

tural competence lies in the knowledge of the different cultures of the world.

Key words: Translation competence, professional competence interpreter training process, translation activities, translator

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PRACTICAL TRAINING FUTURE SOCIAL TEACHERS IN THE CONDITIONS OF UNIVERSITY EDUCATION

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Summary. The article was shown the importance of training (introductory, specialty) practice in the training of future social pedagogues. The content was revealed of this practice at the National University of life and environmental Sciences of Ukraine. We analyzed the results of a inventory among students on the impact of training (introductory, specialty) practices on the formation of personal qualities of a social pedagogue, a healthy lifestyle, professional knowledge and skills.

Keywords: social pedagogue, practical training, training (introductory specialty) practice, professional training

НАВЧАЛЬНА (ОЗНАЙОМЧА З ФАХУ) ПРАКТИКА МАЙБУТНІХ СОЦІАЛЬНИХ ПЕДАГОГІВ В УМОВАХ УНІВЕРСИТЕТСЬКОЇ ОСВІТИ

О. В. НАКОНЕЧНА, кандидат педагогічних наук, старший викладач кафедри соціальної педагогіки та інформаційних технологій в освіті Національного університету біоресурсів і природокористування України

Анотація. У статті висвітлено значення навчальної (ознайомчої з фаху) практики у професійній підготовці майбутніх соціальних педагогів. Розкрито зміст зазначеної практики в Національному університеті біоресурсів і природокористування України. Проаналізовано результати анкетування серед студентів щодо впливу навчальної (ознайомчої з фаху) практики на формування особистісних якостей соціального педагога, здорового способу життя, професійних знань та вмінь.

Ключові слова: соціальний педагог, практичне навчання, навчальна (ознайомча з фаху) практика, професійна підготовка

Аннотация. В статье освещены значение учебной (ознакомительной по специальности) практики в профессиональной подготовке будущих социальных педагогов. Раскрыто содержание указанной практики в Национальном университете биоресурсов и природопользования Украины. Проанализированы результаты анкетирования среди студентов о влиянии учебной (ознакомительной по специальности) практики на формирование личностных качеств социального педагога, здорового образа жизни, профессиональных знаний и умений.

Ключевые слова: социальный педагог, практическое обучение, учебная (ознакомительная по специальности) практика, профессиональная подготовка

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Problem statement is a general aspect. The statement of the problem in general. In the professional development of future social workers are very important to have practical training. At the requirement of the new Law of Ukraine "On higher education" decreases the number of audience load on the student and at the same time increasing the amount of independent work. However, this same legislative document has aims to ensure the educational establishment and its teaching staff of high quality training. In particular, this is stated in the article 57, according to which scientific-pedagogical worker has the right to choose methods and means of teaching, providing a high quality educational process [3].

Today employers require from graduating students not only knowledge, but also skills. Deepening of the first and acquisition of the last takes place during the practical training, which includes practical lessons in the disciplines and manufacturing and practical training.

Analysis of recent researches and publications. The Different parties of the practical training of specialists of social pedagogical realms are studied, G.Lemko [5]. I. Manocha [6], T. Rawluk [8], L. Sokol'ska [10], Z. Falinska [11]. Features of training of future specialists to the socio-pedagogical activity and role in this practical training is considering in the publication N. Gordienko [1]. The researcher believes that the modernization of the professional education system it is necessary to substitute the traditional reproductively training on active learning, individual creative and to strengthen the self-study and practical activities of students [1, p. 102]. N. Saveryko substantiates the indicators to determine the volume and quality of skills of students-social workers during social pedagogical practice [2]. However, the question of the role of training (introductory, specialty) practice in the training of future social pedagogues in conditions of University education is reflected not enough. In fact this has led to scientific search.

The purpose of this article is to highlight the role and content of training (introductory, specialty) practice in the training of future social pedagogues in conditions of University education.

The main material of the research. We share the view of N. Gordienko that in conditions of University education practical training of future social pedagogues is provided primarily through involvement in volunteer activities through the different types of practices [1].

The specific organization of social and pedagogical practices that the spectrum of institutions in which it may be wide enough (contains all types of educational institutions, agencies and other service agencies), as well as public and religious organizations that provide various social and educational services, carry out socio-educational assistance, solving the problems of social education and social upbringing. During the practice the student cause to the decision of problems of different customers, which may include minor children, children or young people with disabilities, the elderly, patients [2].

Therefore, at the National University of life and environmental Sciences of Ukraine on Faculty of the Humanities and Pedagogy the great attention is paid to carrying out the practice for students of specialty "Social pedagogy".

The faculty introduced a cross-cutting socio-pedagogical practice. This is make possible continuity, consistency, continuity in each course, starting with the first. This training (introductory specialty) practice (1 course), practical (social-pedagogical in rural and urban areas) training (2nd year), industrial practice (3rd year and masters program).

Especially important is the practice in the first year. It is continue, 2 weeks

(90 hours, 30 hours of independent work) [9]. Preceded by her of the course "Introduction into specialty". During practice, students not only deepen the knowledge, but also the first to really get acquainted with their future profession.

According to the qualifications requirements (was approved by order of Ministry of Education and Science of Ukraine dated 28.12.2006 №864) social pedagogue provides social and pedagogical patronage of children and youth in the education system encourages interaction between educational establishment, families, services for children, social protection, social service centres for families, children and youth, criminal police and other divisions of state administrations, local governments, non-governmental and public organizations with the purpose of the child's adaptation to the demands of the social environment and creation of favorable conditions for development.

