

DOI 10.26886/2414-634X.9(36)2019.6

UDC: 372.881

**THEORETICAL-METHODOLOGICAL FEATURES OF DETERMINING  
THE PROFESSIONAL COMPETENCES OF SOCIAL WORKERS**

**M. Kuzmina, PhD student**

[http:// orcid.org / 0000-0003-2101-0630](http://orcid.org/0000-0003-2101-0630)

National University "Zaporizhia Polytechnic", Ukraine, Zaporizhzhia

*The formation of professional competences in social workers is an important part of their studies in higher education. The professional competencies of social workers have a complex structure and consist in addition to mastering practical and theoretical methods of social work with social-emotional, social-legal, psychological and life competencies. Another important factor in shaping the professional competencies of social workers is the fulfillment of their successful cases in various spheres of social life as an element of the possibility of successful adaptation and self-realization to the conditions of practical activity within the framework of social work and increase of the social worker's authority among clients of social services and institutions.*

*Key words: competences, professional competencies of social workers, formation of competencies of social workers, life competencies.*

**Formulation of the problem** Professional competence for any specialist is a set of tools to implement their own programs and professional career strategies. In modern Ukrainian society coexist different model of professional competence of specialists in different disciplines, but in terms of the information society there is less understanding of what should be the competence of practitioners as modified practical competence by expanding the features that under the information age must perform

practitioners of various areas human being. It concerns and social work professionals who acquire professional competence within the educational programs of many institutions of higher education. At the same time, there are no clear guidelines which specific professional competencies students need to master in "231 - Social work". Since the curriculum of higher education institutions indicate the hours allocated to theoretical and practical training on a particular discipline. There are other documents that govern the success of the study of certain subjects. Each working program of discipline includes standards and principles of assessment of learning theoretical and practical material that is taught within the discipline. At the same time, no specific evaluation methods study the development of professional competencies of social workers. Since this is not interested representatives of higher worlds and graduates of higher education institutions. Their common interest is not lack motivation because that there was no direct dialogue with employers as the representatives of institutions of higher education the main objective to provide educational process in accordance with the curricula and training programs. Most students learn the main purpose of learning theoretical and practical courses, which should legitimize and formalize their higher education and the opportunity to work on a specialty. At the same time determining the competencies required to work as part of a profession should be determined together with employers. This dialogue is mostly formal and so it leads to distortion that occurs relevance of certain competencies required for a specific position. which should legitimize and formalize their higher education and the opportunity to work on a specialty. At the same time determining the competencies required to work as part of a profession should be determined together with employers. This dialogue is mostly formal and so it leads to distortion that occurs relevance of certain competencies required for a specific position. which should legitimize and formalize their higher

education and the opportunity to work on a specialty. At the same time determining the competencies required to work as part of a profession should be determined together with employers. This dialogue is mostly formal and so it leads to distortion that occurs relevance of certain competencies required for a specific position.

State to investigate. Today the problem of studying the formation of competences of social workers new to social work, but in the education and social pedagogy formed foundations by the competent who through versatility is useful for social workers. Contributions Budarin D., T. Volobueva, S.Klepko, I.Rodyhina V. Nechiporenko, I.Yermakov and D.Puzikov. Just study the problem of forming competencies of social workers involved Bukach M., O.Lisovets, T.Mazur and others. Among scientists of other countries who have studied the problem of formation of professional competence of social workers can be noted Domitrovich, CE, Durlak, JA, Staley, KC, & Weissberg, RP and others.

**The purpose of the article.** Determine the theoretical and methodological peculiarities of professional competences of social workers.

**Statement of the material.** The problem in preparing students of a specialty is often the formation and development of basic competencies is not a priority and often in hiring graduates of institutions of higher education can not be interviewed not because of lack of professional knowledge and banal due to lack of communication competences .

Through various social relationships is a process of communication. Management of modern technology, industrial, social, information, etc., can not be successfully implemented without mastering the technology as a means of communication. The crucial condition for understanding emerging issues and making optimal management decisions have a developed communicative competence. For specialists in Social Work 231-communicative competence are important. This is due to the constant need

to communicate with customers and the need to implement process control providing social services as a particular case at the request of the client's social services and social assistance in a group format.

