

особистість і формування в неї відповідних компетентностей; характеризує підвищення ступеня гнучкості освітньої системи, її здатність до швидкого перебудування. Сутність диверсифікації іншомовної освіти полягає в її полілінгвокультурності, мета – в багатомовності. Зміст іншомовної освіти України визначають мета, завдання і результати навчання іноземних мов; складові іншомовної комунікативної компетентності відповідно до номенклатури мов.

Педагогічна проблема диверсифікації іншомовної освіти в Україні недостатньо розроблена в загальнотеоретичному плані і практично є не вирішеною на рівні відпрацювання педагогічних умов навчання іноземних мов, що потребує вирішення певних суперечностей і зумовлює актуальність наукового пошуку.

**Ключові слова:** диверсифікація, освіта, диверсифікація іншомовної освіти, іншомовна комунікативна компетентність.

## ОСНОВЫ СОДЕРЖАНИЯ ДИВЕРСИФИКАЦИИ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ В УКРАИНЕ

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**Аннотация.** Диверсификация является основной целью преподавания иностранных языков и реализуется в многоуровневом иноязычном образовании; многоаспектности языковой политики; флексибельности и вариативности программ иноязычной подготовки; расширении номенклатуры иностранных языков; стратегиях изучения и расширения диапазона педагогических условий преподавания иностранных языков; количестве компонентов иноязычной коммуникативной компетентности.

Диверсификация выступает одним из векторов реформирования системы образования в Украине. Как новая образовательная парадигма она является моделью, ориентированной на личность и формирование у нее соответствующих компетентностей; характеризует повышение степени флексибельности образовательной системы, ее способности быстро перестраиваться. Основное значение диверсификации иноязычного образования – это полилингвокультурность, цель – многоязычие. Содержание иноязычного образования Украины определяют цель, задания и результаты обучения иностранным языкам; составляющие иноязычной коммуникативной компетентности в соответствии с номенклатурой языков.

Педагогическая проблема диверсификации иноязычного образования в Украине исследована недостаточно в общетеоретическом плане и практически не решена на уровне отработки педагогических условий обучения иностранным языкам, что подразумевает разрешение определенных противоречий и обосновывает актуальность научного поиска.

**Ключевые слова:** диверсификация, образование, диверсификация иноязычного образования, иноязычная коммуникативная компетенция.

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### THE CHOICE OF THE PROFESSION «SOCIAL WORKER»: MOTIVATION ASPECT

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**Abstract.** *The purpose of the article is to substantiate the main motivational factors that reveal the desire of young people to devote their life to the profession of «social worker». The method of the research is based on theoretical and methodological procedure of the analysis of the problem field from the general to the specific – from outlining the motivational factors regarding the selection of young people of the profession «social worker» to the analysis of specific changes that should take place in the content of relevant vocational guidance work and professional training. The results of the research are three main motivating factors in the choice of the young people the profession «social worker»: the profession appears as a means of solving by the person his own social, psychological and, in general, life problems, and a means of realizing a person's higher meanings of his life, as well as an effective tool for realizing human life's success. The originality of the scientific results consists in that that the outlined holistic system of motivational factors regarding the choice of the young people of the profession «social worker» allows to radically change the professional orientation work and enrich the content of professional training. Conclusions and prospects of the study. The mentioned motivational factors should be reflected both in the content of the educational process of the professional training process in higher education institutions, and to form a kind of focus of vocational guidance work as for attracting the students to the relevant specialty. Consequently, the task of developing a holistic system of vocational guidance work is based on the principles of the stated motivational principles.*

**Key words:** *social worker; social work; motivation factors for choosing a profession; the content of professional training; vocational guidance work.*

**Introduction.** The activity of a social worker is becoming increasingly important due to sharpening the socio-economic problems and the general tendency of our world to developing tolerance, while the educational branch is actively transforming towards the paradigm of inclusive education.

**Analysis of recent researches and publications.** Nowadays the scientists' papers devoted to social work are becoming ever more acute, gaining profound and interdisciplinary character (Yu. Azarov, N. Aminov, A. Bazaeva, V. Bocharova, Y. Halahuzova, N. Harashkina, M. Gulina, L. Guslyakova, I. Zaynyshev, I. Zvereva, Y. Zymnya, A. Kapska, G. Kuznetsova, N. Kuzmina, N. Kukharev, O. Leontiev, A. Markova, V. Pavlenok, V. Panok, V. Slastyonin, B. Sosnowsky, E. Kholostova, M. Firsov, N. Shmeleva, A. Shcherbakov et al.).

