |    |    |    |    |    |    |    |    |
| Scale of value orientation        |    |    |    |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
| 17                                | 29 | 42 | 49 | 50 | 53 | 56 | 59 | 67 | 68 | 69  | 80  | 81 | 90 | 93 | 97 | 99 |    |    |    |
| A                                 | A  | A  | B  | B  | A  | A  | A  | B  | A  | B   | A   | A  | A  | A  | A  | B  |    |    |    |
| Scale of behavioral flexibility   |    |    |    |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
| 3                                 | 9  | 12 | 33 | 36 | 38 | 40 | 47 | 50 | 61 | 61  | 62  | 65 | 68 | 70 | 74 | 82 | 85 | 95 | 97 |
| A                                 | A  | B  | B  | B  | B  | B  | B  | B  | B  | B   | B   | B  | A  | A  | B  | B  | B  | B  | A  |
| 99                                |    |    |    |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
| B                                 |    |    |    |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
| Scale of sensitivity              |    |    |    |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
| 2                                 | 5  | 10 | 43 | 46 | 55 | 73 | 77 | 83 | 89 |     |     |    |    |    |    |    |    |    |    |
| B                                 | B  | A  | A  | A  | A  | A  | A  | A  | B  |     |     |    |    |    |    |    |    |    |    |
| Scale of spontaneity              |    |    |    |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
| 5                                 | 14 | 15 | 26 | 42 | 62 | 67 | 74 | 77 | 80 | 81  | 83  | 95 |    |    |    |    |    |    |    |
| B                                 | B  | B  | B  | A  | B  | B  | B  | A  | A  | A   | A   | B  | A  |    |    |    |    |    |    |
| Scale of self-esteem              |    |    |    |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
| 2                                 | 3  | 7  | 23 | 29 | 44 | 53 | 66 | 69 | 98 | 100 |     |    |    |    |    |    |    |    |    |
| B                                 | A  | B  | A  | A  | B  | A  | A  | B  | A  | A   |     |    |    |    |    |    |    |    |    |
| Scale of self-perception          |    |    |    |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
| 1                                 | 8  | 14 | 22 | 31 | 32 | 34 | 39 | 53 | 61 | 71  | 75  | 86 | 87 |    |    |    |    |    |    |
| B                                 | A  | B  | B  | B  | A  | A  | B  | A  | B  | B   | B   | A  | B  |    |    |    |    |    |    |
| Scale of ideas about human nature |    |    |    |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
| 23                                | 25 | 27 | 50 | 66 | 90 | 94 | 97 | 99 |    |     |     |    |    |    |    |    |    |    |    |
| A                                 | B  | B  | B  | A  | A  | A  | A  | B  |    |     |     |    |    |    |    |    |    |    |    |
| Scale of synergy                  |    |    |    |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
| 50                                | 68 | 91 | 93 | 97 | 99 |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
| B                                 | A  | B  | A  | A  | B  |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
| Scale of acceptance of aggression |    |    |    |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |
| 5                                 | 8  | 10 | 15 | 19 | 29 | 39 | 43 | 46 | 56 | 57  | 67  | 85 | 93 | 94 |    |    |    |    |    |
| B                                 | A  | A  | B  | A  | A  | B  | A  | A  | A  | B   | B   | B  | A  | A  |    |    |    |    |    |

## Continuation of Appendix D

|                                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
|---------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|
| Scale of orientation in time    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 5                               | 7  | 17 | 26 | 33 | 36 | 46 | 65 | 70 | 73 | 74 | 75 | 79 | 96 | 99 |  |  |  |  |
| B                               | B  | A  | B  | B  | B  | A  | B  | A  | A  | B  | B  | B  | A  | B  |  |  |  |  |
| Scale of the need for cognition |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 13                              | 20 | 37 | 48 | 63 | 66 | 78 | 82 | 92 |    |    |    |    |    |    |  |  |  |  |
| A                               | B  | A  | A  | B  | A  | B  | B  | A  |    |    |    |    |    |    |  |  |  |  |
| Scale of creativity             |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 6                               | 24 | 30 | 42 | 54 | 58 | 59 | 68 | 84 |    |    |    |    |    |    |  |  |  |  |
| B                               | A  | A  | A  | A  | A  | A  | A  | A  |    |    |    |    |    |    |  |  |  |  |

| Scale                             | Indicators of levels |         |         |
|-----------------------------------|----------------------|---------|---------|
|                                   | High                 | Medium  | Low     |
| Scale of orientation in time      | 1-5                  | 6-10    | 11-15   |
| Scale of support                  | 1-30                 | 31-40   | 40-72   |
| Scale of value orientation        | 1-6                  | 7-12    | 13-17   |
| Scale of behavioral flexibility   | 1-7                  | 8-14    | 15-21   |
| Scale of sensitivity              | 1-3                  | 4-7     | 8-10    |
| Scale of spontaneity              | 1-4                  | 5-9     | 10-13   |
| Scale of self-esteem              | 1-4                  | 5-8     | 9-11    |
| Scale of self-perception          | 1-5                  | 6-10    | 11-14   |
| Scale of ideas about human nature | 1-3                  | 4-6     | 7-9     |
| Scale of synergy                  | 1-2                  | 3-4     | 5-6     |
| Scale of acceptance of aggression | 1-5                  | 6-10    | 11-15   |
| Scale of contact                  | 1-5                  | 6-10    | 11-15   |
| Scale of the need for cognition   | 1-3                  | 4-6     | 7-9     |
| Scale of creativity               | 1-3                  | 4-6     | 7-9     |
| General indicators                | 1-110                | 111-139 | 140-236 |

## Appendix E

### THE RESULTS OF DETERMINING THE VALUE INDICATORS OF THE MOTIVATIONAL AND VALUE COMPONENT OF THE PROFESSIONAL COMPETENCE OF FUTURE GRADUATES

Table E.1

| Respondent | Scale of orientation in time | Scale of support | Scale of value orientation | Scale of behavioral flexibility | Scale of sensitivity | Scale of spontaneity | Scale of self-esteem | Scale of self-perception | Scale of ideas about human nature | Scale of synergy | Scale of acceptance of aggression | Scale of contact | Scale of the need for cognition | Scale of creativity | Total scores | Level of value indicators |
|------------|------------------------------|------------------|----------------------------|---------------------------------|----------------------|----------------------|----------------------|--------------------------|-----------------------------------|------------------|-----------------------------------|------------------|---------------------------------|---------------------|--------------|---------------------------|
| 1          | 2                            | 3                | 4                          | 5                               | 6                    | 7                    | 8                    | 9                        | 10                                | 11               | 12                                | 13               | 14                              | 15                  | 16           | 17                        |
| EG         |                              |                  |                            |                                 |                      |                      |                      |                          |                                   |                  |                                   |                  |                                 |                     |              |                           |
| 1          | 11                           | 33               | 9                          | 13                              | 2                    | 5                    | 5                    | 7                        | 8                                 | 5                | 8                                 | 4                | 4                               | 4                   | 118          | c                         |
| 2          | 7                            | 43               | 8                          | 9                               | 4                    | 7                    | 5                    | 6                        | 4                                 | 3                | 8                                 | 8                | 3                               | 5                   | 120          | c                         |
| 3          | 5                            | 47               | 12                         | 13                              | 8                    | 10                   | 7                    | 10                       | 6                                 | 4                | 11                                | 11               | 5                               | 5                   | 154          | B                         |
| 4          | 7                            | 39               | 12                         | 7                               | 8                    | 7                    | 4                    | 8                        | 4                                 | 2                | 11                                | 7                | 2                               | 4                   | 122          | c                         |
| 5          | 4                            | 35               | 9                          | 8                               | 6                    | 8                    | 7                    | 6                        | 3                                 | 3                | 8                                 | 7                | 4                               | 7                   | 115          | c                         |
| 6          | 4                            | 35               | 10                         | 8                               | 5                    | 6                    | 5                    | 7                        | 4                                 | 3                | 9                                 | 6                | 6                               | 7                   | 115          | c                         |
| 7          | 6                            | 42               | 11                         | 13                              | 2                    | 4                    | 6                    | 11                       | 6                                 | 4                | 8                                 | 6                | 3                               | 2                   | 124          | c                         |
| 8          | 6                            | 36               | 10                         | 10                              | 6                    | 8                    | 4                    | 5                        | 4                                 | 3                | 8                                 | 5                | 4                               | 2                   | 111          | c                         |
| 9          | 7                            | 43               | 12                         | 10                              | 5                    | 8                    | 8                    | 9                        | 4                                 | 2                | 8                                 | 9                | 4                               | 4                   | 133          | c                         |
| 10         | 6                            | 28               | 10                         | 9                               | 5                    | 8                    | 6                    | 11                       | 4                                 | 1                | 9                                 | 6                | 6                               | 6                   | 115          | c                         |
| 11         | 5                            | 35               | 11                         | 6                               | 5                    | 6                    | 7                    | 8                        | 4                                 | 3                | 8                                 | 6                | 5                               | 4                   | 113          | c                         |
| 12         | 4                            | 40               | 12                         | 11                              | 6                    | 5                    | 6                    | 10                       | 5                                 | 4                | 11                                | 6                | 6                               | 5                   | 131          | c                         |
| 13         | 7                            | 45               | 9                          | 11                              | 6                    | 7                    | 9                    | 7                        | 5                                 | 1                | 10                                | 12               | 3                               | 4                   | 136          | c                         |
| 14         | 7                            | 45               | 11                         | 11                              | 8                    | 9                    | 8                    | 8                        | 4                                 | 4                | 11                                | 10               | 4                               | 3                   | 143          | B                         |
| 15         | 6                            | 38               | 9                          | 12                              | 3                    | 8                    | 7                    | 6                        | 4                                 | 1                | 8                                 | 7                | 3                               | 8                   | 120          | c                         |
| 16         | 6                            | 35               | 10                         | 8                               | 6                    | 8                    | 4                    | 5                        | 4                                 | 2                | 6                                 | 8                | 7                               | 6                   | 115          | c                         |

