THE PEDAGOGICAL CONDITIONS OF TRAINING SPECIALISTS IN SOCIONOMIC SPECIALTIES FOR THE FORMATION OF CONSCIOUS PARENTING IN YOUNG PEOPLE

Abstract. The multifunctionality of the role spectrum of responsibilities of future specialists in socionomic specialties in working with young people in the context of forming their conscious parenting necessitates targeted changes in professional training based on the concept of social development and modern provisions on the methodology of organizing educational activities in higher educational institutions and determined by the state's social policy in the field of working with young people and providing social services. The concept has to do with revealing the multifaceted pedagogical system of professional training of future specialists in socionomic specialties for the formation of conscious parenting in young people and provides for the optimization of this activity taking into account the specifics of the profession of a future specialist in socionomic specialties. From the standpoint of the theoretical concept, the professional training of future specialists in socionomic specialties is a special type of innovative activity that should provide appropriate conditions for the formation of their readiness to form conscious parenting in young people. The methodological concept involves implementation at the philosophical, general scientific, specific scientific and technological levels. Thus, at the philosophical level, the readiness of future specialists in socionomic specialties to form conscious parenting in clients of social services has been defined as an integral part of the professional training of future specialists in the context of the challenges of today and the orientation of the higher educational system and the development of the social sphere towards the European and world space. The practical concept involves the professional training of future specialists in socionomic specialties in higher educational institutions as a significant factor of professionalism in the context of the formation of conscious parenting in young people. This concept envisages balanced and systematic activities on: development of educational and methodological support; implementation of a selected range of organizational and pedagogical conditions; improvement of practical training, independent and individual work of higher education applicants of the first (bachelor's) and second (master's) levels.
Ключові слова: педагогічні умови, сознательное материнство, образовательный процесс, работа с молодежью.

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ПЕДАГОГІЧНІ УМОВИ ПІДГОТОВКИ ФАХІВЦІВ З СОЦІОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ ДО ФОРМУВАННЯ УСВІДОМЛЕННОГО БАТЬКІВСТВА У МОЛОДІ

Анотація. Поліфункціональність рольового спектру обов’язків майбутніх фахівців з соціономічних спеціальностей щодо роботи з молодію у контексті формування у них усвідомленного батьківства обумовлює потребу цілеспрямованих змін у професійній підготовці, що базуються на концепції розвитку соціальної сфері та сучасних положеннях про методику організації освітньої діяльності у ЗВО й визначаються соціальною політікою держави в площині роботи з молоддю та надання соціальних послуг. Концепція полягає в розкритті багаторочаної педагогічної системи професійної підготовки майбутніх фахівців з соціономічних спеціальностей до формування усвідомленого батьківства у молоді та передбачає оптимізацію цієї діяльності з урахуванням специфіки професії майбутнього фахівця з соціономічних спеціальностей. Із позицій теоретичного концепту професійна підготовка майбутніх фахівців з соціономічних спеціальностей є особливим видом інноваційної діяльності, що має забезпечити належні умови для формування у них готовності до формування усвідомленого батьківства у молоді. Методологічний концепт передбачає реалізацію на філософському, загальнонауковому, конкретно-науковому та технологічному рівнях. Так, на філософському рівні готовності майбутніх фахівців з соціономічних спеціальностей до формування у клієнтів соціальних служб усвідомленого батьківства визначено як невід’ємну складову професійної підготовки майбутніх фахівців у контексті викликів сьогодення та спрямованості системи вищої освіти та розвитку соціальної сфері у європейський та світовий простір. Практичний концепт передбачає реалізацію професійну підготовку майбутніх фахівців з соціономічних спеціальностей у ЗВО як важового чинника професіоналізму у контексті формування усвідомленого батьківства у молоді. Цей концепт передбачає виважену та системну діяльність щодо: розробки навчально-методичного забезпечення; впровадження виокремленого спектру організаційно-педагогічних умов; вдосконалення практичної підготовки,
Problem statement. The effective realization of the task of training specialists in socionomic specialties to form conscious parenting in young people can be possible only if the appropriate pedagogical conditions are met, the implementation of which will ensure the purposeful successful preparation of young people of student age for the implementation of parental activities.