In this respect particularly important are the researches on the issue of the professional training of social workers (V. Bospalko, V. Bocharova, V. Gurov, O. Ivashchenko, T. Yatsenko et al.) [1-4].

Accordingly, the problem of students' motivation to study at higher education institutions, where prospective social workers are trained, is extremely relevant. This problem, in its turn, reveals an equally important problem of vocational guidance work carried out by scientific and pedagogical staff in attracting young people to the study at higher education institutions.

**The purpose of the research** is grounding the major motivational factors, revealing the wish of the young people to devote their life to the profession «social worker».

**The results of the research.** One of the main tasks of modern professional education is the problem connected with the motivational factors that encourage young people to be involved in the process of professional training connected to the activities in a particular socio-economic area. The analysis of psychological and pedagogical works, as well as our practical experience in the field of professional training of social workers, leads to the con-

clusion about three main motivational factors in the choice of the young people of the profession «social worker» and, in general, any profession.

*First*, the profession is a means of solving person's own social, psychological and, in general, life problems.

*Secondly*, the profession is also appears a means of realizing person's sublime meanings of his life.

*Thirdly*, the profession is also a tool by which a person strives to realize the success in his life, achieving material well-being.

Accordingly, the three mentioned motivational factors should find a powerful and relief reflection in the content of the educational activities of the professional training process in higher education institutions. In addition, these motivational factors have to be a peculiar focus of vocational guidance work on attracting the students to relevant specialties.

Let's consider in more detail the mentioned motivational factors.

*1. Any profession as a means of solving person's own socio-psychological and, in general, life problems.*

As the analysis of the formation in people of motivation to the choice of profession shows, that this motivation, as a rule, is associated with personal problems of many people; and their prospective professional activities in this case is, as a rule, connected with solving various problems, both at the level of actual life situations, and at the level of negative psychological sets, and even disastrous habits.

Thus, the nature of the activities in certain professional field, which requires from a person an increased level of self-control, thus allowing this person to develop volitional qualities, to form psychological sets for controlling his or hers behavior, as well as to develop the ability to consciously, voluntarily regulate the psycho-physiological processes of person's organism.

In addition, the chosen profession and successful advancement in the professional sphere can help a person to take a higher place in social hierarchy, enabling to increase person's ability to control social reality and make him or her more independent on negative impacts of social environment. Here we can talk about the locus of human control (the localization of the control of willpower effort) concerning the problem of controlling the circumstances of human lives.

So, the locus of control is the degree to which people believe that they have control over the outcome of the events in their lives, as opposed to external forces beyond their control. Locus of control is one of the four dimensions of core self-evaluations (one's fundamental appraisal of oneself, neuroticism, self-efficacy, and self-esteem).

The type of locus of control in a certain way characterizes the peculiarities of students' self-regulation in the field of social activities – active (internal), passive (external) and intermediate positions of the personality in the sphere of controlling his life processes.

In this respect, we may mention the levels and stages of personality development from passive to intermediate, and from it – to an active position, when a student realizes himself as an active figure of social reality, that is, he reveals a high ability to subject-practical activity in social environment.

It is important to note that the locus of control determines the social orientation of a person regarding the understanding of the source of his or her vital activities, since people are differentiated by whom they tend to attribute the responsibility for their own actions in the process of life.

The tendency of a man to attribute the responsibility for the results of his activity to the circumstances of social environment characterizes this man as an external personality (external personality). If this responsibility is attributed to one's own efforts, so this type of control location characterizes a man as an internal personality (internal personality) [6]. It

is the internal locus of control that makes a person responsible for his actions, thus allowing a person to make free choices, and to be free: a person can only be responsible for that that he can freely and independently influence. Thus, as Ye. Subbotsky writes, the responsible action is possible only in the absence of strict external (social) control [5, p. 8-55].

Psychological studies indicate that the internals usually show greater responsibility and social activities, they are more productive in decision-making situations, as well as in risk-based situations. It is essential that the internals show readiness to discard temporary, easily accessible satisfaction in order to achieve a remote but more valuable boon, indicating their orientation at the future.

