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## Experimental verification of the model of preparation of future social educators for communicative activity in the rest camps

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## **Experimental verification of the model of preparation of future social educators for communicative activity in the rest camps**

### **Introduction**

An important step in the professional training future social workers is the formation of preparedness for communicative activities in the rest camps. Rest camps as a center of communicative activity require from educators a proper level of proficiency the communicative knowledge, abilities and skills. This causes a conflict between traditional approaches to communicative training in higher education institutions and the needs of the summer teaching practice in the rest camps. Scientific research and teaching practice indicate the insufficient elaborated definite problem in domestic and foreign science.

The issue of activity in the rest camps were studied by L. Babych, O. Belyaev, O. Gazman, V. Gorbenko, T. Docenko, A. Efymchuk, L. Krasnomovec', V. Iova, T. Kryvoluc'ka, N. Kurchanova, S. Ledniova, M. Nakaznyi, G. Stepareva, S. Taziev, I. Husnutdionova, G. Shutka and others.

For communication and communicative activity in their works addressed G. Andreeva, V. Berezenko, L. Biryik, O. Bodaliyov, A. Galuza, Yu. Emel'yanov, Yu. Zhukov, M. Zabroc'kyi, T. Ivanova, I. Isaeva, V. Kan-Kalyk, M. Lisina, S. Maksymenko, A. Mischenko, N. Nikandrov, A. Panfilova, L. Petrovs'ka, B. Parygin, K. Platonov, E. Provorova, V. Remizova, S. Sarnovs'ka, V. Slast'onin, V. Ternopil's'ka, I. Shevandin, E. Shyyanov and others.

The problem of preparing of the future teacher to the communicative activity in the rest camps highlighted by A. Volohova, D. Godlevs'ka, V. Gorbyno, Yu. Zhdanovych, L. Ivanova, A. Kireeva, M. Koal', Ya. Pysarev, G. Ryazanova, L. Sayifutdinova, I. Starodubceva, O. Yakovliya and others.

### **The main material**

On the basis of analysis of psychological and pedagogical literature [Godlevs'ka 2007; Kan-Kalyk 1990; Lysyna 1986] with the problems of training the future social educators to communicative activity in conditions of rest camps we determined readiness to communicative activity as integrative per-

sonal formation that includes knowledge about the nature communicative activities and ways of its implementation, the motivation to communicate with others (need to communicate), positive attitude to communication, communicative tolerance, motivation at achieving the success or avoid failure in communication, communication and organizational skills, ability to engage in communication, constructively implement the communicative actions, the ability to listen the others and to defend their own opinion, sociability; capacity for empathy and reflection, absence of „barriers” in the establishment of emotional contact, emotional and positive attitude to the interlocutor, the willingness to establish of emotional contact, adequate of emotional reactions in communication, ability to use the knowledge, skills and abilities in the real world of the rest camps.

In the order to determine the state of readiness the future social workers to communicative activity in conditions of the rest camps it is held the final stage of the experiment in which were covered by students of second year study in the specialty „Social pedagogy”.

The obtained results of the final stage of the experiment have shown the prevalence of mid-level preparedness of students (47,2%) to communicative activity in conditions of the rest camps. One-third future social teachers (34,1%) had low level of preparedness, and only 18,7% of students had high level of formation of specified integrate personal formation.

Qualitative data analysis of the final stage of the experiment gave reasons for the conclusion that in the preparation of future social teachers was not paid proper attention to special teaching and modeling the real profession communication conditions, cooperation between high educational institutions, rest camps and secondary schools; it was observed no connection between theoretical and practical student preparation; unnoticed by teachers was the possibility to use the interdisciplinary relations but the dominant were subject-object relations in „teacher-student” system.

Based on the results of pedagogical diagnostics that was conducted on final stage of the experiment was revealed the necessity in the developing of pedagogical conditions that would increased the efficiency of the preparation to communicative activity in conditions of the rest camps the future social.

The conditions are:

- activity-and learner-centered approaches, humanistic orientation of the personality of the teacher that have on the aim to develop the dialogic interaction and subject-subject relations in „teacher-student” system;
- special training, modeling of the real professional communication conditions in order to attract the future social teachers to practical communicative activity;
- competence and integrative approaches (the connection between theoretical and practical preparation at high educational institutions, organization the in-

teraction between high educational institutions, rest camps and secondary schools within one concerted student's preparation program, actualization of the interdisciplinary relations).

In order to implement the proposed terms was developed the author model for checking their efficiency which contained following components: training purpose, principles, components of communicative activity, pedagogical terms, forms and methods, preparation stages and the result.

The purpose of the model is to prepare the future social teachers to communicative activity in the rest camps.

Principles of training: honesty and openness, objectivity, integrity, pedagogical efficiency, scientific, humanism, systematic, consistency and succeeding, connection of the activity with real life, combination of the teachers' leadership with student initiative.

In the structure of preparation to communicative activity we have identified interrelated components: cognitive, motivational and valuable, operational and practical, and emotional. To each of the aforementioned components it is created the criteria and indicators of the preparedness.

Another structural component of preparation model there are defined pedagogical terms: activity-and learner-centered approaches, special training and modeling of the real professional communication conditions, competence and integrative approaches.