To improve the effectiveness of the process of training specialists in socionomic specialties to form conscious parenting in young people, it has to be determined the pedagogical conditions, the implementation of which will contribute to the successful realization of this task. In turn, this implies clarifying the meaning of the concept of «pedagogical conditions».

Analysis of recent research and publications. Thus, in the reference literature, the term «conditions» is understood as: some necessary circumstances that ensure the formation, implementation of something; external prerequisites, circumstances that determine the emergence of a certain phenomenon or result of activity; certain rules that exist in a particular field and ensure the normal operation of something; an important component of the system of objects (concrete phenomena, objects, processes, their states and interactions), the presence of which determines the emergence of a new object or its new property; a set of objects (phenomena, processes, relations) necessary for the appearance or change of this object; some stable circumstances that significantly affect the object and its implication relations; necessary circumstances that make it possible to implement the planned [7; 9].

It should be clarified that in scientific sources, authors have proposed different interpretations of the concept of "pedagogical conditions". Thus, V. Lednev perceives these conditions as a set of certain objective circumstances and opportunities that are structured in a certain way and oriented towards achieving a certain pedagogical purpose [1]. O. Durmanenko understands this concept as the peculiarities of the organization of the educational process in higher educational institutions that determine the successful results of this process and the development of the student's personality in general [2, p. 136]. According to O. Pekhota, pedagogical conditions are a scientific category that reflects a system of organizational forms, methods, real objectively existing or subjectively created situations, material preconditions, which together ensure the successful implementation of the pedagogical purpose [8].

Thus, I. Smirnova defines pedagogical conditions as one of the components of the pedagogical system, which reflects the totality of the material and spatial and
educational environment that affect the procedural and personal aspects of this system, ensuring its effective functioning and development [12, p. 197]. We are impressed by the views of A. Lytvyn and O. Maceiko, who state that the pedagogical conditions are a set of designed factors influencing the circumstances of the educational process and the personal characteristics of all its participants [5, p. 56].

It should also be noted that the scientific literature distinguishes two levels of pedagogical conditions. The first of them is related to the personal characteristics of the subjects of the educational process, which determines the success of this process. The second level of conditions makes it possible to determine certain circumstances of the educational process: the content of education and features of the implementation of student learning, characteristics of interpersonal relationships between participants of the educational process, the specifics of the educational institution with the environment, etc. [13].

So, it can be summarized that scientists understand pedagogical conditions as certain circumstances, preconditions, a set of measures, a set of factors, and features of the organization of the educational process that ensure its successful implementation. The present work understands pedagogical conditions as a specially created set of external circumstances and factors that ensure the success of the process of training specialists in socionic specialties to form conscious parenting in young people.

**Presenting main material.** On the basis of the literature analysis, we have concluded that scholars are well aware that today there is an urgent need for targeted training of students to successfully perform parental functions. However, the results of this analysis have shown that this issue has not yet been given sufficient attention in higher educational institutions, and as a result, the level of readiness for conscious parenting among students remains low. This fact is also reflected in the results of a pilot research study involving 268 students from Odesa Polytechnic National University, Ternopil Volodymyr Hnatiuk National Pedagogical University, and the State Institution «South Ukrainian National Pedagogical University named after K.D. Ushynsky».