At the same time, the internals are more confident than the externals of that that diligent work leads to higher productivity and live success, so their leadership style is more directive-oriented. In addition, the internals are more successful in educational activities, they are characterized by communicability and willpower in comparison with the externals – the latter, as a rule, is characterized with anxiety, depression, aggressiveness, conformism. As a rule, the internals are more constructive in the situations where their initial intentions are destroyed; they take certain measures to overcome the obstacles, as opposed to the externals that can not effectively withstand the outer influences. The internals are more interested in information about the results of their actions. Their actions are more dependent on previous successes and failures. For example, after a failure, they usually try to find an alternative option. While the externals are less attentive to the information on the previous results, they are more stubborn and less adaptive [6].

Due to this the important characteristics of the social worker can be particularly significant for the entrants who seek to develop the appropriate personality qualities. Among these one can mark such skills as: interacting with people; organizing their joint activity to achieve certain socially important goals; identifying themselves with the client (the ability to empathic identification, sensitivity); understanding how the social worker is perceived as a partner in communication by his clients thus empathically treating them.

For social workers is very important the ability to manage their behavior in communicating in accordance with effective strategies of interpersonal interaction that promote mutual understanding, effectively addressing the multifaceted problems of interpersonal communication, including those related to the fact that verbal and extra verbal interaction between people take place not only through communication, but also through actions, behavior acts, holistic behavior, joint activities aimed at the realization of common goals.

This, in turn, requires the development in the students' the skills of planning and forecasting the partner's reactions, the willingness to communicate «on equal basis» with people of different social status, and to resist the social environment influences, to show determination and resistance to negative aspects of social life, to defend their own persuasions; harmoniously interact in the system hierarchy of group ties.

Therefore, the content of professional training at higher education institutions, in particular in the context of professional training of a social worker, should include the most important aspects of the harmonization (psychological correction) of students' behavior, their psychic sphere. At the same time the psychological trainings, which should occupy a sufficient part of the professional training time in the content of education process, are intended not only to develop in the prospective social workers the mechanisms of self-regulation and self-control, but also to develop an active creative life position on the basis of the formation of an internal control locus.

It should, however, be noted that the implementation of the outlined conditions for professional training should be adequately reflected in the context of vocational guidance work on attracting young people to study at higher education institutions. Thus, vocational

guidance should widely and effectively disseminate information about the psychological resource of the profession «social worker», which helps a person to harmonize his behavior and develop self-regulation and self-control mechanisms, which in its turn allows the students to achieve physical, mental and spiritual health.

*2. Profession as a means of achieving life's success.*

In the context of our analysis, the content of professional training of the prospective specialists in the field of «social work» should be orientated, firstly, at the formation of such professional and personal qualities in the students that allow them to achieve life's success with the help of chosen specialty, the professional training for which, thus, should help the prospective social workers not only to attain the level of professional skills, but also to form in them certain psychological qualities enabling to achieve life's success. One of the most important of these qualities (arising from certain personal qualities) is the internal control locus as the ability to realize an active life position.

Secondly, all concerned persons conducting vocational guidance work should draw attention of the prospective social workers to the resources of the specialty «social work» as for achieving human life's success. In this context, the content of the appropriate professional training should include training resources related to effective strategies for attaining human success in life.

*3. Profession as a means of realizing the life meaning of a man.*

It should be noted that one of the main meanings of human life is connected with the social and collective mode of communal life, which presupposes the principle of empathy, mutual assistance, social justice, tolerance, harmonious interaction of community members. In this context, it is important to emphasize the fundamental characteristics of a person as a member of society and family.

Therefore, the deep anthropological vocation of any person is to be a parent, mother, child, and spouse. But these social and family roles are most fully realized in the profession of «social worker», whose activities fully realize the family aspect of human society, since the main skills of a social worker include: controlling once own emotions (self-control), thus be calm, patient, thorough (emotional balance); establishing contacts, explaining, persuading (communicative abilities); inspiring the clients, making responsible decisions in significant situations (leadership); believing in a positive solution of any life situation (optimism); responsibility for the actions, behavior acts and their consequences for the team (social responsibility); living among people and for the people (social activity); adequate evaluating once own advantages and disadvantages (self-esteem); understanding people, empathizing with them (empathy, team spirit); consciously conquering once own interests in the name public interests thus be ready to social interaction and cooperation (collectivism, the work in a team).

