



**PROSPECTIVE
DIRECTIONS
OF SCIENTIFIC
AND PRACTICAL
ACTIVITY**

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PROSPECTIVE
DIRECTIONS
OF SCIENTIFIC
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ACTIVITY

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PROFESSIONAL TRAINING OF SPECIALISTS FOR CHILDREN'S SERVICES

Today, social work professions are recognized all over the world, and Ukraine is no exception. On the one hand, the process of recognizing the need for specialists capable of providing various social and social and pedagogical services in various spheres of life has begun not so long ago, and on the other hand, it is the positive trend and active organizational transformations of the educational and social sectors of public administration that lead to the modernization of the system.

In recent years, the role of specialists in children's affairs has become increasingly important. This process is caused by the fact that an active study of the practice of such social and pedagogical specialists has revealed that very often these specialists are providers of social change, harmoniously combining inter-sectoral connections in their work.

At the same time, the issue of professional training of specialists for children's services remains relevant. It is important to master not only the theoretical and conceptual foundations of social or socio-pedagogical activities, but also the use of theory in professional activities. In most cases, representatives of children's services are educated as teachers, psychologists, lawyers or managers, but it is important for such structures to acquire social and pedagogical competencies in the process of obtaining education.

The Children's Service is a specific structure that should harmoniously combine and apply in practice the scientific findings of age psychology, general pedagogy, educational psychology, psychology, public management and administration, social pedagogy, social philosophy, sociology of education, and philosophy of education. The use of technologies from so many scientific fields is due to the historical peculiarity of the development of the system of care and guardianship.

From Antiquity to the present, the system of social and pedagogical services has been transformed, changing the structure and features of public care. Thus, the theoretical and methodological foundations of social work and social pedagogy are being actively developed by O. Bezpalko, V. Bekh, R. Winola, M. Vasylieva, F. Holovaty, A. Kapska, O. Kirdan, M. Lukashevych, M. Panasiuk, I. Savelchuk, T. Semygina and others.

The activities of the service for children in general or its individual areas have been studied by I. Hulyk, V. Kostyanyk, V. Lesko, O. Lisovets, O. Losev, Y. Popova, Y. Tkachenko, Y. Haruk. Guardianship and custody are the subject of scientific works by such researchers as L. Berezhna, I. Dziuba, M. Zelenina, O. Karpenko, R. Carter, O. Matsegorin, T. Moore, O. Potopakhina, I. Yanitska and others.

The issues of development of social and pedagogical work in different directions are considered in the works of T. Vasyliuk, O. Gurzhiy, I. Lysokon, S. Palchevsky, I. Razmolodchykova, A. Ryzhanov, N. Seiko, I. Shymko, L. Stefan, T. Yanchenko, etc. The social services commissioning for social and social-pedagogical specialists in the scientific discourse is studied by K. Dubych, H. Koval, S. Kosianchuk, M. Kravchenko, T. Maltseva, J. Petrochko, T. Semygina, O. Faychuk, etc.

Let us now characterize the service for children as one of the subjects of social and pedagogical activity. In Ukraine, there is an extensive network of state and local government bodies responsible for taking care of orphans, children in difficult life circumstances and children deprived of parental care, including children's services, guardianship and trusteeship bodies, education, youth and sports authorities, centers of social services for families, children and youth, and others.

The central executive body that coordinates social protection of children deprived of parental care in Ukraine is the Ministry of Social Policy of Ukraine¹.

The Directorate for the Development of Social Services and Protection of Children's Rights is the main institution of this Ministry², which addresses issues of alternative forms of upbringing, ensures the protection of the rights of certain social groups, supports vulnerable groups, and implements state policy on reforming the adoption system and protecting children's rights. In fact, this authority determines the activities of bodies and services for children on social protection of orphans and children deprived of parental care, which are in turn coordinated at the local level³.

1 Концептуально-технологічна модель підготовки майбутніх фахівців соціально-педагогічної сфери [монографія] / авт. кол. Т. Василюк, І. Лисоконь, І. Размолодчикова, І. Шимко ; упоряд. І. Лисоконь. Кривий Ріг : КДПУ, 2022. 182 с. URL : <http://elibrary.kdpu.edu.ua/handle/123456789/6416>

2 Ibid.

3 Горностая П., Титаренко Т. (2001). Психологія особистості: словник-довідник. Київ : Рута. 320 с.

In the context of the study, it is necessary to determine the legal framework for the activities of children's services in Ukraine, since the interaction of these entities should be regulated by certain regulations. The main legal acts that regulate the activities of children's services and their relationship with other authorities include:

- The Constitution of Ukraine (1996);
- The Laws of Ukraine «On Ensuring Organizational and Legal Conditions for Social Protection of Orphans and Children Deprived of Parental Care» (2005), «On Local Self-Government in Ukraine» (1997), «On Bodies and Services for Children and Special Institutions for Children» (1995), «On Education» (2017), «On the Basic Principles of Youth Policy» (2021), «On Social Services» (2022) etc.;
- Resolutions of the Cabinet of Ministers of Ukraine «Issues of the activities of guardianship and custody bodies related to the protection of children's rights» (2008), «On approval of the Regulation on foster care» (2002), «On approval of the Procedure for interaction between state bodies and local self-government bodies in identifying children separated from their families who are not citizens of Ukraine» (2016) etc.;
- interagency regulatory acts, for example, the joint order of the State Committee of Ukraine for Family and Youth, the Ministry of Education and Science of Ukraine, the Ministry of Health of Ukraine and the Ministry of Labor and Social Policy of Ukraine «On Approval of the Rules of Guardianship and Care» (1995).