In particular, the author's questionnaire has been used in this research. It has been found that certain issues of preparing young people for family life and family education are considered in the classroom mainly only when studying relevant topics in the disciplines of the psychological and pedagogical cycle. 74.5% of respondents have noted that in the process of pedagogical interaction in the classroom, teachers have not paid sufficient attention to the issue of parenting and other family problems, for example, how to become a competent responsible father (mother), how to create a happy family life. It has also been found that extracurricular activities dedicated to the problem of parenting are held in universities only occasionally. However, 65.6% of respondents believe that such events would be relevant for them as future parents or parents who have only recently become parents.
The research has concluded that higher educational teachers do not pay enough attention to the issue of training specialists in socionomic specialties to form conscious parenting in young people. This is connected with both their lack of motivation and insufficient awareness of the issue. Therefore, we have come to the conclusion that the first pedagogical condition that ensures the increase of the effectiveness of higher education applicants' professional training for the formation of conscious parenting in young people is stimulation of the motivational and value attitude of future specialists in socionomic specialties to the formation of conscious parenting in young people.

It has to be noted that in this regard, the theoretical positions of scientists (O. Kocherha, E. Skrynnik, N. Sinelnikova, I. Trubavina [4; 9; 10; 11], etc.) were useful for the study, who in their works formulated similar ideas about the importance of special training of teachers to form the readiness of young people for family life, organizing educational work with parents of children in educational institutions of various types. Based on the study of relevant sources, this training should include the usage of various forms of scientific and methodological work of teachers and consist of several blocks.

Thus, the first of them is the motivational block. Its implementation has been aimed at ensuring that teachers and curators of academic groups are aware of their own responsibility for improving the quality of future specialists in socionomic specialties' readiness to form conscious parenting in young people, developing teachers' motivation to cultivate a value-based attitude to parenting, deepening knowledge about this phenomenon, deepening their knowledge of the discipline they teach, educational material related to the problem of conscious parenting, and, and as a curator - to encourage students to systematically hold events on parenting and family issues and provide pedagogical support in organizing these events.

The second block in the preparation of teachers to train specialists in socionomic specialties to form conscious parenting in young people is the knowledge block. Its implementation in the system of scientific and methodological work of a higher educational institution involves raising the level of theoretical awareness of university teachers on the problem of conscious parenting, which will allow them to:

- to rethink the possibilities of their specialized discipline as a means of developing students' readiness to take on their functions of forming conscious parenting in young people;
- to enrich the educational material with an educational component that will positively influence the formation of young people as conscious parents;
- to organize extracurricular independent work of students on the basis of establishing a relationship with the problem of conscious parenting;
- to carefully consider the system of extracurricular work with students aimed at forming their readiness to form conscious parenting in young people.
The research has determined that the third block in the training of teachers to develop students' readiness for the formation of conscious parenting in young people is the operational and activity block. It is related to ensuring that teachers master practical skills and abilities to organize this process. It has been envisaged that the skills and abilities necessary for the implementation of this process will be mastered under the supervision of other experienced teachers who are highly knowledgeable in the field of the problem, as well as through self-education of the relevant orientation.

It should be noted that such self-education can be realized in various ways:
- familiarization with scientific and methodological literature, electronic materials on the problem of forming conscious parenting;
- participation in scientific and methodological seminars and scientific and practical conferences of various levels, online methodological events on family education and parenting;
- attending the classes of their colleagues, studying promising experience in developing students' readiness to form conscious parenting among young people;
- advanced training in other higher educational institutions or universities in other countries in order to master innovative educational technologies that contribute to the successful preparation of young people for future parenting.

A well-designed scientific and methodological support for a particular educational process should systematically cover all aspects of its organization and implementation, starting with the substantiation of the theoretical foundations of its implementation and ending with the creation of methodological and educational materials for a certain contingent of students.

Based on the views of different researchers on this issue, we would like to clarify that in this work we have used the concept of a complex of scientific and methodological support for the training of specialists in socionomic specialties to form conscious parenting in young people, which has been defined as an integral scientific and methodological system that contains the conceptual and theoretical foundations of the research, normative, programmatic, didactic (content of education, educational tasks), organizational (means, methods, technologies, techniques, forms of organization of the specified process) and criterion-evaluation materials (reflecting the mechanism for evaluating it and, if necessary, making appropriate changes to it) and ensures the success of this process.