Continuation of Table E.1.

| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8 | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16  | 17 |
|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|-----|----|
| 17 | 4  | 30 | 7  | 10 | 5  | 5  | 4 | 5  | 4  | 3  | 5  | 6  | 3  | 4  | 95  | H  |
| 18 | 9  | 39 | 6  | 15 | 5  | 8  | 6 | 8  | 3  | 3  | 7  | 10 | 6  | 2  | 127 | C  |
| 19 | 3  | 31 | 8  | 6  | 5  | 4  | 7 | 7  | 4  | 3  | 9  | 6  | 3  | 5  | 101 | H  |
| 20 | 8  | 41 | 5  | 11 | 6  | 8  | 3 | 9  | 4  | 1  | 8  | 14 | 1  | 2  | 121 | C  |
| 21 | 9  | 33 | 4  | 8  | 4  | 5  | 3 | 8  | 4  | 0  | 5  | 8  | 4  | 4  | 99  | H  |
| 22 | 5  | 40 | 8  | 11 | 3  | 7  | 4 | 8  | 6  | 3  | 6  | 6  | 5  | 6  | 118 | C  |
| 23 | 5  | 35 | 9  | 14 | 44 | 6  | 4 | 4  | 5  | 4  | 8  | 9  | 5  | 5  | 117 | C  |
| 24 | 7  | 45 | 12 | 12 | 5  | 10 | 3 | 8  | 6  | 4  | 11 | 10 | 5  | 5  | 143 | B  |
| 25 | 6  | 35 | 6  | 12 | 7  | 8  | 5 | 8  | 3  | 3  | 10 | 7  | 8  | 4  | 122 | C  |
| 26 | 4  | 32 | 8  | 9  | 7  | 5  | 6 | 7  | 3  | 2  | 8  | 9  | 5  | 6  | 111 | C  |
| 27 | 7  | 38 | 9  | 11 | 6  | 8  | 7 | 7  | 4  | 2  | 8  | 6  | 6  | 5  | 124 | C  |
| 28 | 9  | 43 | 9  | 13 | 6  | 10 | 6 | 10 | 5  | 4  | 9  | 11 | 3  | 5  | 143 | B  |
| 29 | 6  | 36 | 9  | 15 | 5  | 6  | 4 | 7  | 4  | 4  | 8  | 9  | 3  | 5  | 121 | C  |
| 30 | 11 | 31 | 8  | 11 | 3  | 5  | 5 | 6  | 4  | 2  | 6  | 7  | 2  | 4  | 105 | H  |
| 31 | 7  | 38 | 5  | 12 | 7  | 8  | 5 | 7  | 2  | 1  | 7  | 10 | 5  | 3  | 117 | C  |
| 32 | 10 | 38 | 7  | 12 | 5  | 8  | 7 | 10 | 4  | 1  | 9  | 9  | 3  | 3  | 126 | C  |
| 33 | 11 | 36 | 9  | 13 | 3  | 5  | 8 | 8  | 9  | 4  | 9  | 4  | 8  | 4  | 131 | C  |
| 34 | 5  | 35 | 10 | 12 | 4  | 7  | 6 | 7  | 7  | 4  | 7  | 7  | 6  | 4  | 121 | C  |
| 35 | 8  | 37 | 7  | 13 | 7  | 5  | 7 | 7  | 7  | 4  | 7  | 11 | 5  | 5  | 130 | C  |
| 36 | 6  | 41 | 8  | 12 | 5  | 7  | 7 | 9  | 6  | 3  | 11 | 8  | 4  | 7  | 134 | C  |
| 37 | 8  | 39 | 6  | 13 | 4  | 9  | 4 | 7  | 6  | 2  | 7  | 10 | 2  | 5  | 122 | C  |
| 38 | 9  | 42 | 8  | 14 | 8  | 9  | 7 | 6  | 6  | 4  | 7  | 10 | 5  | 4  | 139 | C  |
| 39 | 8  | 31 | 9  | 11 | 2  | 7  | 6 | 5  | 4  | 1  | 5  | 8  | 4  | 5  | 106 | H  |
| 40 | 9  | 35 | 9  | 13 | 7  | 5  | 3 | 8  | 2  | 4  | 9  | 8  | 2  | 5  | 119 | C  |
| 41 | 4  | 36 | 7  | 12 | 3  | 5  | 5 | 7  | 4  | 3  | 8  | 8  | 5  | 5  | 112 | C  |
| 42 | 9  | 32 | 9  | 14 | 3  | 3  | 6 | 7  | 5  | 4  | 7  | 6  | 7  | 4  | 116 | C  |
| 43 | 5  | 33 | 10 | 10 | 5  | 4  | 6 | 7  | 2  | 4  | 7  | 7  | 1  | 7  | 108 | H  |
| 44 | 7  | 37 | 7  | 9  | 5  | 5  | 5 | 5  | 6  | 3  | 8  | 9  | 4  | 6  | 116 | C  |
| 45 | 6  | 35 | 7  | 9  | 6  | 6  | 5 | 8  | 3  | 2  | 7  | 11 | 3  | 6  | 114 | C  |
| 46 | 5  | 40 | 2  | 11 | 3  | 4  | 6 | 11 | 5  | 0  | 9  | 9  | 5  | 1  | 111 | C  |
| 47 | 5  | 36 | 14 | 12 | 3  | 4  | 7 | 9  | 3  | 4  | 9  | 8  | 3  | 4  | 121 | C  |
| 48 | 8  | 45 | 9  | 15 | 6  | 7  | 5 | 8  | 8  | 2  | 8  | 10 | 5  | 4  | 140 | B  |
| 49 | 7  | 41 | 11 | 16 | 5  | 7  | 5 | 5  | 3  | 4  | 10 | 11 | 5  | 4  | 134 | C  |
| 50 | 7  | 36 | 8  | 14 | 5  | 5  | 7 | 5  | 2  | 3  | 6  | 7  | 4  | 4  | 111 | C  |
| CG |    |    |    |    |    |    |   |    |    |    |    |    |    |    |     |    |
| 1  | 6  | 32 | 5  | 7  | 5  | 5  | 4 | 10 | 4  | 2  | 8  | 5  | 2  | 5  | 100 | H  |
| 2  | 8  | 35 | 7  | 8  | 6  | 7  | 6 | 8  | 6  | 2  | 6  | 7  | 4  | 5  | 115 | C  |
| 3  | 7  | 38 | 9  | 9  | 5  | 5  | 8 | 9  | 2  | 3  | 6  | 11 | 4  | 4  | 120 | C  |
| 4  | 8  | 30 | 6  | 7  | 4  | 2  | 5 | 9  | 4  | 4  | 4  | 3  | 5  | 6  | 97  | H  |
| 5  | 9  | 37 | 10 | 10 | 5  | 7  | 4 | 9  | 4  | 3  | 6  | 7  | 4  | 6  | 121 | C  |

Continuation of Table E.1.