In order to determine the necessary competence to practice social workers should define categorical apparatus.

We start with determining the definitions of "competence", "competence" and "communicative competence".

Thus, new explanatory dictionary of the Ukrainian language [12, s.305] "competence" - a good knowledge of anything; "Competent" - which has sufficient knowledge in any field; that with something very familiar; clever. Otherwise dictionary [16, s.247] we found this interpretation of these concepts. "Competence" - 1) possession of competence; 2) possession of knowledge that provide a glimpse of something. "Competence" - a range of issues in which the person has the knowledge, experience. The concept of "competent" is interpreted as: 1) the holder of competence; 2) knowing, knowledgeable in a particular area. A set of competencies form the potential of the individual in the labor market. Each individual competence is an additional opportunity for the individual to realize gain himself in any sphere of public life. That is, for practical social workers means they must be within the discourse of social work. That is to be aware of the existence of methods, techniques and technologies used within the practice of social work with different groups of customers.

TB Volobueva [3, p.12] notes that "as defined by the International Standards Department for training and education, the notion of competence is defined as the ability to operate efficiently perform a task or job. This notion of competence includes a set of knowledge, skills and relationships that allow the individual to effectively operate or perform certain functions. " Performing various functions within professional or social activity is an opportunity to implement their knowledge and skills in order to realize their

own personal potential as the practice of social statics and social dynamics of social interaction between elements of the social structure. So we can say that a social worker competencies directly related to his functional responsibilities, which is a derivative of its functions. Therefore, one of the main problems in practical training of social workers is to bring theoretical and practical training courses with practical functionality of a social worker.

Al Pometun and GA Freiman noted that "when teachers understand human competence by special structured (organized) sets of knowledge, skills and attitudes that are acquired during training. They allow people to determine that identify and resolve irrespective of the context (the situation) problems that are specific to certain areas. Addressing specific areas is an important self-identity in a particular professional field or social life "[10, p.37]. That is, it can be stated that under this definition, the definition of "competence" is to ensure that the competent social worker must decide urgent "cases" in the practical individual and group social work.

However, along with the notion of "competence" in the scientific literature is often used (seemingly identical) concept of "competence". Thus, IV Rodyhina [13, p.23-24] gives the following definition of different authors as being complementary to each other. A. Yes Khutorskoi, believes that "communicative competence includes mastering languages and ways of interaction with people skills to work in a group." This specialist in social work and need to have communicative competence in the field of organization and management of communication processes within social services. Possession these skills provide social worker an additional tool to influence the customer's social life and improves the quality of social assistance in a specific case.

By L. Huzyeyevym "communicative competence - the ability to enter into communication with the aim of understanding." Looks understanding of the relationship of these concepts can be found in other scientific sources

[17, p.27]: "In the domestic scientific literature *zvuzhyvayetsya* the concept of "competence" ("competence", "competence team"), and the concept of "competence" ("group competences"). For example, the next encounter the same as used in the term "communication, speech, language competence" and "the formation of life and social competence." Glossary takes a very similar interpretation of these concepts. Communicative Competence provides the individual not only realize himself as a professional in a given field, but also to establish communication contacts,

The famous German social philosopher Habermas in his writings uses the term "communicative competence", which he defines as the ability to lead the discourse, during which agreement and understanding reached between the participants discourse [15, p.37]. Thus, the scientist believes discourse leading characteristic of communicative competence. *Dyskursyvny* absorbs all social practices relating to certain areas of communication activity. Discourse have the ability to interact *multydyskursyvn* forming region. Feature communicative discourse is that they combine some elements of the various competencies that enable the individual or group of individuals to fully realize themselves within communicative discourse. That is, each social worker should be able to realize themselves within communicative discourse, especially to be able to convey to the representatives of various sectors of the population own professional opinion and be a good communicator. These communicative competencies enable the social worker to inform clients of social service conditions and characteristics of social services.