The article also has determined that the second pedagogical condition for training specialists in socionomic specialties to form conscious parenting in young people is the introduction of situational and training education in professional training to ensure the readiness of future specialists in socionomic specialties to form conscious parenting in young people.

In the context of the research problem at issue, it is important to note that parenting is a dynamically changing phenomenon, the manifestation of which in
each particular life situation is determined by objective (social norms of society, the influence of the information space (television, the Internet, social networks, etc.)) and subjective (for example, the internal way of life of the student's parental family, communication with teenagers, sexual relations, unplanned pregnancy, search for a partner for marriage, love, etc.) factors. In this light, a conscious readiness for parental interaction implies that a person is able to respond quickly to changes in family life or the personal situation of other family members and make appropriate decisions promptly. On this basis, it has been concluded that every adult family member will be able to effectively perform their family functions and parental responsibilities only when they are engaged in personal self-improvement as a family member and parent.

However, according to the pilot research, only 17.9% of the girls and 5.1% of the boys surveyed have engaged in targeted self-educational activities to raise their own awareness of parenting, and 6.9% of the girls and 5.9% of the boys who participated in the pilot research attend special lectures, trainings, and master classes on child care and upbringing. It should be noted that all of these students have recently become parents. It should also be noted that about 63% of respondents said that they do not have enough free time to conduct self-education on parenting. However, they assured us that they would study this issue after the birth of their child.

Therefore, in the light of this, there has been an urgent need to provide pedagogical support to students in their self-improvement in this field. There has been a need to provide pedagogical support to students in their development as parents.

We have been impressed by the views of O. Gazman, who sees pedagogical support as a process of jointly identifying with a young person his or her capabilities, purposes, interests, and ways to overcome problems (obstacles) that obstruct his or her activities towards independent achievement of the desired results in self-education, learning, life, etc. [6]. The researcher interprets pedagogical support as a means of helping the teacher to understand the processes related to "growing independence". Exploring the content of this support, O. Gazman has outlined the following areas of pedagogical activity:

- support of internal conditions for the development of "independence" (attitudes, needs, motives) and self-development through reflection, self-knowledge, purposefulness, self-analysis, etc;
- creation of a suitable environment (external conditions) for the existence of personality development;
- organization of social interaction within the microsocial environment (family, reference group, formal group, background environment) as a result of the activities of adults and children [6].
In this article, we have an opinion that defines pedagogical support as a system of pedagogical activity that includes assistance to an individual in overcoming personal, social and psychological difficulties and reveals individual personal potential.

The researcher has distinguished the following types of support: 1) pedagogical support in the form of cooperation; 2) hidden pedagogical support. To the first type, T. Makeieva has attributed the following techniques: encouragement, request, praise, trust, approval, involvement into interesting activities, compassion, empathy, etc. Hidden pedagogical support has included fake indifference, changing the task, switching attention, stimulating competition, performing tasks instead of the subject of learning (education), assumptions, hints, and instructions [3].

Conclusions. Thus, pedagogical support encourages students to act as active subjects of their own personal formation as parents and to actively improve their own preparation for the formation of conscious parenting in young people.

On the basis of the above mentioned, it has been concluded that the third pedagogical condition for training specialists in socionomic specialties to form conscious parenting in young people is to provide personally oriented pedagogical support to students in their self-improvement in this field. It has to be noted that this support should be provided in the form of cooperation (encouragement, request, praise, trust, approval, involvement into interesting activities, compassion, empathy).

Thus, we have concluded that the effectiveness of training specialists in socionomic specialties to form conscious parenting in young people is ensured by the following pedagogical conditions:

- stimulating the motivational and value attitude of future specialists in socionomic specialties to the formation of conscious parenting in young people;
- development and implementation of situational and training education in professional training to ensure the readiness of future specialists in socionomic specialties to form conscious parenting in young people;
- providing personally oriented pedagogical support to students in their self-improvement in the specified area.

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