MODEL OF DEVELOPING THE CREATIVE POTENTIAL OF FUTURE SOCIAL WORKERS DURING PROFESSIONALLY ORIENTED PRACTICE

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Abstract
This article uncovers the conception of «potential», «creative potential», «modeling», «model’». The personal characteristics of a creative potential (makings, inclinations, interests, curiosity, attraction to the creation of something new, speed in learning new information, developed intelligence, fast assessment and finding solution, adequacy of actions, emotionality, perseverance, purposefulness, hardworking, the adoption of bold decisions, creation) are defined.

According to the objective aim of profession-oriented practice, main tasks are formed: the development of the professionally significant personal qualities of a professional; creating conditions for the development of creative potential of students, the formation of individual style of acting; the formation of scientific and creative approach to dealing with professional problems and professional capacity are the most important features among others.

Developmental model of future social workers’ creative potential in a profession-oriented practice is offered and its key moments are described. The created model oversees a strict determined structure of professionally-oriented practice as holistic system, directed on the development of students’ creative potential, diagrammatic and precise bounds between its components. The model is built according to the semantics and quantities of components of the educational practice system of professionals in IHE (institution of higher education).

The systematical, complex, with variety of programs, creatively individual, individually oriented, innovative and active approaches are described as the theoretical and methodological base of determinative conditions for developing the creative potential of students in the frames of profession-oriented practice. These conditions consist of: educational conditions
(with the focus on the development of creative potential; development and realization of the model, organization of individual and scientific students’ research during practice); psychological conditions (moral and psychological climate between the members of a collective, orientation and valuable unity, the face-to-face cooperation of practice leaders and students).

**Keywords:** model; modeling; creative potential; potential; developmental model of future social workers’ creative potential in profession-oriented practice.

**Statement of the problem in the context of modern pedagogical science.** The urgent character of the problem concerning the creative potential of future social workers during various kinds of professionally oriented practice is determined by modern tendencies of reforming the higher education under the Bologna process, Ukraine’s integration into the united European education area, and achievements of the national pedagogy.

Finding ways to improve the quality of educational training of specialists, creating conditions for the formation and development of creative personality were described in the documents of international organizations, legal documents of the Ministry of Education and Science of Ukraine (the project of a new law «On Education», the Law of Ukraine «On education», etc.).

**Analysis of recent studies and publications.** The problems of training social work specialists, forming their creative potential, developing their creative properties, qualities, skills, thinking and operating styles are covered in many fundamental scientific works. In particular, some aspects of the training of social workers are shown by I. Zvierieva, A. Kapska, H. Laktionova, L. Mishchyk, V. Polishchuk, S. Kharchenko and others. The researches on the theoretical and methodological basics of various categories of social service consumers and professional training of specialists in certain spheres of social activity are now becoming ever more relevant (A. Hlavatska, I. Zvierieva, A. Zolotova, I. Ivanov, I. Kovalchuk, H. Laktionova, O. Mezhrytskyi, etc.). The psycho-pedagogical problems of the formation and development of a creative personality are investigated in the works of V. Andrieiev, V. Andrievska, D. ohoiov lenska, N. Husii, V. Zahoviazynskoho, V. Kan-Kalyhi, N. Kychuk, H. Kostyuka, P. Kravchuk, N. Kuzmina, O. Luka, V. Moliako, K. Platonova, Ia. Ponomarova, M. Potashnyka, S. Rubinshteina, S. Sysoieva, K. Rogers, A. Maslow, E. Torrensa and others. The meaning of «creative potential», its structure, causes and conditions of its development are defined in studies of V. Andrieiev, N. Kychuk, P. Kravchuk, A. Matiushkina, V. Moliako,

Underlying the efficiency of the proposed ideas and technologies, analysis of available scientific literature confirms the urgent character of research.

The article’s aim. In light of the above considerations, the purpose of this article is a theoretical reasoning of the creative potential of future social workers during the professionally oriented practice.