It should be noted that certain issues related to the social protection of orphans and children deprived of parental care are also under the jurisdiction of certain state bodies: The Ministry of Education and Science of Ukraine, the Ministry of Health of Ukraine, the Ministry of Youth and Sports of Ukraine, the Ministry of Internal Affairs of Ukraine, etc.

The main legal act that defines the rights and powers of children's services at the executive bodies of the local level is the Law of Ukraine «On Ensuring Organizational and Legal Conditions for Social Protection of Orphans and Children Deprived of Parental Care» (2005). For example, Article 12 of the Law regulates the functions of services for children on social protection of orphans and children deprived of parental care.

At the same time, the Law of Ukraine «On Bodies and Services for Children and Special Institutions for Children» (1995) defines the main areas of activity of services for children, one of which is the implementation of social protection of children. «Social protection of children should be understood as a set of mea-

asures and means of a socio-economic and legal nature to ensure children's rights to life, development, upbringing, education, health care, and material support».

Based on the provisions of the Law, it can be concluded that the service for children provides children, adolescents and families with psychological and pedagogical assistance and social support when they experience difficulties at home, when the child does not receive the necessary care or needs help for other reasons.

Taking into account that the issues of social and pedagogical support for children in difficult life circumstances arise at different levels, there is a need to define the role of the service for children as a subject of social and pedagogical work, taking into account the levels of social and pedagogical work. The Ukrainian researcher T. Semygina⁴ determines that any type of work related to providing assistance to others can be structured according to the following levels:

- individual, which involves taking into account physiological, psychological and age characteristics, gender, sexual, political and religious beliefs, health status and experience;

- «social microsystems» involve the parallel existence of various social groups that are united by a common feature, authority or person in need of assistance;

- mesosystem as a level determines the interaction of social microsystems to solve a social problem;

macro-systems in the global sense imply the existence of certain economic, political and socio-cultural factors that influence the development and implementation of state educational and social policy.

In our opinion, the proposed levels of social work can also be interpreted as social and pedagogical work. Therefore, we will establish the relationship between the level of social and pedagogical work and the role of the children's service in Table 1.1.

Table 1.1

Establishing the relationship between the level of social and pedagogical work and the role of children's services

№	level of social work	Description of the role of children's services
1	2	3
1	Individual	determination of the child's psycho-emotional state, analysis of the level of socialization, interaction with various social groups in the educational environment of the school, extracurricular activities, and at home. A special place is given to determining the level of pedagogical neglect and the need for social and pedagogical support, taking into account the individual and age characteristics of the child.

⁴ Караман, О. (2018). Сутність і зміст соціально-педагогічної роботи як категорії соціальної педагогіки. Науковий вісник Ужгородського національного університету. Серія: Педагогіка, соціальна робота. Ужгород: УжНУ. Вип. 21. С. 69–74. URL : <https://dspace.uzhnu.edu.ua/jspui/bitstream/lib/5828/1/СУТНІСТЬ%20І%20ЗМІСТ%20СОЦІАЛЬНО-ПЕДАГОГІЧНОЇ%20РОБОТИ.pdf>

Continuation of table 1

1	2	3
2	Microsystem	analyzing the impact of different groups on the child, checking the educational institution's compliance with the current legislation on child protection and working together with the psychological service of the educational institution (social pedagogue and practical psychologist) to resolve the problem situation
3	Mesosystem	simultaneous interaction of the children's service with the psychological service of the educational institution, law enforcement agencies (juvenile and preventive police sector), judicial authorities and other structures regarding the need for intervention to solve the child's problem
4	Macrosystem	the influence of the experience of children's services on the formation of the national doctrine and the use of local practices for solving specific problem situations as possible options for further building a certain model or mechanism

Source: compiled by the authors

The theoretical analysis and the established relationship between the level of social and pedagogical work and the role of the case management service allows us to assert that at each level the children's service plays an important role. Of course, the ascending principle of the levels of social and social-pedagogical work at each level reduces the role of the children's service, but on the other hand, this reduction of the role occurs procedurally, and conceptually the leading role remains at the individual level. This trend can be explained by the centralized structure of the social care system in Ukraine.

However, it should be noted that the process of deinstitutionalization of residential facilities is currently underway, and therefore the role of children's services is changing. Services are responsible for finding new, alternative types and forms of placement for children in difficult life circumstances.

Let's take a closer look at the social and pedagogical aspect of the work of the service for children. First of all, it is necessary to identify approaches to the interpretation of the definition of social and pedagogical work. According to O. Bezpalko, socio-pedagogical work is a type of professional activity of a certain group of people who are supposed to contribute to the achievement of social effect⁵.

Z. Shevtsiv understands the concept of socio-pedagogical activity as a type of professional activity of a teacher, primarily a social pedagogue, who should create conditions for the socialization of the individual, satisfaction of his or her needs and comprehensive development⁶.