| 1   | 2  | 3  | 4  | 5  | 6 | 7  | 8 | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16  | 17 |
|-----|----|----|----|----|---|----|---|----|----|----|----|----|----|----|-----|----|
| 6   | 5  | 34 | 9  | 9  | 3 | 4  | 4 | 9  | 5  | 3  | 7  | 4  | 2  | 7  | 105 | H  |
| 7   | 9  | 40 | 13 | 11 | 6 | 6  | 5 | 8  | 4  | 4  | 12 | 10 | 1  | 5  | 134 | C  |
| 8   | 11 | 47 | 11 | 17 | 5 | 6  | 8 | 10 | 5  | 3  | 9  | 9  | 3  | 6  | 150 | B  |
| 9   | 11 | 46 | 12 | 16 | 7 | 10 | 7 | 9  | 6  | 5  | 10 | 10 | 5  | 4  | 158 | B  |
| 10  | 8  | 37 | 8  | 14 | 4 | 4  | 8 | 8  | 5  | 1  | 7  | 6  | 2  | 1  | 113 | c  |
| c11 | 5  | 35 | 10 | 11 | 3 | 5  | 7 | 8  | 6  | 4  | 6  | 5  | 4  | 7  | 116 | c  |
| 12  | 6  | 37 | 5  | 9  | 7 | 8  | 7 | 8  | 3  | 2  | 11 | 6  | 3  | 3  | 115 | c  |
| 13  | 5  | 37 | 12 | 11 | 5 | 2  | 8 | 5  | 6  | 5  | 8  | 6  | 5  | 7  | 122 | c  |
| 14  | 7  | 31 | 7  | 12 | 3 | 5  | 6 | 8  | 4  | 1  | 4  | 5  | 4  | 3  | 100 | H  |
| 15  | 11 | 38 | 8  | 10 | 4 | 5  | 6 | 9  | 5  | 3  | 11 | 6  | 6  | 4  | 126 | c  |
| 16  | 7  | 35 | 6  | 12 | 2 | 6  | 5 | 8  | 5  | 2  | 4  | 9  | 4  | 3  | 108 | H  |
| 17  | 5  | 43 | 12 | 11 | 8 | 9  | 4 | 6  | 6  | 6  | 6  | 9  | 2  | 3  | 130 | c  |
| 18  | 10 | 39 | 7  | 11 | 7 | 6  | 7 | 9  | 5  | 2  | 7  | 7  | 2  | 6  | 124 | c  |
| 19  | 9  | 42 | 10 | 12 | 4 | 5  | 6 | 9  | 7  | 3  | 7  | 9  | 4  | 3  | 130 | c  |
| 20  | 7  | 39 | 7  | 13 | 4 | 6  | 4 | 8  | 5  | 3  | 9  | 10 | 4  | 6  | 125 | c  |
| 21  | 7  | 39 | 6  | 13 | 6 | 7  | 4 | 7  | 6  | 2  | 6  | 7  | 4  | 5  | 119 | c  |
| 22  | 8  | 39 | 8  | 12 | 4 | 5  | 4 | 8  | 5  | 3  | 8  | 9  | 6  | 3  | 122 | c  |
| 23  | 7  | 30 | 6  | 8  | 3 | 4  | 4 | 7  | 5  | 3  | 6  | 7  | 5  | 4  | 99  | H  |
| 24  | 6  | 44 | 11 | 14 | 5 | 7  | 5 | 8  | 7  | 5  | 7  | 7  | 6  | 9  | 141 | B  |
| 25  | 7  | 36 | 8  | 10 | 7 | 7  | 6 | 6  | 3  | 3  | 7  | 9  | 8  | 5  | 122 | c  |
| 26  | 6  | 32 | 8  | 10 | 3 | 2  | 8 | 8  | 6  | 2  | 6  | 5  | 5  | 3  | 104 | H  |
| 27  | 9  | 41 | 8  | 13 | 6 | 10 | 7 | 12 | 3  | 3  | 10 | 6  | 4  | 5  | 137 | c  |
| 28  | 6  | 35 | 5  | 13 | 5 | 6  | 3 | 10 | 2  | 1  | 8  | 7  | 4  | 3  | 108 | H  |
| 29  | 8  | 34 | 8  | 13 | 3 | 7  | 6 | 7  | 6  | 3  | 3  | 4  | 6  | 2  | 110 | H  |
| 30  | 8  | 41 | 11 | 10 | 6 | 7  | 7 | 6  | 5  | 3  | 10 | 6  | 5  | 6  | 131 | c  |
| 31  | 6  | 35 | 8  | 8  | 5 | 5  | 5 | 9  | 4  | 3  | 6  | 5  | 4  | 5  | 108 | H  |
| 32  | 3  | 31 | 8  | 12 | 3 | 4  | 8 | 8  | 3  | 4  | 6  | 4  | 5  | 2  | 101 | H  |
| 33  | 6  | 40 | 7  | 11 | 5 | 8  | 6 | 11 | 4  | 4  | 8  | 5  | 5  | 6  | 126 | c  |
| 34  | 6  | 34 | 6  | 8  | 5 | 5  | 7 | 8  | 4  | 2  | 7  | 7  | 3  | 6  | 108 | H  |
| 35  | 9  | 35 | 12 | 8  | 5 | 7  | 5 | 5  | 4  | 4  | 6  | 6  | 6  | 4  | 116 | c  |
| 36  | 6  | 34 | 7  | 8  | 7 | 8  | 6 | 6  | 6  | 4  | 9  | 8  | 6  | 4  | 119 | c  |
| 37  | 8  | 34 | 4  | 13 | 7 | 5  | 2 | 7  | 5  | 2  | 6  | 8  | 6  | 4  | 111 | c  |
| 38  | 9  | 32 | 8  | 9  | 8 | 5  | 5 | 6  | 4  | 3  | 10 | 7  | 5  | 1  | 112 | c  |
| 39  | 3  | 36 | 9  | 5  | 8 | 6  | 5 | 7  | 4  | 3  | 6  | 6  | 2  | 3  | 103 | H  |
| 40  | 4  | 37 | 8  | 14 | 6 | 8  | 6 | 6  | 5  | 3  | 7  | 9  | 6  | 3  | 122 | c  |
| 41  | 5  | 34 | 6  | 11 | 4 | 7  | 3 | 4  | 7  | 4  | 8  | 5  | 5  | 5  | 108 | c  |
| 42  | 6  | 43 | 12 | 13 | 6 | 8  | 7 | 8  | 3  | 5  | 7  | 10 | 5  | 3  | 136 | c  |
| 43  | 7  | 36 | 8  | 16 | 4 | 9  | 5 | 8  | 4  | 4  | 5  | 10 | 5  | 2  | 123 | c  |
| 44  | 7  | 33 | 7  | 8  | 6 | 5  | 6 | 6  | 4  | 3  | 4  | 6  | 5  | 3  | 103 | H  |
| 45  | 4  | 38 | 11 | 7  | 4 | 7  | 6 | 10 | 7  | 5  | 11 | 5  | 4  | 4  | 123 | c  |

Continuation of Table E.1.

| 1  | 2 | 3  | 4  | 5  | 6 | 7 | 8 | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16  | 17 |
|----|---|----|----|----|---|---|---|----|----|----|----|----|----|----|-----|----|
| 46 | 6 | 28 | 7  | 7  | 4 | 5 | 4 | 6  | 4  | 2  | 4  | 5  | 3  | 4  | 89  | H  |
| 47 | 9 | 35 | 8  | 12 | 3 | 5 | 5 | 8  | 3  | 1  | 7  | 9  | 3  | 5  | 113 | c  |
| 48 | 6 | 43 | 11 | 14 | 6 | 7 | 7 | 11 | 5  | 5  | 8  | 9  | 5  | 4  | 141 | B  |
| 49 | 8 | 39 | 10 | 17 | 3 | 6 | 4 | 11 | 4  | 4  | 7  | 10 | 4  | 5  | 132 | c  |
| 50 | 7 | 36 | 10 | 7  | 7 | 9 | 8 | 6  | 5  | 3  | 8  | 7  | 5  | 3  | 121 | c  |

## Appendix F

### QUESTIONNAIRE “PROFESSIONAL COMPETENCE OF A SOCIAL WORKER IN THE PROCESS OF PERFORMING PROFESSIONAL ACTIVITIES” (I. SYDORUK)

Future specialists in the field of social work are recommended to independently assess their professional qualifications on the following scale: 5 scores – unhindered use of their own skills and knowledge in practice; 4 scores – partial use of their own skills and experience in work (mostly yes); 3 scores – occasional use of their skills and experience in practice (ambitious situation); 0-2 scores – insufficient competence for practical application, but there is interest in learning (mostly no).