Presentation of principal material. The analysis of psychological and educational literature is allowed to summarize the existing approaches to defining the problem of personality’s potential. The term «potential» comes from the Latin «potentia», which means «strength» and is used in the sense of the degree of force about something; determine the complex of accumulation and resources needed to achieve the goal; generalized abilities, capabilities, power; available capabilities of an individual, society and state in a particular sphere [4, p. 708-709].

It is noteworthy that the social and human sciences have accumulated a lot of researches on the study of potential problems directly or indirectly. This shows the growing scientific interest in this phenomenon as well as its multidimensional and complex structuring. The term «potential» has its concrete manifestation and widespread use through such concepts, as «intellectual potential», «human resources potential», «human potential», «personal potential», «educational potential», «moral potential», «scientific potential», «professional potential» and others. [6, p. 63].

The separation of creative potential determines its particular features that should be found among the characteristics of creativity. According to the scientists’ opinions, creative potential expresses the precondition, possibility of manifestation of an individual’s creative properties and characteristics; includes thinking, will, memory, imagination, etc.; reflects innate inclinations and dispositions to a particular type of creative work, which are manifested under favorable conditions and underlie special form of perceiving and transforming the world that means a creative one.

The researchers’ studies are focused on finding creativity’s components. A. Maslow, famous American psychologist, has explained the concept of «self-actualization», defining it as «full use of talents, abilities, capabilities» [7, p. 150]. The man has the ability and tendency to potentially move forward to maturity. In the appropriate (comfort) psychological climate this tendency is released and becomes actual, instead of potential.
The researchers who study the scope of personality’s creative potential distinguish the following characteristics: dispositions, inclinations that are manifested by increased sensitivity; interests, their focus, frequency and regularity of dominant expressions of cognitive interests; curiosity, the desire to create something new, inclinations to find and solve problems; speed in learning new information; expressions of general intelligence, rapid evaluation and solution selection, adequacy of actions; emotional disposition; persistence, purposefulness, diligence, regularity in work, bold decision-making; creativity (the ability to combine, search for analogues reconstruct); intuition (the ability to estimate, forecast); learning work technique, mastery; ability to develop personal strategies and tactics in solving new problems, challenges, finding ways out of the complex, non-standard situations [2, p. 150-151].

In the view of the above, it is these properties of future social workers that should be formed during their theoretical and practical training, their work in institutions of social sphere, in other words, in terms of professionally oriented practice. According to the methodological foundations of a certain type of practice, its goal is to form professional skills and personal qualities of a specialist. Based on them, the latter should learn various kinds of professional activities at a level that meets the requirements of his/her qualification training program.

In compliance with the defined aim of the professionally oriented practice, we will determine its main tasks, quite significant among which are developing professionally important personal qualities of a specialist; creating conditions for the development of the student’s creative potential, formation of an individual style; forming research and creative approaches to solving problems and performing professional duties. Developing a model of creative potential of future social workers during the professionally oriented practice makes it possible to realize these tasks.

A modelling presupposes an indirect research of the object’s characteristics, under which it is not the object that is examined, but a certain auxiliary system, which has the subject or abstract form and reflects functional relations of the object. At the heart of this process, there is a certain similarity of the model and object, which can be manifested in the similarity of their physical characteristics, analogy of functions, identical mathematical description of the object’s «behaviour» and the model’s one [1, p. 63].

The concept of «model» (from latin, modulus - a measure, standard, example) is treated as an objective, sign or conventional system that reproduces, imitates, reflects the principles of the inner organization,
functioning, certain properties, features, characteristics of the object of study (of the original), the direct study of which is impossible, difficult, inadvisable, and it can replace this object in the cognitive process to obtain new knowledge about it [5, p. 95]. In view of the above, a model is a generalized reflection of an object, phenomenon or process, abstract idea of practical experience, the ratio of theoretical, empirical knowledge about the object of study.

Designing the model of creative potential of future social workers during the professionally oriented practice has been made by taking into account a general methodological principle, the essence of which is to move from empirically learning a research object to theoretically formulating relevant objectives and selecting appropriate methods of their solving and generalizing [3, p. 64]. The constructed model is appropriate for organizing practical training of future professionals with the accent on the development of their creative potential. The main components and characteristics of the model are integrity, a conceptual unity of elements, logic completeness.