5 Андрусъ, О. (2011) Сучасні аспекти професійної підготовки студентів у технічних університетах. Проблеми підготовки сучасного вчителя. № 4 (2). С. 283-294.

6 Лисоконь, І. О. (2022) Теоретичний аналіз актуальних питань вищої соціальної освіти України в освітологічному дискурсі. Концептуально-технологічна модель підготовки майбутніх фахівців соціально-педагогічної сфери [монографія] / авт. кол. Т. Василюк, І. Лисоконь, І. Размолодчикова, І. Шимко ; упоряд. І. Лисоконь. Кривий Ріг : КДПУ, 2022. С. 7-50. URL: <http://elibrary.kdpu.edu.ua/handle/123456789/6700>

O. Karaman in her article «The Essence and Content of Social and Pedagogical Work as a Category of Social Pedagogy»⁷ concludes that social and pedagogical work includes the practical aspect of professional social and pedagogical activities with specific categories of people in need of assistance and in a certain environment⁸.

We are impressed by the interpretation by V. Nikitin, who defines that social and pedagogical work consists in providing educational and upbringing means of directed socialization of the individual, in transferring the social experience of mankind to the individual, acquiring or restoring social orientation and social functioning.

In our opinion, the axiological basis of the activity of the service for children's affairs is a system of principles that should be universal and generally accepted among all subjects of social and pedagogical activity and actively used in the professional environment. Thus, O. Dubanesiuk believes that the professionalism of an employee is reflected through his/her responsibility, active life position, principles and professional creativity that he/she applies in the process of work⁹.

At the same time, according to L. Panchenko, the formed value systems have the purpose of regulatory functions in the processes of education, upbringing, development and socialization, and these functions have a systemic character¹⁰.

The Law of Ukraine «On Bodies and Services for Children and Special Institutions for Children» (1995) assigns the following tasks to children's services:

- coordination of efforts of the authorities and other enterprises, institutions, organizations, regardless of their form of ownership, in addressing urgent issues of child protection;
- compliance with the procedural requirements of the current regulatory legal acts of Ukraine on guardianship, custody and adoption;
- control over the living conditions of children in difficult life circumstances;
- placement of children in difficult life circumstances in foster families, family-type children's homes and social rehabilitation centers;

7 Концептуально-технологічна модель підготовки майбутніх фахівців соціально-педагогічної сфери [монографія] / авт. кол. Т. Василюк, І. Лисоконь, І. Размолодчикова, І. Шимко ; упоряд. І. Лисоконь. Кривий Ріг : КДПУ, 2022. 182 с. URL: <http://elibrary.kdpu.edu.ua/handle/123456789/6416>

8 Караман, О. (2018). Сутність і зміст соціально-педагогічної роботи як категорії соціальної педагогіки. Науковий вісник Ужгородського національного університету. Серія: Педагогіка, соціальна робота. Ужгород: УжНУ. Вип. 21. С. 69-74. URL : <https://dspace.uzhnu.edu.ua/jspui/bitstream/lib/5828/1/СУТНІСТЬ%20І%20ЗМІСТ%20СОЦІАЛЬНО-ПЕДАГОГІЧНОЇ%20РОБОТИ.pdf>

9 Дубасенюк, О. (1995). Ціннісне відношення до професіоналізму виховної діяльності. Нові технології виховання: збір. наук. статей. Київ : ІСДО. С. 145-154.

10 Заклади вищої освіти України. Статистична інформація Державної служби статистики України: щорічна інформація. р. 162. URL : http://www.ukrstat.gov.ua/operativ/operativ2005/osv_rik/osv_u/vuz_u.html

- maintaining special records of orphans and children deprived of parental care, adopted children and other vulnerable categories;
- providing consultations and methodological support on issues of social protection of children, their psychosocial adaptation or social and pedagogical support.

The main functional responsibilities of the service for children are defined in Article 12 of the Law of Ukraine «On Ensuring Organizational and Legal Conditions for Social Protection of Orphans and Children Deprived of Parental Care» (2005). The law stipulates that the service for children:

- participates in the organization and implementation of measures aimed at social protection of the rights and interests of children in difficult life circumstances, in particular orphans, children deprived of parental care, children placed in foster families, temporarily removed children from families, etc.;

- provides support and preparation of the necessary documents for adoption or guardianship of a child, is a representative of the local government body in the police and judicial authorities in the consideration of relevant issues;

- monitor the conditions of orphans and children deprived of parental care;

- checks on children in difficult life circumstances after they are placed in new families, placed under guardianship or returned to their biological parents.

Children's services are structural units of the executive bodies of the respective councils and their fundamental rights include¹¹:

- analyze the state of child protection and determine the need to establish special organizations, institutions and facilities in a particular area;

- visit children in difficult life circumstances and their legal representatives who are registered at their place of study, residence or work;

- to receive children in difficult life circumstances and provide them with social and pedagogical counseling support;

- the ability to maintain independent statistical data on children in difficult life circumstances within a particular territorial community;

- obtaining information from business entities, regardless of their form of ownership, to fulfill the tasks assigned to the service;

- organizing and conducting methodological activities with representatives of educational, healthcare and social protection institutions to prevent child homelessness and antisocial behavior;

11 Дзіковська, М. (2019) Проблема професійної підготовки фахівців у педагогічній теорії. Молодь і ринок. № 2(169). URL: <http://mir.dsru.edu.ua/article/download/163125/162092>; Безпалько, О. (2009). Соціальна педагогіка: схеми, таблиці, коментарі: навч. посіб. для студентів. Київ: Центр учбової літератури. 208 с.

