Improving the Professional Competence of a Future Social Worker Social Security Institutions: Theory and Practice

Svetlana Nikolaevna Zhdanova

Orenburg State Pedagogical University, Orenburg, Russia

Abstract: The article deals with the relevance of design competency of masters of social pedagogy as a future professional social work, carrying out professional activities in the risk society.Open development strategy provides a professional socio-pedagogical education.Highlights the role of production and research practices in the formation of extreme competence of masters.The article describes the system of professional competence improvement of a future social worker, the master of social pedagogy in the theoretical and practical relationship orientation in the training disciplines and practices.

Key words: Professional competence of the master of social pedagogy · Risk society · The strategy of development of the open professional socio-pedagogical education · Scientific and pedagogical practice · Research master's practice of social pedagogy

INTRODUCTION

The relevance of the professional competence of future social workers social protection institutions stems from the need to train professional personnel for operating in a changed society, which is characterized as a risk society.A new paradigm of society risk is based on the approval of dissemination and multiplication of the system arising from risks significantly different from the global of its threat and the irreversible destructive forces [1].

Dangers and risks are inherent in the very characteristic of modernity. Distribution and growth risks are socially dangerous situations threatening not only human health, but the responsibility of sovereign States, to legitimize the status and income, depreciation and disposal of ecology, which comes into contradiction with the interests of the enrichment, etc. [2].

Theoretical analysis of sociological sources shows that, in accordance with the concept of a transition from an industrial society to a modern, the key to minimizing hazards and risks is the reflexive transformation of social relations.Reflexivity means the special quality of social action that reflects the subject's ability to understand and maintain relevance and semantic field of its activities. À. Giddens stresses the critical state of the ontological security as unsustainable balance of trust, expressing confidence in the continuity of their identity and permanence of the surrounding world and highlights of the confidence (and individuals) as a means to minimize risks [3].

According to sociologists, the panacea for risk is "reflexive upgrade", the source of that are the intelligentsia and science. It can increase your credibility in the community [4].John Raven describing the professional competence in modern society, stresses the particular relevance of high responsibility, initiative, willingness to innovate [5].

Expansion of the range of social risks is the context of the social teacher and employee. Research project "Development of professional competence, social worker as a factor in minimizing risk security in the region", within the framework of the regional grant focuses on the task of forming a new generation of professional, competent and is one of the directions of the research laboratory of social and educational activities [6].

The professional competence formation of future social workers in modern conditions of development of a society is purposeful and systematical in institutions of higher professional education. It is based on the serious scientific-methodical equipment. First of all, the solution is aimed to the program of higher professional education of bachelors and masters in social pedagogy at the GEF third generation. The assistance for the basic professional competence of formation of a master on a "050400.68 Psychological and pedagogical education" specialty and

Corresponding Author: Svetlana Nikolaevna Zhdanova, Orenburg State Pedagogical University, Orenburg, Russia.

educational program called"Theory and technology of socio-pedagogical work" in the course of scientific research and practical activities in the domain of knowledge is ensured by:

- The creation of conceptual innovation model of personnel training system for the social protection systems in the region;
- The research into the needs of a labour market professionals;
- Further ensuring of the professionally specialized competenciescontent needed for master's degrees;
- The implementation of the educational subject-oriented process, social-pedagogical, personified approaches;
- The application of humanitarian and socio-pedagogical technologies in the international context;
- The electron-communication technologies network of interactive learning [7;8].

The model of innovative structures for the training of masters contains the invariant module and optional modules, which include varying disciplines, such as:

- Technologies of designing social environment.
- Technology of moderation in the sphere of social interaction.
- Technologies of social partnership in the social sphere.
- Technology of volunteer activities in the social sphere.
- Designing technologies of gender.
- Technology in the conditions of crisis of social interaction.
- Technology of harmonization ofage groups interchangerelations.
- Technologies of psychological help in crisis and urgent situations.
- Health saving technologies in the social sphere.
- Preventive technologies deviations in the social sphere.
- Technologies of psychological - educational aid to family.
- During the implementation of the master educational program, the most useful actions are:
- Goal setting of independent work on the basis of competence approach;
- Planning of students' independent work in the educational program framework on the module;

- Harmonization of independent work in the various training courses of framework;
- Communication material with related theoretical courses, between theoretical knowledge and practice;
- Technological cards development for doing the work;
- Methodological recommendations, preparation for studying on the independent work implementation;
- Information about schedules for independent work of the students.