*Table F.1*

| No.   | Motive of professional orientation  | Score |   |   |   |
|---|---|-------|---|---|---|
|   |   | 0-2   | 3 | 4 | 5 |
| 1   | 2   | 3     | 4 | 5 | 6 |
| <i>Knowledge that a professionally competent social worker should possess</i> |   |       |   |   |   |
| 1   | I am familiar with methods of ensuring physical and mental well-being.                            |       |   |   |   |
| 2   | I am aware of social norms and behavioral codes in different cultural environments.               |       |   |   |   |
| 3   | I am familiar with the multicultural and socioeconomic differences of European nations.           |       |   |   |   |
| 4   | I understand the interrelationships between national cultural characteristics and European ones.  |       |   |   |   |
| 5   | I know the rules and methods of verbal and non-verbal communication.                              |       |   |   |   |
| 6   | I am familiar with different styles and methods of communication.                                 |       |   |   |   |
| 7   | I know the ways of social and pedagogical interaction with a person.                              |       |   |   |   |
| 8   | I am familiar with the mechanisms of forming relationships in social and educational contexts.    |       |   |   |   |
| 9   | I am proficient in methods and techniques of social and pedagogical work with children and youth. |       |   |   |   |
| 10  | I am familiar with the basic norms and rules of etiquette.  |       |   |   |   |

Continuation of Table F.1

| 1  | 2  | 3 | 4 | 5 | 6 |
|--|--|---|---|---|---|
| <i>Unit of key professional competencies</i>               |  |   |   |   |   |
| 11   | I can communicate effectively in a variety of contexts.  |   |   |   |   |
| 12   | I am able to articulate my views and openly accept the opinions of others.                             |   |   |   |   |
| 13   | I know how to overcome challenges to strengthen my confidence.   |   |   |   |   |
| 14   | I can empathize with other people.   |   |   |   |   |
| 15   | I know how to deal with stressful situations and disappointments.                                      |   |   |   |   |
| 16   | I know how to distinguish between my personal and professional life.                                   |   |   |   |   |
| 17   | I possess the skills of cooperation, self-respect and honesty.   |   |   |   |   |
| 18   | I can motivate others and lead them towards a common goal.   |   |   |   |   |
| 19   | I act responsibly, consciously and with due regard to the social context.                              |   |   |   |   |
| 20   | I am actively involved in improving the social environment.  |   |   |   |   |
| 21   | I can critically evaluate my own and other people's actions.   |   |   |   |   |
| 22   | I am able to anticipate the consequences of social interactions.                                       |   |   |   |   |
| <i>Professional unit (basic professional competencies)</i> |  |   |   |   |   |
| 23   | I am able to analyze the socio-political dynamics that affect the development of a country.            |   |   |   |   |
| 24   | I am competent in analyzing the legal framework in the field of social work and welfare.               |   |   |   |   |
| 25   | I am able to analyze the psychological aspects of personal and social development.                     |   |   |   |   |
| 26   | I understand the mechanisms of social protection and the organization of social services.              |   |   |   |   |
| 27   | I can study specific social problems using scientific methods.   |   |   |   |   |
| 28   | I am able to manage the implementation of social tasks in a professional context.                      |   |   |   |   |
| 29   | I am able to diagnose and analyze clients' social challenges, involving specialists from other fields. |   |   |   |   |
| 30   | I can develop strategies for social and pedagogical interaction with different groups.                 |   |   |   |   |
| 31   | I know how to focus social work on diagnostic principles.  |   |   |   |   |
| 32   | I am able to assess client needs, resources, and characteristics.                                      |   |   |   |   |
| 33   | I am proficient in diagnosing and creating a social portrait of a client.                              |   |   |   |   |
| 34   | I can initiate social change aimed at improving well-being.  |   |   |   |   |
| 35   | I am able to create a comfortable and attractive social environment.                                   |   |   |   |   |

Continuation of Table F.1

| 1  | 2  | 3 | 4 | 5 | 6 |
|----|--|---|---|---|---|
| 36 | I am able to develop and implement social projects and programs.   |   |   |   |   |
| 37 | I am able to make informed decisions based on the analysis of situations and available information.  |   |   |   |   |
| 38 | I can easily find a common language with people of different ages, social status and professional positions.   |   |   |   |   |
| 39 | I am able to activate the participation of others in public life, particularly in the university environment.  |   |   |   |   |
| 40 | I am permanently working on my professional development through self-education and self-improvement.   |   |   |   |   |
| 41 | I have practical experience in solving complex social problems.  |   |   |   |   |
| 42 | I have experience working with professionals in the field of social work, including practitioners and social workers.  |   |   |   |   |
| 43 | I have experience implementing social projects at the faculty, university, or community level.   |   |   |   |   |
| 44 | I have experience in establishing interaction with various social institutions.  |   |   |   |   |
| 45 | I am able to define the hierarchy and specify socially significant goals of my professional activities.  |   |   |   |   |
| 46 | I am able to choose the most effective methods of achieving goals.   |   |   |   |   |
| 47 | I can search for and process information from various sources to use in my work.   |   |   |   |   |
| 48 | I can create the content of my professional activity based on the analysis of needs and opportunities.   |   |   |   |   |
| 49 | I am able to design the structure, content, and technology of social activities, taking into account specific tasks and goals.                                       |   |   |   |   |
| 50 | I am able to make informed decisions based on the analysis of situations and available information.  |   |   |   |   |
| 51 | I am able to identify key areas and content of activities to solve social problems, taking into account the needs and resources of the parties involved.             |   |   |   |   |
| 52 | I am able to choose the most effective ways to accomplish tasks, taking into account a specific social situation and given constraints.                              |   |   |   |   |
| 53 | I am able to choose the best forms and methods of organizing professional activities in order to effectively solve social problems.                                  |   |   |   |   |
| 54 | I possess the skills to coordinate the activities of various actors at different levels of social and professional interaction to achieve a common goal.             |   |   |   |   |
| 55 | I am able to monitor the effectiveness of social and professional activities and, if necessary, timely adjust the organizational strategy to achieve better results. |   |   |   |   |

Continuation of Table F.1

| 1  | 2   | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|
| <i>Professional and communication unit</i> |   |   |   |   |   |
| 56   | I can communicate in Ukrainian and at least one foreign language at different levels of life.         |   |   |   |   |
| 57   | I am able to interact and cooperate with colleagues.  |   |   |   |   |
| 58   | I possess teamwork skills.  |   |   |   |   |
| 59   | I know how to organize interaction at different levels.   |   |   |   |   |
| 60   | I am able to resolve conflicts without the use of force.  |   |   |   |   |
| 61   | I am able to initiate, manage and oversee communication.  |   |   |   |   |
| 62   | I am able to facilitate the creation of effective communication channels.                             |   |   |   |   |
| 63   | I have the ability to influence the decisions and views of others.                                    |   |   |   |   |
| 64   | I know how to behave in different social contexts and choose the best communication strategy.         |   |   |   |   |
| 65   | I possess the skills to resolve and prevent conflicts.  |   |   |   |   |
| 66   | I know how to use methods for collective decision-making.   |   |   |   |   |
| 67   | I easily establish contact with people who can be useful.   |   |   |   |   |
| 68   | I can write and speak effectively in public, taking into account various factors.                     |   |   |   |   |
| 69   | I am able to analyze different types of public speaking and overcome the fear of it.                  |   |   |   |   |
| 70   | I know how to use effective communication methods when interacting with clients in the social sphere. |   |   |   |   |
| Total                                      |   |   |   |   |   |

### Appendix G

## THE RESULTS OF DETERMINING THE COGNITIVE INDICATORS OF THE COGNITIVE-ACTIVITY COMPONENT OF THE PROFESSIONAL COMPETENCE OF FG

Table G.1

| EG         |               |                                  | CG         |               |                                  |
|------------|---------------|----------------------------------|------------|---------------|----------------------------------|
| Respondent | Average score | Level of professional competence | Respondent | Average score | Level of professional competence |
| 1          | 2             | 3                                | 4          | 5             | 6                                |
| 1          | 2,9           | low                              | 1          | 4,04          | high                             |
| 2          | 2,97          | low                              | 2          | 2,45          | low                              |
| 3          | 4,34          | high                             | 3          | 2,48          | low                              |
| 4          | 2,94          | low                              | 4          | 2,45          | low                              |
| 5          | 2,9           | low                              | 5          | 2,45          | low                              |
| 6          | 2,57          | low                              | 6          | 4,15          | high                             |
| 7          | 2,38          | low                              | 7          | 4,04          | high                             |
| 8          | 2,97          | low                              | 8          | 3,9           | medium                           |
| 9          | 2,93          | low                              | 9          | 2,71          | low                              |
| 10         | 3,01          | high                             | 10         | 3,88          | medium                           |
| 11         | 2,62          | low                              | 11         | 3,7           | medium                           |
| 12         | 3,08          | high                             | 12         | 3,88          | medium                           |
| 13         | 3,04          | high                             | 13         | 2,45          | low                              |
| 14         | 3,02          | high                             | 14         | 2,68          | low                              |
| 15         | 2,45          | low                              | 15         | 2,42          | low                              |
| 16         | 3,15          | medium                           | 16         | 2,44          | low                              |
| 17         | 2,41          | low                              | 17         | 2,71          | low                              |
| 18         | 2,58          | low                              | 18         | 3,01          | medium                           |
| 19         | 3,15          | medium                           | 19         | 2,74          | low                              |
| 20         | 2,58          | low                              | 20         | 2,44          | low                              |
| 21         | 3,3           | medium                           | 21         | 2,51          | low                              |
| 22         | 4,31          | high                             | 22         | 4,11          | high                             |
| 23         | 2,5           | low                              | 23         | 2,47          | low                              |
| 24         | 3,24          | medium                           | 24         | 3,8           | medium                           |
| 25         | 2,64          | low                              | 25         | 4,21          | high                             |
| 26         | 2,37          | low                              | 26         | 2,45          | low                              |
| 27         | 2,85          | low                              | 27         | 4,11          | high                             |
| 28         | 3,21          | medium                           | 28         | 2,48          | low                              |
| 29         | 2,62          | low                              | 29         | 2,98          | low                              |
| 30         | 3,07          | medium                           | 30         | 4,15          | high                             |
| 31         | 2,5           | low                              | 31         | 4,2           | high                             |