- representing the interests of a child in difficult life circumstances, if necessary, in the authorities and in cooperation with other organizations, enterprises and institutions;
- conducting preventive and educational conversations with the child's legal representatives (parents, guardians, trustees) to determine the objective reasons that led to difficult life circumstances or violations of the child's rights;
- to conduct appropriate outreach activities with representatives of pupils, students and working youth to reduce the level of legal nihilism in this environment and promote conscious parenthood;
- to implement local development programs of the relevant executive bodies or their councils to protect the rights of vulnerable social categories registered with the service;
- to develop relevant regulations of the local self-government body in terms of protection and realization of children's rights, childhood and maternity protection;
- develop and conclude agreements on mutual educational, scientific, methodological and informational cooperation between the service and educational institutions, scientific institutions, healthcare institutions, law enforcement agencies, social protection institutions, non-governmental organizations, trade unions, international foundations, etc.;
- to support issues related to imposing appropriate disciplinary and administrative penalties on persons who deliberately violate the norms of the current legislation on child protection.

In our opinion, the main tasks of the children's service at the institutional level, taking into account the author's personal experience, include:

- autonomy and interaction with other structures and local governments to protect the rights, freedoms and legitimate interests of children;
- establishing directions for improving infrastructure facilities in territorial communities responsible for the protection of childhood and children's rights;
- preparation of proposals for regional and local programs, plans and forecasts in terms of social protection, ensuring the rights, freedoms and legitimate interests of children;
- development of information, methodological and analytical materials to prevent child neglect and homelessness, and child delinquency;
- promoting physical, spiritual and intellectual development of children.

Special attention is paid to the compilation of statistical data, which plays an important role in the further development of the child welfare system and influences the determination of the main vectors of reforming the education and

social protection systems. As part of organizational reforms in Ukraine, state statistical agencies at the local level are currently being massively downsized. Therefore, in our opinion, the issue of statistical data and registration of children in difficult life circumstances should be transferred to local governments, in particular, to services for children.

At the same time, in the course of performing its tasks, the service for children interacts with other structural units of the relevant local self-government or state authorities, law enforcement agencies, judicial authorities, enterprises, institutions and organizations of all forms of ownership, associations of citizens and individuals.

In its activities, the service is accountable to the relevant executive bodies and their councils at the local level, as well as to the structural units of regional state administrations (responsible for social protection of the population and child protection) and the previously mentioned Directorate for the Development of Social Services and Protection of Children's Rights of the Ministry of Social Policy of Ukraine¹².

The active integration process of the Ukrainian educational environment into the European one began in 2005 when Ukraine joined the Bologna Process. This process can be characterized as positive, because the domestic educational space is undergoing a process of organizational transformation and search for new educational paradigms. Therefore, M. Dzvikovska in her work «The Problem of Professional Training in Pedagogical Theory»¹³ states that «the existing system of professional training was developed in the modern era and is based on the transfer of knowledge, perception and awareness of its content»¹⁴.

According to O. Andrus, the professional training of higher education applicants is an organizational and methodological process that should ensure the formation of relevant professional competencies, an active life position and the ability to interact with the surrounding professional circle for personal and social realization¹⁵.

Within the framework of the study, we should also analyze the collective monograph «Conceptual and Technological Model of Training Future Spe-

12 Концептуально-технологічна модель підготовки майбутніх фахівців соціально-педагогічної сфери [монографія] / авт. кол. Т. Василюк, І. Лисоконь, І. Размолодчикова, І. Шимко ; упоряд. І. Лисоконь. Кривий Ріг : КДПУ, 2022. 182 с. URL : <http://elibrary.kdpu.edu.ua/handle/123456789/6416>

13 Мигович, І. (2004). Формування системи підготовки і підвищення кваліфікації соціальних працівників: досвід, проблеми. Соціальна робота в Україні: теорія і практика. № 2. С.12-16.

14 Дзиковська, М. (2019) Проблема професійної підготовки фахівців у педагогічній теорії. Молодь і ринок. № 2(169). С. 161. URL : <http://mir.dspu.edu.ua/article/download/163125/162092>

15 Андрус, О. (2011) Сучасні аспекти професійної підготовки студентів у технічних університетах. Проблеми підготовки сучасного вчителя. № 4 (2). С. 283-294.

cialists in the Social and Pedagogical Sphere»¹⁶, which presents the process of forming the professional competence of future social pedagogues in the context of European integration of national education, the peculiarities of socialization of higher education students in the process of practical training for higher education, an innovative methodology of professional training with a combination of elements of social pedagogy and psychology, analysis of current issues of social pedagogy and psychology.

We are impressed by the scientific opinion that «the system of professional training of specialists in higher education, which in the process of training allows a higher education student to master the necessary competencies and the ability to solve current social, psychosocial and sociocultural problems in the process of providing social services to a person, during crisis situations or socialization in a new environment» is called social education¹⁷. We believe that in this context we mean not the sectoral, but the professional affiliation of the future specialist with social education, which allows him/her to master universal knowledge in the process of studying in order to solve problematic issues.