During the communicative preparation we have used next forms and methods: communicative training, creative collective deal, business, role, communication games, social and educational projects, disputes, conversations, creation of educating situations, communicative exercises, competitions, encouragement, colloquium, samples, interactive techniques, roundtables, Forum Theatre, the method of case studies, lectures, workshops (seminars), perform tasks of independent work, test control, self-control, video and photo presentations, video films, meetings with representatives of rest camps, student's roundtables, scientific and practical conferences, work on the Internet, reports, diagnostic work, abstract messages, etc.

Model of formation of preparedness included five stages:

- I stage – preparatory – involved the formulation of themes, goal and objectives of the project, search for sponsors, attracting of their funds to the realization of the project, procurement of necessary equipment, selection educational and methodological and reference materials, development of project methodology;
- II stage – diagnostic – directed on detection of real level of communicative knowledge, skills and abilities of future social workers, motivation to communication, ability to empathy and reflection;

- III stage – stage of realization – provided the engaging of students to cognitive activity, expansion of communicative knowledge, working out the abilities and skills of communication, activation of motivation, formation the ability to empathy and reflection, improving the ability to use their knowledge and skills in different communicative situations;
- IV stage – evaluative – aimed to organization the final (reporting) student conference, which was held the previous work, and evaluates its effectiveness;
- V stage – informative – provided for publication of teaching materials for students preparing, displaying the information on the Department website, and conducting of methodical seminar to disseminate the tested systems and gained experience.

The result of preparation was defined the preparedness the future social teachers to communicative activity in health institutions.

The model is based laid elaborated socio-pedagogical project „Communicative training of future social teachers to work in rest camps” (creative name „School of counselor”), which included a coordinated system of experimental effects, which were based on the principles of active, learner-centered, competency and integrative approached. Purpose of the project included the implementation of the special training system of the future social teachers for communicative activities in rest camps.

Project Tasks aimed at: identifying of students communicative capabilities; formation of preparedness for communicative activities; involvement in the active; using of interdisciplinary connections in the study of subjects; organization of interaction between employees of higher educational institutions, rest camps and secondary schools, education department of city, advanced students, volunteers of social and psychological services and sponsors.

Preparation of students within the project „School of counselor” was carried out through: conducting studies in developed communication training „Communicative mastery of future social teacher”, participation in student national and international scientific conferences and roundtables, attracting senior students as curators for students of second course, organization of exchange of students between pedagogical universities, functioning of „Leader school”, actualization interdisciplinary connections, meeting with leaders and staff of rest camps, participation in methodical social workers associations, conferences of leaders and staff of rest camps, meetings of student government, organization of several days trips to base of practice, presentation of workshops and creative workshops, participation in the conference on the practice, direct work on the basis of rest camps.

Within the program of the project realization „School of counselor” basis for specific training of future social teachers to the communicative activity in condi-

tions of rest camps was implement of special course „Workshop on communication activity of social pedagogue in health institutions” which included two semantic modules: „Communicative activity features of the social pedagogue in conditions of health institutions” and „Methods of preparing social pedagogue for communicative activity in health institutions”. Education for special courses conducted in the form of practical trainings (seminars), which played a leading role in shaping the communicative skills and application of acquired communicative knowledge in practice.

The final sections of experimental work demonstrated the feasibility and the practical significance of the developed pedagogical conditions preparation of future of social pedagogues to the communicative activity in rest camps and the developed model to implement them through the project „School of counselor” (see Table 1).

**Table 1**

**Levels of training future social pedagogues for communicative activity in rest camps before and after conducting of forming stage of the experiment in the control group (CG) and experimental group (EG) of studied persons, %**

Levels	Indicators			
	Before the experiment		After the experiment	
	EG	CG	EG	CG
Low	34,2	33,1	11,0	33,2
Mid	46,8	47,2	39,5	47,2
High	19,0	19,7	49,5	19,6

Thus, according to the final cuts dominated a high level of preparedness students of experimental group (49,5%) to the communicative activity in rest camps. Decreased by 23,2% the low level and by 7,3% the mid level appointed integrated personal formation due to increasing by 30,5% of students with a high level of preparedness.

This is confirmed by a close statistical relationship and direct correlation between the need for communication and sociability, communicative knowledge and motivation to achieve success in communication, self-control in communication and communicative persistence and dedication of future social pedagogues. Indicators of preparedness in the control group of studied persons had no significant difference before and after the experiment, neither in quantitative nor qualitative aspects.

## Conclusions

Therefore, we developed model of preparation of future social pedagogues for communicative activity in rest camps encompassed purpose, principles and components of communicative activity, educational conditions, forms and methods of work, stages and result. Introduction definite model in the training of future social pedagogues in pedagogical universities allowed increasing the effectiveness of training in communicative activity at rest camps. Results of the final cuts showed positive dynamics levels of preparedness of students in tested direction.

## Literature

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## Abstract

The model of preparation of future social teachers to communicative activity in the rest camps are described in the article. The results of the forming experiment are analyzed.

**Key words:** preparedness to communicative activity, components of preparation, criteria and indicators of preparedness, pedagogical conditions, model of preparation, socio-pedagogical project, special course.