Clearly, in these examples, the concepts of "competence" and "competence" there is a horizontal relationship (synonyms). However, some researchers (IG Ermakov, Puzikov DA) believe that between these concepts is a vertical arrangement, one that is part of another. And thus streamlining theory indicates that the competence and expertise is

comprehensive and coherent set of operation which is not possible if there are no separate components.

Thus, in his manual [5, 33-35] These authors consider vital competence as a holistic education, which consists of a number of core competencies (ie life-giving, social, communicative, informational, political, labor, cultural, competences and competence viability study lifelong). That is, each element of competence has a complex structure formation and development of which should be to form professional competence of social workers and representatives of other professions.

It should be noted that core competencies are the subject of special attention not only on the part of these scientists. Alexander Savchenko [14, p. 4] writes that, since 1996, recommendations for the acquisition of core competencies includes many documents on the quality of education abroad ( "White Paper", 1996, Memorandum of Lifelong Education, 2000; Action Plan of the European Union and the Council of Europe, 2002 and al.). Key competencies define the scope of the implementation of the potential of the individual which is the most effective and appropriate in terms of the formation of individual career strategies. Which will be implemented throughout the period of professional activity of the person. The problem of domestic Ukrainian education is that these provisions though they were adopted and ratified under the Ukrainian legislation on education, but their implementation in practice en masse began at the end of the first decade of the XXI century. This substantially prevents competence approach adapted to the modern secondary and higher education. So today we must re-design the structure of professional competence for students and young professionals, who will soon have to implement them in practice performing certain production tasks.

The concept of "competence" B. Tchizhevskiy was defined as "the total capacity, based on knowledge, experience, values, abilities acquired

through training. Thus, the concept of competence is not limited to knowledge and skills, and within the scope of complex skills and personality traits "[6]. The main competences required by modern life, the authors of the criteria considered social, multicultural, communication, information, self-development and self-education and "competence implemented in the desire and ability to rational, productive, creative activities." Present on the individual needs and the availability of more creative use of their skills. One element of the creative use of individual competencies is the ability to combine different competencies within a particular transaction or type of professional activity.

C. Klepko concludes that the breeding concepts of competence and competence debatable; these terms are taken in parallel, interchangeably, according to unidentified sources used in Unity [7, p.12]. One option to overcome this issue is debatable understanding of competence as the personification of basic ownership by certain knowledge and skills that form the structure of competence and understanding of competence as fluency skills and knowledge that form its structure.

For these reasons, we also understand the concept of "communicative competence" and "communicative competence" same range of psychological and educational characteristics, and the choice of language circulation is due to its use of the concept of a researcher.

Thus, V. Nechiporenko, communicative competence - a set of capabilities related to effective communication, namely the possession of native and foreign languages; knowledge and skills related to the use of communications; availability of skills associated with understanding the psychological characteristics of communication ability and willingness to implement avoidance skills and conflict resolution skills self-possession. It was noted that communicative competence is part of vital competence of personality [11, s.293]. Life Competence identity is a set of knowledge and

skills of the individual, which it uses on your life's journey during his own self. As part of the vital social worker competence are important because

Formation of vital competence of social workers is an important factor in their success as professionals and important element in educating people who find themselves in difficult circumstances. Since the cooperation between the social worker and the client may be transfer of experience that can help customers solve their problems by improving their life scenarios. Effectively formed vital social worker competence is the key to success. Only a successful social worker can effectively implement their professional functions as professional competence is part of life competences higher level. Moreover, the performance categories, though subjective, but its characteristic is subject vyznanist success in any given field.

An important role in the perception of itself as a social worker, to help all those in need, who find themselves in difficult circumstances is empathy and compassion are other ways to others. The social worker is a professional in the field of social service and should distinguish between social emotions.