The main problem that determines the results of professional training of specialists in children's services is the problem of demarcation of scientific fields and their interconnection. Since 2015, Ukraine has had a new system of scientific fields and specialties that meets European standards of higher education. At the same time, there have been significant changes in the training of social workers, regardless of the field or specifics of professional activity. Let's look at the list of specialties in 2010 and 2015 for the training of social workers at the master's degree (Table 1.2).

Table 1.2

List of specialties in 2010 and 2015 for training of social workers, master's degree

	List of specialties	
	In 2010	In 2015
Field of expertise	1301 Social security	23 Social work
Field of study/specialty	8.13010101 Social assistance	231 Social work
	8.13010201 Social security	232 Social security

Source:¹⁸

16 Концептуально-технологічна модель підготовки майбутніх фахівців соціально-педагогічної сфери [монографія] / авт. кол. Т. Василюк, І. Лисоконь, І. Размолодчикова, І. Шимко ; упоряд. І. Лисоконь. Кривий Ріг : КДПУ, 2022. 182 с. URL: <http://elibrary.kdpu.edu.ua/handle/123456789/6416>

17 Ibid. P. 16–17.

18 Річний звіт Національного агентства із забезпечення якості вищої освіти за 2021 рік (2022). / за заг. ред. С. Квіта. Київ : НАЗЯВО. 232 с. С. 24.

A detailed analysis of the training of social specialists, regardless of their future field of professional activity, suggests that the system of professional training of higher education students has undergone changes. If before 2015 the training was carried out within the specialty 1301 Social Security, since 2015 this specialty has been renamed to 23 Social Work. Such changes do not significantly affect the training of social workers, one of the specialties in the list of specialties in 2010 was a separate specialty «8.01010601 Social Pedagogy» in the field of 0101 Pedagogical Education. This specialty was used to train specialists for the social and pedagogical sphere.

In this case, we agree with the opinion of I. Lysokon that there is no unity in the definition of the specialty for the training of social and pedagogical specialists in the domestic educational space. On the one hand, according to the special competencies provided by the standard of higher education for the specialty 231 Social Work, the training of social and pedagogical workers should be carried out within this specialty, and on the other hand, there are local educational practices of training social and pedagogical workers in the specialty 011 Educational, pedagogical sciences, because social pedagogy is a pedagogical branch¹⁹.

It should be noted that today there is a need for social and pedagogical specialists. This need is due to the events of the twentieth century, which is considered «the century of global transformations and conflicts»²⁰ and the transformational processes in the twenty-first century. The transformation processes that are currently taking place in the world reflect the completion of the transition to a digital society.

Professional activity in the socio-pedagogical sphere has come a long way for its own formation: the activities of professional associations, support of axiological foundations, development of professional standards and principles, creation and functioning of relevant educational institutions and labor activity of a certain group of people.

Based on the analysis, it can be concluded that most specialists in children's services do not have specialized education, in particular in the specialties 011 Education, Pedagogical Sciences or 231 Social Work. In fact, representatives of the children's service, which is an experimental base, have pedagogical or psychological higher education, but the peculiarity of working in such

19 Річний звіт Національного агентства із забезпечення якості вищої освіти (2021). / за заг. ред. С. Квіта та О. Єременко. Київ : НАЗЯВО. 364 с.С. 25.

20 Лисоконь, І. О. (2022) Теоретичний аналіз актуальних питань вищої соціальної освіти України в освітологічному дискурсі. Концептуально-технологічна модель підготовки майбутніх фахівців соціально-педагогічної сфери [монографія] / авт. кол. Т. Василюк, І. Лисоконь, І. Размолодчикова, І. Шимко ; упоряд. І. Лисоконь. Кривий Ріг : КДПУ, 2022. С. 7-50. С. 8. URL : <http://elibrary.kdpu.edu.ua/handle/123456789/6700>

services is specific interaction with children, and therefore it is important to have not just higher education, but higher professional education in social and pedagogical orientation.

The new paradigm of social services that has begun to be implemented in Ukraine now determines the vector of systemic social and pedagogical training of future professionals. In this case, the specialist will be one of the main subjects of social and pedagogical activities of such social services, as he or she will continue to provide social, psychosocial and pedagogical services. It is worth noting that the specifics of work in children's services still require not only special competencies, but also personal qualities. It is the knowledge, skills and abilities acquired in the course of training, as well as personal qualities that will help a future social and pedagogical specialist to take into account the specifics of the social group of children and parents in difficult life circumstances.

In our opinion, the most successful solution to the issue of training social and pedagogical personnel for children's services is to train social specialists with a broad professional profile who have a perfect command of general, interdisciplinary, special and integral competencies and are able to combine them in practice. Undoubtedly, a specialist in children's services is an intermediary between the child, parents or other legal representatives, educational institution and social services, which aim to take care of the physical and moral well-being of the child and his/her family.