Continuation of Table G.1

| 1  | 2    | 3      | 4  | 5    | 6      |
|----|------|--------|----|------|--------|
| 32 | 3,08 | medium | 32 | 2,74 | low    |
| 33 | 3,2  | medium | 33 | 2,45 | low    |
| 34 | 3,56 | medium | 34 | 2,72 | low    |
| 35 | 4,32 | high   | 35 | 2,61 | low    |
| 36 | 3,68 | medium | 36 | 3,98 | medium |
| 37 | 2,47 | low    | 37 | 2,45 | low    |
| 38 | 3,81 | medium | 38 | 4,3  | high   |
| 39 | 3,71 | medium | 39 | 2,48 | low    |
| 40 | 3,78 | medium | 40 | 2,67 | low    |
| 41 | 2,54 | low    | 41 | 2,71 | low    |
| 42 | 2,51 | low    | 42 | 2,52 | low    |
| 43 | 4,22 | high   | 43 | 2,47 | low    |
| 44 | 2,57 | low    | 44 | 3,98 | medium |
| 45 | 3,61 | medium | 45 | 3,94 | medium |
| 46 | 3,71 | medium | 46 | 4    | high   |
| 47 | 2,67 | low    | 47 | 4,27 | high   |
| 48 | 2,9  | low    | 48 | 2,47 | low    |
| 49 | 2,55 | low    | 49 | 3,92 | medium |
| 50 | 2,38 | low    | 50 | 2,98 | low    |

### *Appendix H*

## **QUESTIONNAIRE “DIFFICULTIES OF THE FUTURE SOCIAL WORKER IN THE PROCESS OF PROFESSIONAL ACTIVITY RELATED TO PROFESSIONAL COMPETENCE” (I. SYDORUK)**

It is necessary to determine the level of difficulties in certain aspects of professional activity. The impact of the listed difficulties is proposed to be evaluated in points:

5 – no difficulties;

4 – difficulties arise very rarely;

3 – difficulties arise rarely;

0 – 2 – difficulties arise constantly or are insurmountable.

| No.   | Motive of professional orientation   | Score |   |   |   |
|-------|--|-------|---|---|---|
|       |  | 0-2   | 3 | 4 | 5 |
| 1     | Planning social goals in the educational process   |       |   |   |   |
| 2     | Planning of social goals in practical activities   |       |   |   |   |
| 3     | Defining goals and objectives of self-education in the field of social competence  |       |   |   |   |
| 4     | Use of effective forms, methods, and tools in socially oriented practical activities   |       |   |   |   |
| 5     | Application of modern technologies with a social focus   |       |   |   |   |
| 6     | The ability to transform, accumulate one's own social experience in the process of professional activity   |       |   |   |   |
| 7     | Effective social interaction with the environment: teachers, students, classmates, other objects of social and professional activity                     |       |   |   |   |
| 8     | The ability to apply methods and means of social communication   |       |   |   |   |
| 9     | The ability to organize socially significant activities in the environment: at the faculty, university, on the basis of practice, in the community, etc. |       |   |   |   |
| 10    | Transferring social experience in an accessible form in practice   |       |   |   |   |
| 11    | Flexibility to change behavior depending on the situation  |       |   |   |   |
| Total |  |       |   |   |   |

**Appendix I**

**THE RESULTS OF DETERMINING THE PERFORMANCE INDICATORS OF THE COGNITIVE-ACTIVITY COMPONENT OF PROFESSIONAL COMPETENCE OF MV**

*Table I.1*

| Respondent              | 1. Planning social goals in the educational process | 2. Planning of social goals in practical activities | 3. Defining goals and objectives of self-education in the field of social competence | 4. Use of effective forms, methods, and tools in socially oriented practical activities | 5. Application of modern technologies with a social focus | 6. The ability to transform, accumulate one's own social experience in the process of professional activity | 7. Effective social interaction with the environment: teachers, students, classmates, other objects of social and professional activity | 8. The ability to apply methods and means of social communication | 9. The ability to organize socially significant activities in the environment: at the faculty, university, on the basis of practice, in the community, etc. | 10. Transferring social experience in an accessible form in practice | 11. Flexibility to change behavior depending on the situation | Average indicators |
|-------------------------|---|---|--|---|---|---|---|---|---|--|---|--------------------|
| 1                       | 2   | 3   | 4  | 5   | 6   | 7   | 8   | 9   | 10  | 11   | 12  | 13                 |
| EG – experimental group |   |   |  |   |   |   |   |   |   |  |   |                    |
| 1                       | 1   | 2   | 3  | 4   | 2   | 1   | 3   | 3   | 3   | 3  | 3   | 2,545455           |
| 2                       | 3   | 5   | 4  | 3   | 3   | 3   | 3   | 4   | 2   | 2  | 3   | 3,181818           |
| 3                       | 4   | 3   | 4  | 3   | 3   | 5   | 4   | 4   | 4   | 5  | 5   | 4                  |
| 4                       | 4   | 3   | 4  | 4   | 4   | 4   | 4   | 4   | 4   | 5  | 3   | 3,909091           |
| 5                       | 3   | 2   | 3  | 3   | 2   | 4   | 3   | 5   | 3   | 2  | 1   | 2,818182           |
| 6                       | 4   | 5   | 5  | 4   | 4   | 3   | 3   | 4   | 5   | 4  | 4   | 4,090909           |
| 7                       | 3   | 3   | 4  | 2   | 5   | 2   | 3   | 3   | 1   | 1  | 2   | 2,636364           |
| 8                       | 2   | 2   | 2  | 3   | 3   | 2   | 2   | 2   | 5   | 3  | 3   | 2,636364           |
| 9                       | 3   | 4   | 2  | 2   | 2   | 3   | 3   | 3   | 2   | 5  | 3   | 2,909091           |
| 10                      | 4   | 4   | 5  | 4   | 5   | 5   | 3   | 4   | 4   | 2  | 3   | 3,909091           |
| 11                      | 2   | 4   | 1  | 2   | 2   | 3   | 1   | 1   | 3   | 3  | 2   | 2,181818           |
| 12                      | 3   | 3   | 5  | 1   | 2   | 3   | 4   | 2   | 3   | 3  | 5   | 3,090909           |
| 13                      | 5   | 3   | 2  | 4   | 3   | 4   | 3   | 4   | 2   | 4  | 4   | 3,454545           |