According to Domitrovich, C. and Durlak, J. social and emotional competence is a critical factor for targeted universal prevention interventions that are held in schools, so that the design (s) associated with social, behavioral and academic results are important for the healthy development; (B) provides important results of living in old age; (C) can be improved through the implementation and cost-effective interventions; and (d) plays a crucial role in changing behavior [18]. All these factors indicate however that the formation of social and emotional competence is a process difficult and protracted, as a result provides access to a new level of mastering competencies over time that is characteristic of maturity. Therefore, the development of social and emotional competence is closely linked with the development of life and professional skills. Sotsilno-

emotional competencies significantly depend on the physiological and psychological characteristics of the individual, but in the professional activities of a social worker, they play an important role because social workers have to control their emotions and help manage emotions to its customers, making the development of social and emotional competencies necessary component of professional competence a social worker.

One important element of formation of professional competence of social worker is the formation of professional consciousness. Since the awareness of oneself as a social worker, their roles and functions it is a significant step in the formation of professional competence of a social worker.

According to D. Budarina formation of professional competence occurs on the principles of consciousness and activity, while professional activities - always aware and compliant. At the same time, professional consciousness should be intersub'yektna and activity-as well as a high level of commitment. [1] Formation of professional consciousness is due to active consciousness in the process of understanding the importance and acceptance of the individual functional professional social worker. In this case, it should be noted the importance of awareness of the importance of high-level social work social worker. Since implementing social services or providing social assistance social worker should be aware of the responsibility imposed on him by the state in case of a state or municipal social service or social significance in the case of the their professional duties in the framework of a non-governmental social service or as part of volunteering. Social assistance or provision of social services is a process of active interaction with the client and case situations that require active involvement of the social worker to overcome the difficult circumstances in which the client was or group of customers.

M. Bukach in the "Competence oriented education as a basis for shaping the future of social work" allocates a block of intercultural competence of a social worker. When he realizes that "the ability to take into account the specifics and modern combination of global, national and regional development in the social sphere and the ability of tolerance towards different ethnic cultures and religions, the ability to create an atmosphere of understanding and respect for each other people of different nationalities [2 s.126-127] . In today's globalized society have competence in intercultural communication, based on a thorough knowledge of languages and cultural practices of different nations is indispensable professional competence of a social worker.

An important unit of competence for social workers is social and legal competencies that define the legal framework of practical social worker. So OV Lisovets believes that "social and legal competence of social worker protection extended to include personality and motivational value component (prevailing attitudes to social interaction as a social value) and integrative-cognitive component (system integrated psychological, pedagogical and social knowledge) and predmetno- component and activity "[7, p.46]. Under this approach, the legal competence of a social worker should be based on a thorough knowledge of social legislation and practical knowledge of its use for clients of social services.

One of the most important competencies of social workers is the psychological readiness of social workers to the profession. And it is not the competence of the effectiveness of the practice of social workers is minimal. Therefore it is important in the process of learning and social workers during their professional activities directly check their level of psychological readiness to perform professional requiredThe relationships. Psychological readiness of social workers has operational and reflective components.

According T.Mazur "operational component based on discovering and developing personal potential future social worker in practical terms, not on the totality of theoretical knowledge" [9, c.71]. That is the practical training of social workers in this approach is much more important than theoretical, but this pattern is correct only if the formation of psychological readiness skills to practice social worker.

At the same time, "reflective component of psychological readiness for professional activity disclosed in the adequate assessment of conformity of personal qualities requirements relating to the personality required to successfully perform professional activity and the ability to continually assess and analyze the perception of oneself others" [9, c.71]. That social worker should always refleksirot to improve their own psychological readiness to implement immediate occupation.

### **Conclusions.**

1. Competencies of social worker changed over time. This transformation is caused by a change in socio-cultural context and the rapid technological progress.

2.Importance and changing priorities in shaping the competencies of social workers by introducing kopetentnisno directed training future social workers in institutions of higher education.

3.Today the most important professional competencies of social workers is communicative, social and legal competence and methodological competence in the field of social work with different groups of clients and psychological readiness for immediate occupation.