Thus, the content of professional training of the prospective social workers should include the parental aspect of a person, because it is the family ties that any spiritually and psychologically healthy person reveals realizing the fundamental meaning of his life.

**The conclusion and the prospects of the research.** The made analysis allows drawing such conclusions.

1. Today the activities of a social worker are incredibly significant due to the aggravation of socio-economic problems and the development of an inclusive paradigm of modern education.

2. There are three main motivating factors concerning the selection of the young people of any profession, including the «social worker»: the profession appears both as a means of solving person's own social, psychological and, in general, life problems, and a means of realizing person's sublime sense of life, as well as an effective tool for realizing human life's success.

3. The above-mentioned motivational factors should be reflected both in the content of professional training activities in higher education institutions, as well as these would form a certain focus of vocational guidance work on attracting the young people to relevant specialty.

The prospects of the research lie in developing a holistic vocational guidance system for involving young people in the profession of «social worker» on the basis of the stated motivational principles. In addition, the made analysis allows raising the important issue of correction and enrichment of the content of professional training in the specialty «social work» in accordance with the essence of the considered motivational factors.

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#### **ВИБІР ПРОФЕСІЇ «СОЦІАЛЬНИЙ ПРАЦІВНИК»: МОТИВАЦІЙНИЙ АСПЕКТ С.О. Кубіцький**

**Анотація.** Обґрунтовуються головні мотиваційні чинники, які виявляють прагнення молодих людей присвятити своє життя професії «соціальний працівник». На основі аналізу проблемного поля дослідження від загального до конкрет-

ного (від окреслення мотиваційних чинників щодо вибору молодими людьми професії «соціальний працівник» до аналізу конкретних змін, які мають відбутися у змісті відповідної профорієнтаційної роботи та професійної підготовки) розглядаються три головні мотиваційних чинника щодо вибору молодими людьми професії «соціальний працівник»: професія постає як засобом вирішення людиною власних соціальних, психологічних і, взагалі, життєвих проблем, так і засобом реалізації людиною вищих сенсів свого життя, а також ефективним інструментом реалізації людиною життєвого успіху. Робиться висновок, що зазначені мотиваційні чинники мають знайти відображення як у змісті навчальної діяльності процесу професійної підготовки у закладах вищої освіти, так і постати своєрідним фокусом профорієнтаційної роботи щодо залучення студентів на відповідні спеціальності. Відтак, актуальним постає завдання щодо розробки цілісної системи профорієнтаційної роботи на засадах викладених мотиваційних принципів.

**Ключові слова:** соціальний працівник, соціальна робота, мотиваційні чинники вибору професії, зміст професійної підготовки, профорієнтаційна робота.

### **ВЫБОР ПРОФЕССИИ «СОЦИАЛЬНЫЙ РАБОТНИК»: МОТИВАЦИОННЫЙ АСПЕКТ С.О. Кубицкий**

**Аннотация.** Обосновываются главные мотивационные факторы, которые проявляют стремление молодых людей посвятить свою жизнь профессии «социальный работник». На основе анализа проблемного поля исследования от общего к частному (от определения мотивационных факторов по выбору молодыми людьми профессии «социальный работник» к анализу конкретных изменений, которые должны состояться в смысле соответствующей профориентационной работы и профессиональной подготовки) рассматриваются три главных мотивационных фактора по выбору молодыми людьми профессии «социальный работник»: профессия выступает как средством решения человеком собственных социальных, психологических и вообще жизненных проблем, так и средством реализации человеком высших смыслов своей жизни, а также эффективным инструментом реализации человеком жизненного успеха. Делается вывод, что указанные мотивационные факторы должны найти отражение как в содержании учебной деятельности процесса профессиональной подготовки в учреждениях высшего образования, так и предстать своеобразным фокусом профориентационной работы по привлечению студентов на соответствующие специальности. Поэтому, актуальным становится задача по разработке целостной системы профориентационной работы на основе изложенных мотивационных принципов.

**Ключевые слова:** социальный работник, социальная работа, мотивационные факторы выбора профессии, содержание профессиональной подготовки, профориентационная работа.