Continuation of Table I.1

| 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13       |
|----|---|---|---|---|---|---|---|---|----|----|----|----------|
| 14 | 1 | 2 | 1 | 2 | 3 | 3 | 2 | 3 | 2  | 2  | 1  | 2        |
| 15 | 5 | 5 | 5 | 4 | 4 | 3 | 5 | 5 | 4  | 5  | 3  | 4,363636 |
| 16 | 3 | 2 | 2 | 1 | 3 | 1 | 2 | 3 | 3  | 2  | 1  | 2,090909 |
| 17 | 3 | 3 | 2 | 3 | 3 | 5 | 2 | 3 | 1  | 2  | 1  | 2,545455 |
| 18 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 5  | 4  | 4  | 3,909091 |
| 19 | 3 | 4 | 2 | 2 | 3 | 5 | 2 | 4 | 3  | 3  | 3  | 3,090909 |
| 20 | 2 | 3 | 3 | 2 | 1 | 3 | 1 | 4 | 1  | 2  | 2  | 2,181818 |
| 21 | 5 | 3 | 3 | 4 | 3 | 4 | 5 | 4 | 2  | 2  | 4  | 3,545455 |
| 22 | 4 | 3 | 4 | 5 | 4 | 5 | 4 | 4 | 5  | 4  | 5  | 4,272727 |
| 23 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3  | 4  | 3  | 3,363636 |
| 24 | 3 | 2 | 3 | 2 | 1 | 2 | 3 | 3 | 4  | 1  | 3  | 2,454545 |
| 25 | 4 | 2 | 4 | 4 | 4 | 3 | 3 | 4 | 4  | 4  | 4  | 3,636364 |
| 26 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 2 | 4  | 4  | 4  | 3,727273 |
| 27 | 4 | 5 | 4 | 3 | 4 | 4 | 4 | 4 | 3  | 2  | 3  | 3,636364 |
| 28 | 3 | 4 | 5 | 4 | 3 | 3 | 4 | 3 | 4  | 4  | 4  | 3,727273 |
| 29 | 5 | 4 | 4 | 2 | 5 | 3 | 4 | 3 | 5  | 4  | 4  | 3,909091 |
| 30 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 3 | 4  | 3  | 3  | 2,454545 |
| 31 | 3 | 1 | 5 | 3 | 2 | 1 | 2 | 2 | 3  | 3  | 1  | 2,363636 |
| 32 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 4  | 4  | 4  | 4,363636 |
| 33 | 3 | 2 | 2 | 4 | 5 | 3 | 2 | 3 | 3  | 3  | 2  | 2,909091 |
| 34 | 3 | 3 | 2 | 5 | 3 | 3 | 3 | 3 | 4  | 1  | 2  | 2,909091 |
| 35 | 3 | 3 | 2 | 5 | 1 | 2 | 4 | 3 | 5  | 3  | 2  | 3        |
| 36 | 2 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 3  | 3  | 3  | 3,181818 |
| 37 | 4 | 3 | 2 | 2 | 3 | 3 | 3 | 4 | 3  | 4  | 3  | 3,090909 |
| 38 | 4 | 4 | 3 | 4 | 5 | 4 | 5 | 3 | 3  | 4  | 4  | 3,909091 |
| 39 | 3 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 5  | 3  | 1  | 2,363636 |
| 40 | 2 | 2 | 3 | 3 | 1 | 1 | 2 | 3 | 2  | 3  | 1  | 2,090909 |
| 41 | 3 | 2 | 3 | 3 | 2 | 1 | 3 | 2 | 3  | 3  | 2  | 2,454545 |
| 42 | 4 | 4 | 3 | 3 | 5 | 4 | 5 | 4 | 4  | 3  | 3  | 3,818182 |
| 43 | 3 | 5 | 2 | 1 | 3 | 3 | 3 | 2 | 2  | 4  | 1  | 2,636364 |
| 44 | 4 | 3 | 4 | 5 | 5 | 4 | 3 | 4 | 5  | 4  | 4  | 4,090909 |
| 45 | 3 | 4 | 5 | 4 | 3 | 5 | 3 | 3 | 3  | 4  | 4  | 3,727273 |
| 46 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 3  | 4  | 3  | 3,636364 |
| 47 | 2 | 3 | 5 | 1 | 2 | 2 | 3 | 4 | 3  | 3  | 2  | 2,727273 |
| 48 | 1 | 3 | 4 | 2 | 1 | 3 | 5 | 1 | 2  | 3  | 1  | 2,363636 |
| 49 | 3 | 3 | 4 | 1 | 2 | 5 | 1 | 2 | 4  | 3  | 1  | 2,636364 |
| 50 | 3 | 5 | 3 | 3 | 3 | 3 | 4 | 1 | 2  | 3  | 2  | 2,909091 |

Continuation of Table I.1

| 1                  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13       |
|--------------------|---|---|---|---|---|---|---|---|----|----|----|----------|
| CG - control group |   |   |   |   |   |   |   |   |    |    |    |          |
| 1                  | 4 | 4 | 4 | 4 | 3 | 5 | 3 | 5 | 3  | 4  | 4  | 3,909091 |
| 2                  | 3 | 3 | 4 | 5 | 4 | 3 | 5 | 4 | 5  | 4  | 4  | 4        |
| 3                  | 3 | 3 | 2 | 1 | 2 | 5 | 3 | 1 | 2  | 4  | 2  | 2,545455 |
| 4                  | 5 | 1 | 1 | 2 | 2 | 3 | 5 | 5 | 1  | 2  | 2  | 2,636364 |
| 5                  | 4 | 2 | 1 | 2 | 2 | 1 | 4 | 3 | 3  | 1  | 2  | 2,272727 |
| 6                  | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 3  | 4  | 4  | 3,636364 |
| 7                  | 5 | 2 | 2 | 1 | 3 | 4 | 2 | 3 | 4  | 1  | 2  | 2,636364 |
| 8                  | 3 | 3 | 2 | 1 | 4 | 3 | 4 | 2 | 3  | 1  | 2  | 2,545455 |
| 9                  | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 3  | 4  | 5  | 4,272727 |
| 10                 | 1 | 3 | 4 | 3 | 1 | 4 | 3 | 3 | 3  | 2  | 3  | 2,727273 |
| 11                 | 4 | 3 | 3 | 3 | 1 | 5 | 2 | 1 | 3  | 1  | 3  | 2,636364 |
| 12                 | 4 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2  | 2  | 3  | 2,636364 |
| 13                 | 5 | 5 | 5 | 4 | 4 | 3 | 4 | 5 | 5  | 5  | 4  | 4,454545 |
| 14                 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4  | 4  | 5  | 3,818182 |
| 15                 | 4 | 3 | 4 | 3 | 5 | 5 | 4 | 5 | 3  | 4  | 3  | 3,909091 |
| 16                 | 3 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4  | 3  | 4  | 4        |
| 17                 | 4 | 5 | 5 | 4 | 3 | 4 | 3 | 5 | 4  | 4  | 5  | 4,181818 |
| 18                 | 5 | 4 | 5 | 4 | 5 | 3 | 3 | 4 | 4  | 4  | 3  | 4        |
| 19                 | 3 | 3 | 1 | 2 | 1 | 4 | 1 | 4 | 1  | 2  | 2  | 2,181818 |
| 20                 | 4 | 5 | 2 | 3 | 1 | 1 | 3 | 2 | 2  | 5  | 3  | 2,818182 |
| 21                 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 3 | 2  | 4  | 4  | 3,727273 |
| 22                 | 3 | 4 | 5 | 5 | 4 | 5 | 3 | 5 | 3  | 3  | 2  | 3,818182 |
| 23                 | 3 | 3 | 1 | 4 | 3 | 1 | 2 | 2 | 1  | 2  | 4  | 2,363636 |
| 24                 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2  | 5  | 3  | 2,909091 |
| 25                 | 5 | 3 | 4 | 3 | 5 | 4 | 4 | 5 | 5  | 3  | 3  | 4        |
| 26                 | 3 | 2 | 2 | 4 | 4 | 2 | 4 | 2 | 3  | 3  | 3  | 2,909091 |
| 27                 | 3 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 3  | 4  | 3  | 3,909091 |
| 28                 | 2 | 3 | 4 | 4 | 3 | 1 | 2 | 2 | 3  | 1  | 3  | 2,545455 |
| 29                 | 5 | 4 | 3 | 4 | 3 | 5 | 4 | 4 | 2  | 3  | 4  | 3,727273 |
| 30                 | 4 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 4  | 2  | 3  | 2,818182 |
| 31                 | 3 | 2 | 2 | 1 | 4 | 2 | 4 | 2 | 3  | 2  | 2  | 2,454545 |
| 32                 | 4 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2  | 3  | 2  | 2,545455 |
| 33                 | 2 | 4 | 2 | 1 | 3 | 3 | 2 | 3 | 2  | 2  | 4  | 2,545455 |
| 34                 | 3 | 2 | 2 | 4 | 2 | 2 | 4 | 2 | 2  | 4  | 2  | 2,636364 |
| 35                 | 3 | 3 | 3 | 4 | 3 | 2 | 2 | 3 | 2  | 3  | 4  | 2,909091 |
| 36                 | 2 | 2 | 2 | 5 | 2 | 3 | 3 | 2 | 2  | 4  | 3  | 2,727273 |
| 37                 | 2 | 4 | 5 | 2 | 2 | 3 | 4 | 2 | 3  | 3  | 2  | 2,909091 |

Continuation of Table I.1

| 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13       |
|----|---|---|---|---|---|---|---|---|----|----|----|----------|
| 38 | 3 | 3 | 2 | 1 | 4 | 3 | 2 | 2 | 3  | 4  | 3  | 2,727273 |
| 39 | 3 | 3 | 3 | 3 | 2 | 4 | 2 | 4 | 2  | 4  | 2  | 2,909091 |
| 40 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 2 | 5  | 3  | 4  | 3,181818 |
| 41 | 5 | 3 | 3 | 3 | 3 | 4 | 3 | 2 | 3  | 2  | 5  | 3,272727 |
| 42 | 3 | 3 | 3 | 2 | 1 | 2 | 1 | 2 | 5  | 3  | 3  | 2,545455 |
| 43 | 3 | 3 | 2 | 3 | 5 | 5 | 4 | 4 | 2  | 5  | 2  | 3,454545 |
| 44 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3  | 4  | 2  | 2,363636 |
| 45 | 4 | 1 | 1 | 5 | 2 | 3 | 3 | 2 | 3  | 4  | 2  | 2,727273 |
| 46 | 3 | 1 | 5 | 2 | 4 | 2 | 3 | 2 | 4  | 2  | 3  | 2,818182 |
| 47 | 3 | 2 | 2 | 3 | 1 | 3 | 3 | 4 | 3  | 2  | 2  | 2,545455 |
| 48 | 5 | 3 | 2 | 2 | 3 | 3 | 4 | 3 | 2  | 3  | 3  | 3        |
| 49 | 2 | 2 | 3 | 3 | 2 | 3 | 4 | 3 | 3  | 4  | 3  | 2,909091 |
| 50 | 3 | 4 | 3 | 2 | 3 | 5 | 2 | 2 | 2  | 4  | 2  | 2,909091 |

## *Appendix J*

### **METHODOLOGY FOR DIAGNOSING REFLEXIVITY**

Future social workers are offered a list of statements. It is necessary to indicate the answers in the form with numbers in accordance with the given options: 1 – absolutely wrong; 2 – wrong; 3 – most likely wrong; 4 – don't know; 5 – most likely right; 6 – right; 7 – absolutely right.