The designed model provides a clear definition of the structure of a professionally oriented practice as an integrated system, what is aimed at developing the creative potential of students, connecting its components in schematic and precise ways. The model is constructed according to the ontological and semantic, and formal-quantitative components of professional-pedagogical training of specialists in higher education establishments.

The evolution dynamics of the creative potential of future social workers during the professionally oriented practice is represented in the model by the following stages: designing the process of practical training of future professionals, which is aimed at the development of their creative potential; testing the model; monitoring the effectiveness of established models; taking corrective measures.

The model of the creative potential of students is considered as an open integrated subsystem set within the framework of the system of professional and pedagogical training of a future social worker (Fig. 1). The purpose of the model is to increase the level of creativity of students during the practice by creating appropriate organizational, pedagogical and psychological conditions.

In order to solve the problem that concerns developing the creative potential of future social workers, we consider as productive approaches, such as systematic, complex, acmeological, programme-variation, individual and creative, personality-oriented, innovative, active, competency.
They are theoretical and methodological basis to determine the conditions of development of a student’s creative potential during the professionally oriented practice.

According to the systematic approach, principle components of practice are a goal (the development of creative potential of students); the practice’s meaning that reflects the complex of its different types selected according to the requirements for training future social workers by basing on individual creative abilities of students; forms, methods, techniques of students’ practice aimed at developing their creative potential.

The complex approach focuses the construction of training system within the conditions of practice on the development of the whole personality, not only its separate properties.

The acmeological approach to the professionally oriented practice is based on students’ readiness for innovation, setting of the objectives of their own activities, professional self-modelling by taking into account the potential creative capabilities and needs of the society.

The personality-oriented approach ensures the development of the student’s individuality and self-development as a coordinator of an activity; the opportunity to fulfil himself/herself in various activities (in conformity with abilities, intentions, interests, values).

Firstly, the programme-variation approach to the professionally oriented practice ensures learning compulsory for all students system of knowledge, abilities, skills, including trainees in various activities. Secondly, it provides the variation of the contents and forms of activities (projects, individual creative tasks) that are offered to students in accordance with their professional orientation, individual characteristics. The prerequisite is the student’s voluntary choice of activity, tasks for creativity development with various complexity levels.

The innovative approach is to focus the practice on developing the creative potential of students, realizing the idea of forming a need in creative activity (students and practice supervisors), choosing innovative content, forms, methods and technologies for the future practice of social workers, targeting the latter on the self-actualization of students and their supervisors.

In the context of the activity approach, practical training of future social workers passes within their interaction with the practice’s supervisors, all categories of customers (difficult children, people with disabilities, orphans, mentally retarded, other subjects of activity).
Developing the creative potential of future social workers

Approaches: systematic, complex, programme-variation, individual and creative, personality-oriented, innovative, active, competency

Principles of developing the creative potential of trainees: purposefulness, stimulation, consistency, complexity, optimality, facilitation, creativity, variation, self-organising

Goal

Components of creative potential

Focus on creative activity
Characterological personality traits
Creativity abilities
Individual peculiarities of psychological processes

Principles of organizing the practice: cooperation, self-sufficiency, research approach, proactive attitude, initiative, interdependence of general and professional development of an individual

Principles of developing the creative potential of future social workers during the professionally oriented practice.

Organizing pedagogical conditions:
the practice’s targeted focus on ensuring the development of creation potential; design and realization of the model of developing the creation potential of future social workers during the professionally oriented practice; organizing individual and research work of students during the practice

Psychological conditions:
moral and psychological climate in the group, value-orientation unity of the group, subject-subject interaction of students and supervisors

Content

Types of practice: introductory, volunteering, preventive and educative, scientific and technological, trainee, pregraduation

Competence: social, motivational, functional

Research methods: analysis, synthesis, generalization, modelling

Research methods: questionnaires, tests, ranking, pedagogical qualimetry, statistical methods

Forms, methods, modes of interaction during the practice: conversations, meetings, business games, round tables, press-conferences, training sessions, creative projects (social publicity, presentation booklets, memory cards, etc.)