Taking into consideration that it is very important to provide the widest possible spectrum bases of practical training and activities so that the student may become better acquainted with their future profession. So practice was conducted on the basis of the most powerful social institution of the country – The Kyiv municipal center of social services for family, children and young people (CMSSM) [7].

Program practices included the first familiarize students with KMCSSFYP, its structure, areas of work, legislative base and staff, ethical standards, technologies, forms and methods of work of a specific social Agency (the departmen of specialised services) and organizations with which it works center [4; 7; 9].

Then we visited the partner organization KMCSSFYP – the youth-friendly clinic in the Goloseevsky district. There, for students will be created mini-lectures in the form of a dialogue on formation of healthy lifestyle, prevention of AIDS infection, work with drug addictions. In addition, conducted training classes, exercise "Clip" viewed the videos and analyzed the features and the threats of risky behavior. As a result, was disproved many myths about AIDS. Clients of this clinic are young people aged 14 to 24 years. During the work with this category complete anonymity, voluntarily, goodwill and availability, is kept. Services are free, confidential and, most importantly, professionally. The staff of the clinic, and this psychologist, social worker and doctors are working for a healthy future. Herein students made sure during practice.

The group were visited the rehabilitation center for children and youth with disabilities in the Desnyansky district of Kiev, where they became familiar with bases of socialpedagogical work with this category, and also communicated with the participants of ATO.

After three days of practice the students were divided into a small groups or individually and independently chose the place for future practice. They were Obolnskyi, Solomianskyi, Shevchenkovsky and Goloseevsky district centers of social services for family, children and youth, center for girls and young women in difficult circumstances and departments KMCSSFYP.

During practice they became acquainted with the specific features of the social worker. They were acquired practical experience of social work in a specific social Agency, application of ethical rules of professional conduct, learning, decision, solution design social situation of the client, research, intervention, and design professional intervention in social problem that is related to the competence of the Agency for social. Participated in the definition of situational problems faced in their work social worker. Examine different types of social services. Watched the

procedure of such inspections, together with the Commission visited the troubled family. On the phone They were invited children to certain categories of health institutions and on excursion, filled date the identity. Observed the work of the Commission for the review of the client's application, studied the documentation, made some records, filled out the registration card, worked through and analyzed the Acts of the needs assessment were recorded incoming and outgoing documentation in the log of the visits of the families that need aid, filled out the card (account of the case of settlers and persons from among children-orphans), talked with people who were on the street, customers.

They participated in training, played games, and visited rehabilitation centres for drug addicts, specialized clinics. In the end conducted a survey of passersby on knowledge about AIDS, alcohol and tobacco. Results were presented at the hearing of reports. In addition, doing volunteer work that is an integral component of socio-pedagogical work.

General management by practice, consulting and methodological help, references, examples of reporting documents and other) was carried out by the supervisors from the University and practice base.

In addition to the diary, report on passing the practice presented including using software tools, students were introduced to and individual creative work in the form of an essay in-depth study of the socio-pedagogical problems of a choice based on practical realities and facts.

That practice was held at a high level, according to students impression, which they shared, presenting to the protection of the report and the results of the anonymous questionnaire. So, the organization practices on a 5-point scale was rated on average 4,65.

To the question "What did you give passing of practice?" students answered

- introduction to the activities of social departments of various types
- learned to others and to yourself where you can get help if caught in difficult like circumstances
- the basics of establishing communication with the client and the team, learned how to provide the necessary help to people of different social status.
- have mastered the basics of documentation and communication by telephone subject to the rules of a telephone conversation with clients;
- experience of contact with people " risk group"
- improved knowledge and learned to work with different clients;
- got acquainted with the peculiarities post-traumatic states soldiers from the ATO zone, socio-pedagogical work with people with mental and physical impairments
- learned the technology of prevention of domestic violence and combating trafficking in persons.
- obtained a thorough knowledge of the issues of dependency and AIDS infection
- practical vision of a problematic family situations
- work experience.

All students have noted that the practice had a positive impacted on the desire to work after graduation from the University in socio-pedagogical sphere. 100% of respondents said that the practice has added them professional knowledge and 92% of professional skills.

In addition, the respondents were asked to assess the impact of the practice

on the formation of a number of personal qualities of a social pedagogue. Therefore, the results of the survey were. 92% of students responded positively regarding responsibility and tolerance. 77% reported a positive impact of the practice on the formation of tolerance and morality, 62% of civil conscience and humanity. 54% had become more empatik. Other students did not give answers to questions, saying that they find it difficult to decide. At the same time, all students noted the need for such qualities of future social pedagogue.

To the question "did the practice on the formation at your a healthy lifestyle?" only 54% of respondents gave an affirmative answer. The remaining 46% relative to the major aspects of physical, mental and social health already have a clear position.

Conclusions. Training (introductory specialty) practice is an integral component of practical training and professional training of future social pedagogues in conditions of University education. In Nules it is includes a wide range of social institutions, and is based on KMCSSFYP, its divisions and partner organizations. Internship program provides students with a review of base practices, its structure, areas of work, regulatory framework and collective, ethical standards, technologies, forms and methods of work of a specific social agency, etc. the Results of a survey of students showed a positive effect in practice KMCSSFYP on the formation of professional knowledge, skills, personal qualities, a healthy lifestyle and the desire to work in the chosen specialty.

Perspective direction for further research is to study the effect of training (introductory, specialty) practice on formation of readiness of future social pedagogues to crime prevention among children and youth.

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