The masters ability in social pedagogy solving professional tasks on the basis of knowledge, professional and life experience, values and attitudes is seen in programs as an integrative index of professional development of future specialists of social work and is referred to the professional competence as well [9].

Professional competence is the unity of its three constituents:

- Key competence which is essential for any professional activity;
- Basic competence which reflects the specifics of the professional educational activities;
- Special competence reflecting specifics of a particular subject in the scientific and professional activities.

The General objective of education is to enhance the professional competence of a master of social pedagogy and it is achieved in some stages. At the first stage the key competence is developing. It is a fundamental issue for the basic stage (second step).Then, therecomes a formation of special professional competence (the third stage). The leading role in the development of basic professional competence belongs to the cycle of General scientific and professional disciplines,manufacturing practice and research work.

The practical work (scientific-pedagogical practice) has been designed as a specially organized and controlled the activities of students in a socio - educational institutions with the aim of professional formation of competence, practical skills and professionally significant qualities of the person in the course of development of the theory and methods of socio-pedagogical work. The practical work (scientific-pedagogical practice) is a generalizing, allowing students to apply existing knowledge and to transfer their skills of independent work in a new sphere of socio-pedagogical work; to develop skills in designing, organizing and analyzing their own activities; to plan and carry out scientific research, the

experience of which is purchased undergraduates in the process of writing term papers, research papers and dissertations.

Undergraduates learn the organization's strategy of socio-pedagogical work in the institutions of the educational and social spheres, gain experience in a judicious combination of various types of scientific, organizational and pedagogical activity, master modern technologies of socio-pedagogical work. The practice provides situations for creativity and independence in the work, collecting materials for a master's thesis.

During the manufacturing practice and research targeted programmers on the development of certain general cultural and professional competence carried out in the field of scientific and methodological materials development and the socio-pedagogical work organization with the students of general educational and socio-educational institutions, parents and children of the risk group acquisition of professional roles owning experience, functions and types of professional social activity of the teacher. The formation of social responsibility, professional orientation and sustainability of socio-pedagogical work; gaining experience in the study of actual scientific problems; mastering modern methods of collection, analysis and processing of scientific information in the field of socio-pedagogical work; to create the database on the topic of master's thesis preparation and confirmation of the hypothesis working of the research; acquiring skills presentation of the results obtained as reports, publications, reports.

The researching practice of undergraduates is regarded as a systemic, a leading structural element of practical education in the whole of the University professional training system and acts as a mean of undergraduates of professional and scientific culture formation. The researching practice involves intensive training for undergraduates to conduct basic research in the framework of the master's thesis. The researching practice is a staged reflection of the design process unfolding of the master's thesis, in the aggregate, generalizing the implementation of all tasks in the practical research activities which enable students to apply the existing knowledge, develop skills in designing, organizing and analyzing their own activities; to plan and carry out scientific research, the experience of which is acquired in the process of writing term papers, research papers and dissertations. Undergraduates learn the strategies of researching activities organization in the educational institutions and the social sphere, gain experience in a judicious combination of various types in

scientific, organizational and pedagogical activity, master modern technologies of socio-pedagogical work.

During the practical work (scientific and pedagogical practice) masters use a combination of technologies in socio-pedagogical activity: technologies of psychological and pedagogical support, social prevention, correction, counseling, adaptation, socio-pedagogical diagnostics, social partnership organization in education, researching technologies, effective communication technologies (communication in the modern world, interpersonal communication), health saving technologies, technologies of custody and guardianship.

In order to prepare for the practice there are meetings with leading specialists in the Orenburg social institutions, southern and northern Orenburg districts, schools, gymnasiums, lyceums, social asylums, rehabilitation centers, centers for social assistance for family and children. Undergraduates are in the mode of non-stop industrial and research practicesin the specific institutions. It helps to overcome acute understanding shortage of the professional community and universities, the achievement of the employers readiness to cooperate with universities.

