

THE IMPACT OF MODERN PEDAGOGICAL CONDITIONS ON THE INFORMATION COMPETENCE FORMATION OF SOCIAL WORK GRADUATE STUDENTS

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ABSTRACT

The information competence of modern specialist, its structure and peculiarities of usage by future social worker are analyzed in the article. The author singles out four pedagogical conditions of information competence formation in social work undergraduates and determines their impact in everyday and professional life of future specialists.

Expansion of application of informatively-communication technologies, socio-economic changes, process of integration of world community, stipulated the necessity of successive modernisation of the system of professional preparation of future specialists. Expansion of sharp problems of contemporaneity, that inherent to all spheres of public life, including actuality of paying attention to was stipulated social development workers. Authors are consider pedagogical technology of forming of informative competence of master's degrees of social work; innovative methodology of determination of profile of informative competence of master's degrees of social work is offered and entered in the modern measuring of organizational culture of university; essence of concept «informative competence of master's degrees of social work», basic contradictions of process of forming of informative competence, is specified; components, organizationally-pedagogical terms and principles of forming of informative competence of master's degrees of social work, are in an university;

Key words: *information competence; master's students of social work; pedagogical conditions; university.*

PROBLEM STATEMENT

Problem Due to increased demands of training specialists for rapid acceptance and information processing there is the necessity of modern education orientation to provide information competence to graduate students. That is why, the

problem of information competence formation in social work graduate students is also urgent. The social work graduate student activity is determined by reconstructing social services, multidimensional functions and features of future professional activity, most of which are characterized by «person to person» interaction, provision of direct and intermediary social assistance, training of unprotected groups how to find solutions to their problems by information technology means.

Analysis of the national and foreign studies has revealed a number of contradictions in the information competence formation of social work graduate students, namely, discrepancies between the standards of social workers professional activity and function changes caused by the appearance of information technology; traditional teaching methods and progressive development of innovative technologies; available and sufficient awareness of students and teachers need to improve information competence.

Analysis of recent studies where solution of this problem has started to be examined. In recent years, scientific and educational community in Ukraine pays special attention to the study of various aspects of information competence presented in future specialist (V. Bondar, V. Butenko, S. Goncharenko, A. Gluzman, M. Evtukh V. Kyrulo, A. Meshchaninov, N. Nychkalo, V. Oliynyk, V. Polishchuk, O. Sukhomlinska). The present study is also devoted to the information technology problems in the educational process of high school (A. Verlan, G. Gurevich, Mikhail Kademiya V. Kukharenko, V. Oliynyk) and distance learning application (Bykov, V. Monks, E. Polat O. Spivakovsky, P. Stefanenko).

This article aims to define the essence of information and characterize modern pedagogical conditions of information competence formation while preparation of social work specialists.

PRESENTING MAIN MATERIAL

Information competence of the individual is considered within the competence approach that is considered by the international community as an effective tool for qualified improvement of professional education. In terms of progressive present, a young person who is able to use the new information, new sources and new ideas adapts better to make important decisions. V. Efimenko emphasizes the necessity, presented in Western Europe nowadays, to obtain the status of a qualified professional and to constantly acquire knowledge competence for information and communication technology (Sysoieva, 2001, p. 147). Currently competence approach is widely implemented in different directions of professional education as a prerequisite for compliance with the modern information society and entry of professionalism in chosen field. It should be noted that this approach not only allows you to create adequate and necessary level of future career development, but also provides high-quality personal development, which can be practically used in all spheres of human activity.

Mikhail Simonov pays attention to multidimensional concept of «information competence» and notes that information horizon, the theoretical knowledge of information technologies, the whole of knowledge, abilities and search skills, information analysis and information technologies usage, expression of active social position and subject motivation in educational space are important features of such competence (Busel, 2003, p. 54).

Thus, issues of information competence formation in pedagogical theory and practice have not been depleted social work graduate students. Investigation of difference among definitions of competence, competency and information competence allowed to highlight the actual concept of a certain term in the framework of our research as the quality of the individual, determined by the knowledge, skills, abilities, value orientations in the information activities, the acquisition of which is carried out using traditional and innovative methods of working in educational and extracurricular system; the prerequisite for the various tasks solution, the ability to self-organize own activities, the exercise of self-control and awareness of personal role in their implementation and possible consequences of realization. The definition of information competence allows you to focus on the need and relevance of its formation, in this aspect, on competence among students of higher educational institutions.

Defining a basic concept of information competence within the framework of our study it should be noted that the formation of the above-mentioned qualities of social work graduate students is a special process. It involves taking into account specifics of future professional activity of social worker. After all, a social worker helps people to solve problems, creating the necessary conditions for this; provides interaction between people and interrelation between people and the environment; in general, increases the organization responsibility for human influences on social policy.