#### *Motivational content*

When I finish reading an interesting book, it remains in my mind for a long time and I want to share my impressions.

If I'm suddenly asked about something, I respond instinctively.

Before I make a business call, I always try to make a conversation plan in my head.

If I fail to accomplish something, this task does not leave my mind for a long time.

When I think or communicate, I am always interested in understanding where this thought or topic came from.

When I take on a challenging task, I try not to focus on possible problems, but rather on the final result.

Sometimes it's hard for me to understand why someone might be unhappy with me.

I often try to see the situation through the eyes of others.

It is important for me to have a clear plan for future work.

It is difficult for me to write a detailed letter without a preliminary plan.

I try to act instead of analyzing my mistakes.

I can easily make decisions about important purchases.

I often “go over” my plans in my head, adjusting details and evaluating all possibilities.

I am concerned about my future.

I think that sometimes it is better to act quickly, based on a first impression.

Sometimes I make hasty decisions.

After the conversation is over, I continue to “defend” my point of view, thinking of additional arguments.

When there is a conflict, I usually start with introspection.

Before making any decision, I always think carefully about everything.

It seems to me that conflicts often arise because I don't always understand what others expect from me.

Sometimes, when I think about an upcoming conversation, I hold it in my mind.

I try not to think about how others might perceive my actions and words.

Before I make a comment, I always think about how to express myself so as not to offend the other person.

When I'm working on a difficult task, it doesn't leave my mind, even when I'm doing something else.

If I get into an argument, I usually don't feel guilty.

I rarely have to regret what I have said.

### Appendix K

#### THE RESULTS OF DETERMINING THE PERSONAL INDICATORS OF THE PERSONAL-REFLEXIVE COMPONENT OF FUTURE GRADUATES' PROFESSIONAL COMPETENCE

Table K.1

| EG         |               |                                  | CG         |               |                                  |
|------------|---------------|----------------------------------|------------|---------------|----------------------------------|
| Respondent | Average score | Level of professional competence | Respondent | Average score | Level of professional competence |
| 1          | 2             | 3                                | 4          | 5             | 6                                |
| 1          | 3,52          | law                              | 1          | 2,92          | law                              |
| 2          | 3,67          | law                              | 2          | 2,92          | law                              |
| 3          | 3,74          | law                              | 3          | 2,88          | law                              |
| 4          | 5,11          | medium                           | 4          | 4,48          | medium                           |
| 5          | 3,37          | law                              | 5          | 3,03          | law                              |
| 6          | 3,37          | law                              | 6          | 3,03          | law                              |
| 7          | 3,52          | law                              | 7          | 3,14          | law                              |
| 8          | 3,62          | law                              | 8          | 6,25          | high                             |
| 9          | 4,92          | medium                           | 9          | 3,22          | law                              |
| 10         | 5,18          | medium                           | 10         | 4,33          | medium                           |
| 11         | 6,5           | high                             | 11         | 2,96          | law                              |
| 12         | 3,77          | law                              | 12         | 3,07          | law                              |
| 13         | 3,96          | law                              | 13         | 4,44          | medium                           |
| 14         | 3,96          | law                              | 14         | 4,70          | medium                           |
| 15         | 3,22          | law                              | 15         | 2,88          | law                              |
| 16         | 3,29          | law                              | 16         | 3             | law                              |
| 17         | 3,25          | law                              | 17         | 6,03          | high                             |
| 18         | 5,18          | medium                           | 18         | 3,11          | law                              |
| 19         | 5,25          | medium                           | 19         | 3,07          | law                              |
| 20         | 3,66          | law                              | 20         | 3,22          | law                              |
| 21         | 3,88          | law                              | 21         | 4,48          | medium                           |
| 22         | 3,77          | law                              | 22         | 3,14          | law                              |
| 23         | 3,96          | law                              | 23         | 3,03          | law                              |
| 24         | 3,48          | law                              | 24         | 4,44          | medium                           |
| 25         | 3,18          | law                              | 25         | 2,85          | law                              |

Continuation of Table K.1

| 1  | 2    | 3      | 4  | 5    | 6      |
|----|------|--------|----|------|--------|
| 26 | 6    | high   | 26 | 4,22 | medium |
| 27 | 5,04 | medium | 27 | 2,96 | law    |
| 28 | 3,29 | law    | 28 | 6,18 | high   |
| 29 | 3,55 | law    | 29 | 3    | law    |
| 30 | 3,85 | law    | 30 | 3,11 | law    |
| 31 | 3,85 | law    | 31 | 4,44 | medium |
| 32 | 6,22 | high   | 32 | 3,22 | law    |
| 33 | 3,92 | law    | 33 | 3,07 | law    |
| 34 | 3,33 | law    | 34 | 4,37 | medium |
| 35 | 4,92 | medium | 35 | 3,22 | law    |
| 36 | 3,33 | law    | 36 | 4,74 | medium |
| 37 | 3,55 | law    | 37 | 2,85 | law    |
| 38 | 4,81 | medium | 38 | 2,88 | law    |
| 39 | 3,51 | law    | 39 | 3,03 | law    |
| 40 | 6,29 | high   | 40 | 6,25 | high   |
| 41 | 3,77 | law    | 41 | 3,11 | law    |
| 42 | 5,22 | medium | 42 | 4,52 | medium |
| 43 | 3,74 | law    | 43 | 2,93 | law    |
| 44 | 3,77 | law    | 44 | 3,11 | law    |
| 45 | 5,14 | medium | 45 | 3,22 | law    |
| 46 | 3,37 | law    | 46 | 2,85 | law    |
| 47 | 5,03 | medium | 47 | 2,96 | law    |
| 48 | 3,44 | law    | 48 | 4,77 | medium |
| 49 | 3,44 | law    | 49 | 3,03 | law    |
| 50 | 4,92 | medium | 50 | 3,22 | law    |

## Appendix L

### CALCULATIONS OF THE AVERAGE INDICATOR OF THE EXPERIMENTAL AND CONTROL GROUPS AND THE STANDARD DEVIATION OF THE AVERAGE INDICATORS