However, in addition to professional training of specialists in children's services, advanced training also plays an important role. Therefore, we believe that the professional development of specialists in such services should ensure not only the study of the latest local practices of social and pedagogical management, the acquisition of new theoretical and methodological knowledge or the development of existing competencies, but also the formation of narrowly focused social and pedagogical skills to address professional issues. The retraining of specialists in children's services and the promotion of their development of new social and pedagogical competencies can take place in different ways, such as:

- obtaining a second higher education;
- studying under certificate programs at universities;
- non-formal education;
- taking refresher courses.

Currently, Ukraine is developing a system of training professional social workers for various scientific fields and spheres of human life. The training is carried out at different levels, educational programs, specialties and specializations, but all of them receive the necessary knowledge in the social and humanitarian field.

Many national universities have specialized departments in social work, social pedagogy, practical psychology, social education, etc. Accordingly, we can conclude that the training of social specialists is a need of the domestic labor market, and therefore we will analyze the social services commissioning in the context of the phenomenon under study.

The accelerated development of society in general, and Ukrainian society in particular, is driven by socio-economic, political and socio-cultural transformations that lead to the formation of a social order for the relevant personnel. The crisis phenomena that are currently taking place in Ukraine are strengthening the context of children's services, and accordingly, there is a need for highly qualified social workers who are able to solve relevant socio-cultural problems.

For example, social initiatives put forward by higher authorities emphasize the need to develop socio-cultural systems and the institutional role of each employee of such social services, who should become agents of organizational change and help solve various problems, including socio-pedagogical ones.

We would like to focus on the fact that 1/3 of all higher education institutions registered and operating in Ukraine train various social specialists, including social and pedagogical specialists. To be more precise, 113 higher education institutions provide training in the specialty 231 Social Work, and 22 higher education institutions provide training in the specialty 232 Social Security.

The total amount of expenditures for the state order of specialists in 2021 amounted to more than 185 thousand people. For the training of specialists in higher education institutions in the field of knowledge 23 Social Work, the first (bachelor's) level of higher education, 3139 budget places were allocated, which is 3.64% of the total state order.

According to statistical data²¹, it can be analyzed that despite the increase in the level of social services commissioning for social workers, in particular, social and pedagogical, there is a tendency to reduce the number of higher education students in the field of knowledge 23 Social Work. It should be emphasized that this statistical analysis does not include indicators of training of social and social-pedagogical specialists, which takes place within other fields of knowledge and specialties.

In our opinion, the downward trend in the number of higher education students in this field of knowledge can be explained by:

- european integration processes that lead to the migration of young people abroad to obtain education;

21 Дзіковська, М. (2019) Проблема професійної підготовки фахівців у педагогічній теорії. Молодь і ринок. № 2(169). URL : <http://mir.dspu.edu.ua/article/download/163125/162092>

- changes in socio-demographic indicators due to military aggression in eastern Ukraine and population aging;
- misconceptions of applicants about their future professional activities after graduation in the field of Social Work;
- the level of implementation of the state educational and social policy;
- etc.

According to J. Petrochko, social services commissioning is a set of measures aimed at purchasing social services at the expense of the state budget for people in difficult life circumstances on a competitive basis. We are impressed by this interpretation of the concept, but in our opinion, social services commissioning is more about the purchase of educational services at the expense of the state budget for the training of relevant specialists.

There is no doubt that due to the increase in local and global crises, there is a need to train social workers, so the social services commissioning is increasing annually. The main issue that needs to be clarified now is the establishment of clear and regulated standards for the training of specialists with social education for each sphere of public life, since social work in different areas is implemented differently and requires highly specialized competencies. The only thing common to all social workers is the sociological nature of their professional activities.

The activities of children's services require active and professional work with children, pupils and students, and their parents to protect children's rights and maternity protection, which requires specific social and pedagogical competencies and multidisciplinary knowledge to provide social assistance, psychosocial support, pedagogical support and social and pedagogical counseling. Therefore, in our opinion, there is a need for representatives of children's services to have the necessary pedagogical knowledge and skills that they could apply in practice.

Training and training programs are innovative forms of education that are now actively used in formal and non-formal education. Thus, according to Y. Yemelianov, training is a group of methods of personal development of learning abilities and mastering a new type of activity.

That is why the author chose a training program as a form of improving the pedagogical competence of specialists in child services. The main elements of the training program for improving the pedagogical competence of specialists in child services include: topic, purpose, relationship with scientific fields and their specialties, scope, tasks, expected results, acquired competencies and structure.

As part of the study, each of the proposed elements of the training program should be analyzed.

First of all, it is necessary to determine the topic of the training program. Undoubtedly, the topic of the training depends on a number of external and internal factors that influence the determination of the topic of the training program. We propose the following topic for the training program: «Social and pedagogical activities and pedagogical management».

This topic allows us to define the following goal, which, in our opinion, should be to familiarize ourselves with the latest technologies of social and pedagogical counseling, increase the level of social and managerial competencies, search for the latest tools for managing social and pedagogical aspects in social services based on relevant local practices and promote the formation of pedagogical competence.

We will focus on the relationship of the training program with scientific fields and their specialties. We believe that the proposed training program on the topic «Social and Pedagogical Activity and Pedagogical Management» is related to such specialties as: 011 Educational and Pedagogical Sciences, 028 Management of Socio-Cultural Activities, 053 Psychology, 054 Sociology, 073 Management, 231 Social Work, 232 Social Security, 281 Public Administration and Management.