Today, feature of social work is more clearly defined as a social activity that directly or indirectly covers virtually all aspects of social life; therefore, social work is one of the development and improvement means of a human and society.

Feature of information competence formation of social work graduate students is determined by the specifics of their future professional activity. Future specialists will work with a specific category of the population, namely those who need their help. Formation of information competence of the social worker clients, for example, people with disabilities, provides the opportunity to adapt to the social environment, to interact and to actively participate in its development. Knowledge and ability to use interactive Internet technology, like video conference, chat, e-book, e-mail, mms, skype, ooVoo (public service for video conferencing and instant messaging on the Internet), LMS platform, software for the visually impaired provide ample opportunities for an active life position, and provide the lack of isolation from the environment for all population categories. Therefore, the information competence formation of social work graduate students provides not only their own professional development and self-improvement, but also contributes to personal and professional growth of other people. Besides that, it may help different population categories to solve a range of problems.

The future social workers are challenged not only to obtain the necessary knowledge and skills but also to transfer them to vulnerable population segments that need help. In other words, a future specialist should learn to function as educator, to provide another person a possibility to enjoy the services enjoyed by everyone else, and to guarantee awareness of new modernity demands.

An important aspect of providing students with a high level of information competence is the development and implementation of the pedagogical conditions promoting formation of the qualified social work graduate student, taking into account peculiarities of their future professional activity.

Development of pedagogical conditions assumes the necessity of reference to the justification of their essence. We support the opinion of S. Sysoieva (2001) who claims that preparation of the individual for life in outer space and autonomous interaction with the dynamic professional work is the task not only of educational content but also pedagogical conditions and technologies, providing the epitome of progressive conceptual approaches to real educational process and effective functioning in the content of education.

According to psycho-pedagogical studies, pedagogical conditions should be understood as circumstances assuring holistic productive pedagogical process of professional training that is mediated by personal or group activity. According to S. Vysotsky, pedagogical conditions are a set of objective possibilities in the training content, methods, organizational means of implementation, when the successful solution of pedagogical tasks is provided (Matviienko, 2004).

Pedagogical conditions are: 1) a set of objective possibilities of content, forms, methods and material-spatial environment aimed at task solution (A. Nine); 2) a set of interrelated and interdependent processual circumstances (V. Andreev, S. Ozhegov); 3) the conditions provide the most efficient operation process; 4) the conditions represent the unity of the subjective and objective, inner and outer, essence and phenomena (V. Andreev); 5) the conditions express the attitude of the subject to surrounding phenomena which is essential (I. Frolov); 6) the conditions adhere to rules that ensure normal activity course (S. Brunov) (Bolotov, Serykov, 2003).

As numerous scientific studies evidence, innovative pedagogical technologies, pedagogical conditions, model of continuing professional education development contribute to sustainable development of the education system, providing personal and professional and self-development. They guarantee professional and social mobility, competitiveness on labour market and new opportunities to improve the formation efficiency of future competent specialist (Matviienko, 2004, p. 27).

Having viewed these approaches, we define *pedagogical conditions of information competence formation of social work graduate students* as a set of interrelated and interdependent factors and circumstances of the situation. Holistic productive pedagogical process of professional training of specialists, as well as the unity of the internal and external components of a proper physical environment, entities, and phenomena, organizational forms and training opportunities depend on them. Moreover, they provide the organization and interaction regulation of objects and phenomena of a holistic educational process in its various manifestations. They are essential for the formation and worldview development with the use of innovative pedagogical support, including information technologies that are used to create a specific educational process to achieve the goal. Moreover, they present factors which determine the efficiency of pedagogical system functioning.

Accounting and ensuring the following of the developed pedagogical conditions are necessary for information competence formation used while training of social work master`s degree students.

So, *motivational and value orientation of the information competence formation process* are assigned to first pedagogical conditions of social work master`s students.

Motivational and value orientation of the process of formation of information competence of students of social work includes two main areas: the attitudes of graduate students of social work to the formation of information competence;

readiness of University teachers to the formation of information competence of students of social work.

Motivational and value orientation of the information competence formation process used while master`s student formation includes two main areas: the attitudes of social work graduate students to the information competence formation; readiness of university teachers to the information competence formation of social work graduate students.

An important aspect of information competence formation implied for future specialists is the attitude of social work graduate students to the formation of the studied quality, positive motivation of the specifics study in future professional sphere, values related to human as social beings and the use of modern information technologies in learning activities for personal and future professional growth.

N. Bolyubash notes that the fundamentals of information competence of future specialists should be incorporated in higher education by establishing organic links between theory and practice, case studies and solutions to specific problems. Knowledge must be actualized and united around a specific problem, have a multilateral and integrated character and be translated into the language of practical actions. It is necessary to involve the active participation of the students in this process, as this is an important principle of the internal motivation formation of students to learning material (Bolotov, Serykov, 2003, p. 90–91).