The analysis of the best practices in adequate strategies search and selection for the development of social professional education enables to identify the open-professional social educationstrategy as the most appropriate regional reality. Principle openness is aimed to ensuring educational program integration with real production, in organization of study at the same time in high school and in the partner organization, in reducing the number of closed educational institutions by strengthening the partnership with the social protection department of the population through the collective agreements conclusion on part-time and distance forms of education, increasing of qualification in the framework of short-term and long-term educational programs to target bachelor and master programs, thematic research orders in the framework of social programs at various levels [10].

It should be noted that in magistracy recommend the most creative and socially mature students, who successfully completed the bachelor's degree and have working experience in the institutions of the social sphere. Undergraduates are highly intellectual student elite performing innovation and consolidation function in society. The analysis of the diagnostic results and studying documents of those who enter the magistracy shows that they are distinguished by special social creativity, responsibility and autonomy. 77% of those who are newcomers in 2012 have experience in extreme life and professional situations.

The basic competencies involve the formation of the initial level of professional skills and acquired in the system of continuous education. The subsequent development of mastercompetency occurs in combination accumulation of experience and further education, which becomes a problem-personal and implements human needs in the successful decision of professional problems.

In the basis competence approach is the culture of self-determination, self-development and self-realization. Professionally developing master creates something new in his profession (new technique, method, mean); the sole responsibility for the decision defines the objectives, according to their own values. When this competence as a personal quality of the subject is manifested in a specialized activity in the system of social and technological division of labor, which may be read in conjunction competences as structural components of main competence.

Thus, the analysis of the theory and practice of professional competence development of the master of social pedagogy allows to interpret the notion of «professional competence» as an integrative quality of the individual, structural represented by the aggregate value motivational, cognitive, psychological, social and labour competencies, which provides in practice, the ability and the willingness of experts to use existing knowledge in their professional activities, skills and experience, facilitating professional development specialist and improvement of social service quality of population.

Conclusions. Feature of the context of the social work profession is the need to perform professional duties in society. Design improvement of professional competence of future social workers-masters is a response to the challenge of the time. We emphasize the particular value of the extreme competence of undergraduates in the course of practice.Enhancing professional competence of future masters of social pedagogy as a complex integrative ability to act to solve educational, professional and life's problems, based on competencies and own experiences of masters-the future of social protection institutions is ensured by the practice-oriented training, implementation of competence-based and socio-pedagogical approaches.

REFERENCES

1. Beck, U., 1992. Risk Society: Towards a New Modernity. Sage Publication, pp: 260.
2. Beck, U., 1992. From Industrial Society to the Risk Society. Theory, Culture and Society, 1(9): 97-123.
3. Giddens, A., 1990. The Consequences of Modernity. Stanford University Press, pp: 186.
4. Beck, U., A. Giddens and S. Lash, 1994. Reflexive Modernization: Politics, Tradition and Aesthetics in the Modern Social Order. Stanford University Press, pp: 225.
5. Raven, J. and J. Stephenson, (Eds.), 2001. Competence in the Learning Society. New York: Peter Lang Publishing, pp: 535.
6. Saltseva, S.V., 2013. Modern social risks in pedagogical activity [Electronic resource] // World Applied Sciences Journal, 22 (12): 1798-1800, URL: www.idosi.org/wasj/wasj22(12)13/17.pdf
7. Zhdanova, S.N., 2010. Conceptual characteristics of the professional training of masters in education, society, teacher: collection of scientific articles/ scientifically edited by V.G.Rindak -Orenburg: Publishing house of the OSPU, - pp: 163-171.
8. Pak, L.G., 2013. Methodological Strategy for Studying the Subject-developing Socialization of a Student. - Middle East Journal of Scientific Research Volume 14 Number (11), www.idosi.org/ mejsr/mejsr14(11)13/18.pdf
9. Structure of professional competence of bachelors and masters in the field of humanitarian technologies: methodological textbook/ scientifically edited by O.V. Akulova, N.F. Radionova. - SPb.: Publishing house of the Russian state pedagogical University, 2008. - 280p.
10. Furyaeva, T.V., 2012. Perspectives and achievements of socially pedagogical chair and social work in realization of open professional social education/ Ò.V.Furyaeva. - Siberian journal of special education # 4(8) - www.sibsedu.kspu.ru