An important stage in the process of implementing the training program is the acquisition of the following professional competencies by representatives of child welfare services:

Ability to:

- identify socially significant problems and establish their cause-and-effect relationships;

- conduct social and pedagogical consultations and provide pedagogical support;

- build professional relationships and actively use them when interacting with different groups of clients or other authorities, enterprises, institutions, organizations;

- impartially carry out institutional internal audit of the service and provide an assessment of the quality of performance of colleagues;

- critically process information, evaluate it and determine social or socio-pedagogical consequences;

ability to:

- use in practice modern theories, methods, technologies and methodologies of educational, pedagogical and social sciences;

- use methods of diagnosis, forecasting and modeling to solve problems in the course of professional activity;

- to carry out organizational transformations of the structure of services, to make appropriate management decisions of an interdisciplinary nature and to be responsible for them;
- to establish partnerships and cross-sectoral relations;
- to take the initiative and use innovative techniques of social and pedagogical activities in the performance of their duties.

In our opinion, a training course designed for 30 hours (1 credit according to the European Credit Modular System) is optimal. Within the 30 hours, 12 hours of classroom (face-to-face) work and 18 hours of independent work can be provided.

The target group of the training program is specialists of children’s services operating under local self-government bodies.

The training program also promotes the development of flexible and professional skills necessary to perform work tasks. The main flexible and professional skills that will be improved in the course of the program are listed in Table 1.3.

Table 1.3

Program for development soft-skills and hard-skills

soft-skills	hard-skills
<ul style="list-style-type: none"> - problem solving; - responsibility; - flexibility; - teamwork; - communication; - leadership; - motivation; - decision-making; - stereo stability. 	<ul style="list-style-type: none"> - analysis; - deduction; - induction; - proceduralism; - work with equipment; - synthesis; - systematization of knowledge; - technical skills; - process management.

Source: compiled by the authors

The National Agency of Ukraine on Civil Service defines the following areas of professional training and advanced training for officials of state authorities and local self-government bodies: study of basic regulations on human rights protection, persons with disabilities, gender equality, human rights, e-government, leadership, writing project applications for grants, digital development policy, combating human trafficking, public information, reintegration of the temporarily occupied territories, social protection of the population, and social security.

The areas proposed by the National Agency of Ukraine on Civil Service that correspond to the topics of the proposed training program are:

- observance of human rights;
- writing project applications for grants;
- social protection of the population;
- promotion of changes at the local level;
- territorial organization of power.

The main principles of the implementation of the training program «Social and Pedagogical Activity and Pedagogical Management» developed by the author are:

- activity;
- humanism;
- voluntariness;
- science;
- equality.

It is worthwhile to include expected outcomes for the training program. In the process of training, specialists of children's services will learn to:

- define the role and pedagogical tasks of their own professional activities for early identification, provision of services and pedagogical support for children or their legal representatives in difficult life circumstances;
- use the basic tools for managing social and pedagogical activities;
- to highlight the peculiarities of building a constructive dialogue and finding new ways of communication with clients;
- identify the main social and pedagogical ideas at different stages of human history;
- the basics of writing project applications for grants or participation in social initiatives;
- consider the conceptual aspects of providing services for vulnerable groups that have been developed in social services and implemented at different levels.

That is why the authors chose a training program as a form of improving the pedagogical competence of specialists in child welfare services. The main elements of the training program for improving the pedagogical competence of specialists in child services include: topic, purpose, relationship with scientific fields and their specialties, scope, tasks, expected results, acquired competencies and structure.

As part of the study, each of the proposed elements of the training program should be analyzed.

First of all, it is necessary to determine the topic of the training program. Undoubtedly, the topic of the training depends on a number of external and internal factors that influence the determination of the topic of the training program. We

propose the following topic for the training program: «Social and pedagogical activities and pedagogical management».

This topic allows us to define the following goal, which, in our opinion, should be to familiarize with the latest technologies of social and pedagogical counseling, increase the level of social and managerial competencies, search for the latest tools for managing social and pedagogical aspects in social services based on relevant local practices and promote the formation of pedagogical competence.

Table 1.4

Structure of the training program «Social and pedagogical Activity and Pedagogical Management»

Name	Description	Number of hours	
		face-to-face	Independent work
Module 1: Theory of social and pedagogical activity	Familiarization with the peculiarities of the origin, formation and development of socio-pedagogical ideas at different stages of society, taking into account economic, political and socio-cultural aspects.	2	3
Module 2. Social communications and ethics of social and pedagogical work	Deepening knowledge of the basics of professional ethics, building a constructive dialog and developing skills to apply them in professional activities.	1	3
Module 3. Innovative models of service delivery	Analysis of local best practices of services for vulnerable groups that have been developed and implemented in various social services, determination of the list of social and pedagogical services of children’s services	2	3
Module 4. Pedagogy and pedagogical management	Analysis of leading pedagogical systems, methods and techniques, including social and educational and didactic orientation, familiarization with the basics of management of educational institutions and mastering the task of making management decisions with the interdisciplinary nature of interaction of subjects of the socio-pedagogical sphere	5	5
Module 5: Project management in the social and pedagogical sphere	Mastering the basics of socio-pedagogical modeling of situations and writing socially useful projects to address pressing client issues.	2	4
TOGETHER:		12	18
ALL OF IT:		30 hours	

Source: compiled by the authors

Within the framework of the study, it is worth noting that the issue of providing systematic methodological and informational support on socially significant topics for the professional development of social service professionals, professional development of social and pedagogical personnel and professional readiness of specialists with social or social and pedagogical education is within the authority of the State Center for Social Services for Family, Children and Youth.