Table L.1

#### Calculation of the average indicator of the experimental and control groups

| Respondent | Motivational indicators |      | Value-based indicators |     | Cognitive indicators |      | Activity-based indicators |         | Personal indicators |     | Reflexive indicators |      |
|------------|-------------------------|------|------------------------|-----|----------------------|------|---------------------------|---------|---------------------|-----|----------------------|------|
|            | EG                      | CG   | EG                     | CG  | EG                   | CG   | EG                        | CG      | EG                  | CG  | EG                   | CG   |
| 1          | 2                       | 3    | 4                      | 5   | 6                    | 7    | 8                         | 9       | 10                  | 11  | 12                   | 13   |
| 1          | 3,08                    | 2,5  | 118                    | 100 | 2,9                  | 4,04 | 2,54546                   | 3,90909 | 118                 | 100 | 3,52                 | 2,92 |
| 2          | 2,41                    | 2,75 | 120                    | 115 | 2,97                 | 2,45 | 3,18182                   | 4       | 120                 | 115 | 3,67                 | 2,92 |
| 3          | 2,5                     | 2    | 154                    | 120 | 4,34                 | 2,48 | 4                         | 2,54546 | 154                 | 120 | 3,74                 | 2,88 |
| 4          | 2,83                    | 3,5  | 122                    | 97  | 2,94                 | 2,45 | 3,90909                   | 2,63636 | 122                 | 97  | 5,11                 | 4,48 |
| 5          | 3,08                    | 2,25 | 115                    | 121 | 2,9                  | 2,45 | 2,81818                   | 2,27273 | 115                 | 121 | 3,37                 | 3,03 |
| 6          | 4,5                     | 3    | 115                    | 105 | 2,57                 | 4,15 | 4,09091                   | 3,63636 | 115                 | 105 | 3,37                 | 3,03 |
| 7          | 4,16                    | 2,75 | 124                    | 134 | 2,38                 | 4,04 | 2,63636                   | 2,63636 | 124                 | 134 | 3,52                 | 3,14 |
| 8          | 2,92                    | 2,75 | 111                    | 150 | 2,97                 | 3,9  | 2,63636                   | 2,54546 | 111                 | 150 | 3,62                 | 6,25 |
| 9          | 3,83                    | 2,83 | 133                    | 158 | 2,93                 | 2,71 | 2,90909                   | 4,27273 | 133                 | 158 | 4,92                 | 3,22 |
| 10         | 3                       | 3    | 115                    | 113 | 3,01                 | 3,88 | 3,90909                   | 2,72727 | 115                 | 113 | 5,18                 | 4,33 |
| 11         | 2,5                     | 4,25 | 113                    | 116 | 2,62                 | 3,7  | 2,18182                   | 2,63636 | 113                 | 116 | 6,5                  | 2,96 |
| 12         | 2,7                     | 3,33 | 131                    | 115 | 3,08                 | 3,88 | 3,09091                   | 2,63636 | 131                 | 115 | 3,77                 | 3,07 |
| 13         | 2,33                    | 2,42 | 136                    | 122 | 3,04                 | 2,45 | 3,45455                   | 4,45455 | 136                 | 122 | 3,96                 | 4,44 |
| 14         | 2,42                    | 3    | 143                    | 100 | 3,02                 | 2,68 | 2                         | 3,81818 | 143                 | 100 | 3,96                 | 4,7  |
| 15         | 3,08                    | 3    | 120                    | 126 | 2,45                 | 2,42 | 4,36364                   | 3,90909 | 120                 | 126 | 3,22                 | 2,88 |
| 16         | 2                       | 2,67 | 115                    | 108 | 3,15                 | 2,44 | 2,09091                   | 4       | 115                 | 108 | 3,29                 | 3    |
| 17         | 3,25                    | 3,25 | 95                     | 130 | 2,41                 | 2,71 | 2,54546                   | 4,18182 | 95                  | 130 | 3,25                 | 6,03 |
| 18         | 2,33                    | 2,58 | 127                    | 124 | 2,58                 | 3,01 | 3,90909                   | 4       | 127                 | 124 | 5,18                 | 3,11 |
| 19         | 2,25                    | 4,42 | 101                    | 130 | 3,15                 | 2,74 | 3,09091                   | 2,18182 | 101                 | 130 | 5,25                 | 3,07 |
| 20         | 3,83                    | 4,08 | 121                    | 125 | 2,58                 | 2,44 | 2,18182                   | 2,81818 | 121                 | 125 | 3,66                 | 3,22 |
| 21         | 3,92                    | 3    | 99                     | 119 | 3,3                  | 2,51 | 3,54546                   | 3,72727 | 99                  | 119 | 3,88                 | 4,48 |
| 22         | 4,42                    | 2,67 | 118                    | 122 | 4,31                 | 4,11 | 4,27273                   | 3,81818 | 118                 | 122 | 3,77                 | 3,14 |
| 23         | 2,58                    | 3,08 | 117                    | 99  | 2,5                  | 2,47 | 3,36364                   | 2,36364 | 117                 | 99  | 3,96                 | 3,03 |
| 24         | 2,33                    | 3,08 | 143                    | 141 | 3,24                 | 3,8  | 2,45455                   | 2,90909 | 143                 | 141 | 3,48                 | 4,44 |

Continuation of Table L.1

| 1          | 2    | 3    | 4    | 5    | 6    | 7    | 8       | 9       | 10   | 11   | 12   | 13   |
|------------|------|------|------|------|------|------|---------|---------|------|------|------|------|
| 25         | 4,33 | 2,92 | 122  | 122  | 2,64 | 4,21 | 3,63636 | 4       | 122  | 122  | 3,18 | 2,85 |
| 26         | 2,6  | 2,75 | 111  | 104  | 2,37 | 2,45 | 3,72727 | 2,90909 | 111  | 104  | 6    | 4,22 |
| 27         | 2,92 | 2,58 | 124  | 137  | 2,85 | 4,11 | 3,63636 | 3,90909 | 124  | 137  | 5,04 | 2,96 |
| 28         | 3,08 | 2,75 | 143  | 108  | 3,21 | 2,48 | 3,72727 | 2,54546 | 143  | 108  | 3,29 | 6,18 |
| 29         | 3,25 | 3,08 | 121  | 110  | 2,62 | 2,98 | 3,90909 | 3,72727 | 121  | 110  | 3,55 | 3    |
| 30         | 2,83 | 2,92 | 105  | 131  | 3,07 | 4,15 | 2,45455 | 2,81818 | 105  | 131  | 3,85 | 3,11 |
| 31         | 3    | 2,58 | 117  | 108  | 2,5  | 4,2  | 2,36364 | 2,45455 | 117  | 108  | 3,85 | 4,44 |
| 32         | 3,08 | 3    | 126  | 101  | 3,08 | 2,74 | 4,36364 | 2,54546 | 126  | 101  | 6,22 | 3,22 |
| 33         | 3    | 2,92 | 131  | 126  | 3,2  | 2,45 | 2,90909 | 2,54546 | 131  | 126  | 3,92 | 3,07 |
| 34         | 3,08 | 2    | 121  | 108  | 3,56 | 2,72 | 2,90909 | 2,63636 | 121  | 108  | 3,33 | 4,37 |
| 35         | 3,17 | 3,17 | 130  | 116  | 4,32 | 2,61 | 3       | 2,90909 | 130  | 116  | 4,92 | 3,22 |
| 36         | 2,42 | 2,83 | 134  | 119  | 3,68 | 3,98 | 3,18182 | 2,72727 | 134  | 119  | 3,33 | 4,74 |
| 37         | 4,33 | 2,66 | 122  | 111  | 2,47 | 2,45 | 3,09091 | 2,90909 | 122  | 111  | 3,55 | 2,85 |
| 38         | 2,83 | 4,42 | 139  | 112  | 3,81 | 4,3  | 3,90909 | 2,72727 | 139  | 112  | 4,81 | 2,88 |
| 39         | 3,33 | 2,83 | 106  | 103  | 3,71 | 2,48 | 2,36364 | 2,90909 | 106  | 103  | 3,51 | 3,03 |
| 40         | 4,33 | 2,92 | 119  | 122  | 3,78 | 2,67 | 2,09091 | 3,18182 | 119  | 122  | 6,29 | 6,25 |
| 41         | 2,75 | 2,83 | 112  | 108  | 2,54 | 2,71 | 2,45455 | 3,27273 | 112  | 108  | 3,77 | 3,11 |
| 42         | 2,6  | 2,83 | 116  | 136  | 2,51 | 2,52 | 3,81818 | 2,54546 | 116  | 136  | 5,22 | 4,52 |
| 43         | 2,6  | 3,42 | 108  | 123  | 4,22 | 2,47 | 2,63636 | 3,45455 | 108  | 123  | 3,74 | 2,93 |
| 44         | 3,5  | 3    | 116  | 103  | 2,57 | 3,98 | 4,09091 | 2,36364 | 116  | 103  | 3,77 | 3,11 |
| 45         | 2,6  | 2,92 | 114  | 123  | 3,61 | 3,94 | 3,72727 | 2,72727 | 114  | 123  | 5,14 | 3,22 |
| 46         | 4,42 | 4,42 | 111  | 89   | 3,71 | 4    | 3,63636 | 2,81818 | 111  | 89   | 3,37 | 2,85 |
| 47         | 2,42 | 2,58 | 121  | 113  | 2,67 | 4,27 | 2,72727 | 2,54546 | 121  | 113  | 5,03 | 2,96 |
| 48         | 3,17 | 3,75 | 140  | 141  | 2,9  | 2,47 | 2,36364 | 3       | 140  | 141  | 3,44 | 4,77 |
| 49         | 3,33 | 3,08 | 134  | 132  | 2,55 | 3,92 | 2,63636 | 2,90909 | 134  | 132  | 3,44 | 3,03 |
| 50         | 3    | 2    | 111  | 121  | 2,38 | 2,98 | 2,90909 | 2,90909 | 111  | 121  | 4,92 | 3,22 |
| Mean value | 3,08 | 2,98 | 8,65 | 8,45 | 3,03 | 3,16 | 3,15    | 3,09    | 8,65 | 8,45 | 4,15 | 3,63 |

Table L.2

**Calculation of the standard deviation of the average indicators of the experimental and control groups**

| <b>Group / Indicators</b> | <b>Motivational indicators</b> | <b>Value-based indicators</b> | <b>Cognitive indicators</b> | <b>Activity-based indicators</b> | <b>Personal indicators</b> | <b>Reflexive indicators</b> | <b>Error of the mean</b> |
|---------------------------|--------------------------------|-------------------------------|-----------------------------|----------------------------------|----------------------------|-----------------------------|--------------------------|
| <b>EG</b>                 | <b>3,08</b>                    | <b>8,65</b>                   | <b>3,03</b>                 | <b>3,15</b>                      | <b>8,65</b>                | <b>4,15</b>                 | <b>2,613511947</b>       |
| <b>CG</b>                 | <b>2,98</b>                    | <b>8,45</b>                   | <b>3,16</b>                 | <b>3,09</b>                      | <b>8,45</b>                | <b>3,63</b>                 | <b>2,712430644</b>       |

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