### **References:**

1. Budarin, D.V. (2016). *Formuvannya profesijnoyi kompetentnosti majbutnih uchiteliv v umovah suchasnoyi osviti* [Formation of Professional

Competence of Future Teachers in Contemporary Education]. Kharkov. [in Ukrainian]. Retrieved from

[http://repository.kpi.kharkov.ua/bitstream/KhPIPress/21824/1/Budarin\\_Formuvannya\\_2016.pdf](http://repository.kpi.kharkov.ua/bitstream/KhPIPress/21824/1/Budarin_Formuvannya_2016.pdf)

2. Bukach, M.M. (2016). *Kompetentnisno oriyentovane navchannya yak osnova formuvannya majbutnogo socialnogo pracivnika* [Competently oriented learning as a basis for the formation of a future social worker] Kiev, NPU imeni M.P. [in Ukrainian].

3. Volobuyeva, T.B. (2005). *Rozvitok tvorchoyi kompetentnosti shkolyariv* [Development of students' creative competence] Kharkov. [in Ukrainian].

4. Yermakov, I.G. (2011). *Proektne bachennya kompetentnisno spryamovanoyi serednoyi shkoli* [Project vision of a competently directed secondary school] Zaporizhzhya. [in Ukrainian].

5. Yermakov, I.G., Puzikov, D.O. (2005). *Proektne bachennya kompetentnisno spryamovanoyi 12-richnoyi serednoyi shkoli* [Project vision of a competently directed 12-year high school] Zaporizhzhya. [in Ukrainian].

6. Klepko, S. (2005). *Kompetenizaciya osviti: obmezheniya ta perspektivi* [Competence of education: limitations and perspectives] Zavuch. [in Ukrainian].

7. Modern competence of education [Modern competence of education] Retrieved from <http://www.eurogendercity-21fox.mozello.com/scientific-research-institute-aleksanderrud21foxca/modern-competence-of-education-in-ua/> [in Ukrainian]. (2005).

8. Lisovec, O.V. (2016). *Kompetentnist socialnogo pracivnika u spriyanni mizhvidomchij vzayemodiyi shodo socialno-pravovogo zahistu osobistosti*

[The competence of a social worker in promoting interagency cooperation on social and legal protection of the individual] [in Ukrainian].

9. Mazur, T.V. (2013). *Specifika psihologichnoyi gotovnosti do profesijnoyi diyalnosti socialnih pracivnikiv* [The specificity of psychological readiness for professional activity of social workers] [in Ukrainian].

10. Frejman, G. O. (2005). *Metodika navchannya istoriyi v shkoli* [Methodics of teaching history at school] Kiev. [in Ukrainian].

11. Nechiporenko, V. V. (2013). *Sistemnij rozvitok navchalno-reabilitacijnogo centru yak vidkritoyi innovacijnoyi socialno-osvitnoyi instituciji* [Systemic development of a training and rehabilitation center as an open innovative social and educational institution] Zaporizhzhya. [in Ukrainian].

12. *Novij tlumachnij slovník ukrajinskoyi movi* [A new explanatory dictionary of the Ukrainian language] Kiev, 1999. [in Ukrainian].

13. Rodigina, I. V. (2005). *Kompetentnisno oriyentovaniy pidhid do navchannya* [Competently oriented approach to learning] Kharkov. [in Ukrainian].

14. Savchenko, A. (2006). *Uminnya vchitisya – klyuchova kompetentnist shkilnoyi osviti* [The ability to learn - a key competence of school education] Kiev. [in Ukrainian].

15. Sitnichenko, L. A. (1996). *Pershodzherela komunikativnoyi filosofiyi* [The primary source of communicative philosophy] Kiev. [in Ukrainian].

16. *Slovník inshomovnih sliv* [Dictionary of foreign words] Moscow, 1989. [in Russian].

17. *Formuvannya osnovnih grup kompetentnostej uchniv: produktivne navchannya* [Formation of the main groups of competences of students: productive training] 2006 [in Ukrainian].

18. Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. (2017). *Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children* [Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children][in Ukrainian].

Citation: M. Kuzmina (2019). THEORETICAL-METHODOLOGICAL FEATURES OF DETERMINING THE PROFESSIONAL COMPETENCES OF SOCIAL WORKERS. *Innovative Solutions in Modern Science*. 9(36). doi: 10.26886/2414-634X.9(36)2019.6

---

Copyright: M. Kuzmina ©. 2019. This is an openaccess article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) or licensor are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.