Thus, we can offer methodological recommendations based on the use of the following forms of self-improvement of pedagogical competence for employees of child services:

1) study and testing of domestic and foreign experience of social and pedagogical work with children in difficult life circumstances.

Today, it is possible to participate in various international and national programs, conferences, roundtables, seminars, etc. via the Internet. This is an opportunity to join the most relevant events taking place in the field of social and pedagogical work and specifically social services. Studying positive experience, best practices of working with children and youth, with families, will help to deepen self-education, increase the level of pedagogical competence of specialists.

2) attendance at professional development and retraining courses for teaching staff.

Information education, i.e., lifelong learning, should be the responsibility of all people, and especially of social, social-pedagogical, and educational workers. Everything related to the education, upbringing and training of children and youth should be carried out in an innovative way. To do this, all professionals in these areas need to improve their professional competence in a timely and systematic manner. Ukraine has a fairly strong system of retraining, postgraduate education, etc. Thus, all that is needed is the desire of employees to master new innovative technologies of professional activity, provision of social and social and pedagogical services to various categories of the population.

3) development of professional competencies and deepening of didactic, methodological, psychological, pedagogical, and general cultural knowledge in the professional field of activity.

Professional competence development should be scientific in nature, because working with children, especially those in difficult life circumstances, who have experienced a lot of grief and emotional distress, requires not only empathy but also scientifically based actions. This is especially true in the field of legal documents, as the state is primarily responsible for ensuring that the rights and freedoms of children are respected.

At the same time, every professional who has chosen to work with children, youth, and families must find the best ways to improve their own professional competence, including pedagogical competence. We fully agree with the above-mentioned scientific works that pedagogical competence is the main one in professional work with children. Children's services have direct contact with such clients who need professional help.

To summarize the above material, we note that the professional training of future employees of children's services should meet the current needs of Ukrainian society, taking into account all economic, political, social problems and military conflicts. Such services play a special role in supporting children by the state, and therefore it is important not only to ensure their functioning, but also to ensure their conceptual compliance with the established requirements and readiness to provide comprehensive assistance.

In our opinion, the process of expanding the professional boundaries of social and pedagogical assistance is natural; reforming the system of social services promotes the use of the latest technical and technological models and practices of social and pedagogical, psychosocial and pedagogical activities, attracting new clients and expanding the range of social and pedagogical services.

The social order for specialists in the social and pedagogical sphere is currently present and varies depending on regional characteristics and labor market needs. In the domestic educational space, social workers are trained in various specialties, and therefore can be considered intersectoral. The vast majority of future social and social pedagogical specialists are trained within the field of knowledge 23 Social Work, but there are other educational practices for training specialists in other specialties and fields of knowledge.

A fundamental issue in the work of children's services today is the pedagogical component, which every specialist in such services must have. When providing social and pedagogical support, service professionals are responsible for psychological support for children in difficult life circumstances, creating favorable conditions for socialization in a new environment or resocialization after resolving difficult life situations, and social and pedagogical support for the child, which affects the child's further education, comprehensive development and upbringing.

The above information allows us to conclude that there are many options for developing pedagogical competence through additional education, certificate programs, teacher training courses, or non-formal education. At the same time, we believe that training programs and self-improvement are

the best ways to develop the pedagogical aspect of the professional activity of workers of children's services.

The training program developed by the author within the framework of the study focuses on familiarization with the latest technologies of socio-pedagogical counseling, increasing the level of flexible and professional competencies, searching for the latest tools for managing socio-pedagogical aspects in social services based on relevant local practices and promoting the formation of pedagogical competence among specialists in children's services.

In our opinion, there is an undeniable need for specialists in children's services to use pedagogical competencies to comprehensively address psychosocial, domestic, psycho-emotional, socio-cultural problems of children and to provide them with certain pedagogical patronage.

Equally important is the process of self-improvement of social and pedagogical specialists. Not every professional is able to recognize the need for self-improvement, but working in the system of local self-government and with children requires a special attitude to their own professional activities. Self-improvement, in our opinion, is the basis for self-realization. Working with children and youth is a dynamic process that changes under the influence of various factors and conditions, so self-improvement should occupy a special place in the work of representatives of children's services.

The problem of self-improvement occupies a special place in pedagogical discourse. Famous Ukrainian educators-innovators V. Sukhomlynskyi and K. Ushynskyi supported the idea of self-improvement, as they saw an inextricable link between education and self-education, which is the basis for personal development.

Currently, the national educational space supports a polystructural model of professional self-improvement of social service professionals, according to which the basis for professional self-improvement is specially developed by state educational and social institutions, curricula, author's courses, etc. The approaches and content of professional development for specialists in children's services in the area of social and pedagogical activities need to be clarified and regulated.

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