To the second pedagogical conditions we refer modern trends of information technologies development, information competence formation of social work master`s students. This pedagogical condition also emphasizes the need for social work graduate students to self-educate other people. The future professional field of graduate social work involves providing support for needy segments of the population from different areas: psychological, financial, organizational, consulting, and teaching. Pedagogical aspect for future social workers acquires a significant relevance in the present, that is anticipates by an extension of the acute problem modernity and the need to provide various forms of potential client`s assistance. Therefore, social worker should teach people to solve their problems and to be independent to the possible extent. The pedagogical function of the social worker in the framework of information skills involves teaching clients the use of information and communication technology and other vital resources for social support of various population groups.

The current state of computerization provides opportunities for personal development, but not all prioritize the solutions to certain problems because of lack of skills in the latest technologies usage. Information competence of social work graduate students involves knowledge, abilities, skills, information experience and communication technologies, so the process of teaching students to self-educate potential customers is important as it enables to alleviate certain life conditions.

The third pedagogical condition is presented through *technological support at information competence formation of graduate students in social work specialty*.

As technological support of information competence formation we consider cross-cutting research activities of students; volunteer activities; introduction of basic, special, creative methods and traditional education forms; the specific regulation, normative and didactic principles; continuous monitoring to see own mistakes; involvement in extracurricular activities; conformity assessment of information competence of the organizational culture classical types, diagnostics

and new quality measurements in the framework of the classical types of organizational culture.

The fourth pedagogical condition consists in the use of electronic sources presented in information competence formation of master's student in social work specialty.

To system use of electronic sources of information competence formation implied to graduate students in social work specialty we include: digital libraries, research centers, foundations; electronic dictionaries, textbooks; audio, graphics; media technology, the LMS environment; the Internet.

M. Bogachek and A. Verlan note that a necessary condition of student educational activity is the use of information and communication technologies that define the following positive aspects (Busel, 2003, p. 128; Bohachyk, 2010, p. 4–5): the increase of independent work efficiency; grading of such negative factor as a psychological barrier (fear of making a mistake, a defect of pronunciation, the inability out loud to Express their thoughts); opportunity to use authentic texts, listen to and communicate with native speakers, creation of active nature controlled language environment in which training is carried out; increased awareness and learning interest; reading skills improvement with the direct use of materials on the Internet, listening skills formation on the basis of adapted authentic sound texts; creation of favorable conditions for the monologue and dialogue speech; an extension of active and passive dictionaries, acquaintance with the modern foreign language vocabulary, reflecting a certain stage of country's culture development, social and political society structure; global thinking elements formation (cultures dialogue), sustainable motivation of cognitive activity, foreign language usage needs in real communication, developing a communication culture.

Thus, determined pedagogical conditions of information competence formation presented for graduate students of social work specialty were developed with regard for the following peculiarities in the future professional activity:

- performing a number of functions: predictive, diagnostic, analytical, managerial, administrative, legal, regulatory, normative, preventive, advisory, advocative, communicative, teaching and outreaching;
- provision of active and creative professional activities, making professional decisions based on the social impact, building relationships between members of the workforce on a legal basis and democratic principles, assessing current processes and issues in society from the perspective of state social development;
 - humanistic orientation of the educational content;
 - the ability to overestimate social experience, analyze their capabilities, to acquire new knowledge using modern information technologies;
 - dynamic research activity in the social sphere;
 - volunteer basis of professional activities;
 - assistance provision to vulnerable people through the provision of self-help to clients;
 - comprehensive knowledge in the social sphere: the foundations of the state family policy and child protection; legal acts regulating the protection of motherhood and childhood; the rights of minors, veterans, the disabled, pensioners; nature, importance, types of social work, its direction (psychological, socio-pedagogical, legal, economic, medical); the performance and characteristics of the

social services zone; powers and resources of partner organizations in social work; especially in the creation and implementation of social programs; methods and means of healthy lifestyle promotion.

CONCLUSIONS

It is worth noting that the use of marked pedagogical conditions of information competence formation will be effective under condition of constant and interactive relations. They cannot exclude each other or be replaced, they should be complimented and create a variety of learning process that motivates students to educational activity. After or while using various forms and methods of teaching technological aspects in pedagogical conditions there is a need to evaluate information competence in modern measurements of the university organizational culture, allowing to more deeply understand values and educational priorities. It is worth noting if students determine their level of information competence as high, and within the organizational culture it is not clear, then cut boundaries of belonging to any of the relevant culture types. It is advisable to review their internal evaluation and return to the mastery of necessary knowledge and skills for the information competence formation of a higher quality level.

It is important to note that only the full cooperation and interdependence of marked pedagogical conditions allows achieving the desired qualitative result related to goal, the information competence formation of graduate students in social work specialty.

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