Research methods: questionnaires, tests, ranking, pedagogical qualimetry, statistical methods

Efficiency evaluation

Efficiency evaluation

Research methods: questionnaires, tests, ranking, pedagogical qualimetry, statistical methods

Result: projected level of personality’s creative potential

Figure 1. Model of developing the creative potential of future social workers during the professionally oriented practice.

The practical training of future social workers is considered as a subsystem of the professional training, which results in deepening theoretical
knowledge, forming abilities and skills of practical activity in social institutions, developing creative potential. The professionally oriented practice is based on the same principles as the learning process in general: relation of theoretical education and practice; progression; continuity; dynamism; polyfunctionality; perspective; free choice; collaboration; self-sufficiency; research attitude; proactive attitude and initiative; general interdependence of individual and professional development of an individual; systematic promotion of creative professional activity of trainees; combination of pedagogical control, collective analysis of the trainees with their self-control, self-reflection, self-esteem; the principle of systematic and holistic analysis of future social workers during their practical training.

The developed model includes semantic, procedural, effectively-evaluative interdependent components.

The courseware for all types of practice is designed according to the requirements of credit-modular system, including material planning (work program) and materials of methodological support.

The practice’s work program contains the description of the practice of the relevant type of practice, its purpose, objectives, structure, content modules (elements and practical training of future social worker), documents for reporting internship, criteria and standards of practice evaluation results, a list of recommended reading.

The methodological materials of professionally oriented practice include a tentative scheme of the summary and analysis of social event, organizing the case of social support of individuals/families, forming social support plan, records cards of provided social services, social inspection act, recommendations to the practice report recommended content of the trainee’s characteristics in accordance to the results of the practice.

Within the professionally oriented practice, students can independently develop and conduct training sessions - programme «Training Session»; carry out independent researches and execute creative projects (social publicity, presentation booklets, memory cards, etc.), organize discussions, meetings, business games, round tables, press conferences, implement programs of social work with different categories of clients, analyze practical experience professional, perform individual research tasks - programme «Research Practice»; be an active participator of the presentations and defenses of research results during the practice, such as conferences, defense of creative projects, research papers, all kinds of professionally oriented practice at the final conferences - programme «Monitoring».

**Research conclusions and perspectives of further studies in the area of investigation.** The specificity of professional activity of social work-
ers requires professional competence, which is a result of thorough basic training, creativity and continuing improvement of professional and general levels in various forms, including self-education; ensures high performance. The well-targeted formation of the necessary skills and their improvement is made through organizing professionally oriented practice, which is the most important part in the training system of professional social work.

The further scientific study of problems of preparing future social workers for creative activity in the social institutions of different types concerns developing creative potential of students with disabilities in the higher education institutions and so on.

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МОДЕЛЬ РАЗВИТИЯ ТВОРЧЕСКОГО ПОТЕНЦИАЛА БУДУЩИХ СОЦИАЛЬНЫХ РАБОТНИКОВ В ПРОЦЕССЕ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЙ ПРАКТИКИ

Аннотация

В статье раскрыты понятия «потенциал», «творческий потенциал», «моделирование», «модель». Определены характеристики сферы творческого потенциала личности (задатки, интересы, любознательность, желание создавать новое, скорость в усвоении новой информации, интеллект, быстрое оценивание и выбор пути решения, адекватность действий, эмоциональность, настойчивость, целенаправленность, трудолюбие, принятие смелых решений, творчество и др.). Предложена модель развития творческого потенциала будущих социальных работников в процессе профессионально-ориентированной практики, описаны ее ключевые элементы.
Ключеві слова: модель; модель розвиття творчого потенціалу будучих соціальних робітників в процесі професіонально-орієнтованої практики; моделювання; потенціал; творчий потенціал.

Равлюк Т.А.
МОДЕЛЬ РОЗВИТКУ ТВОРЧОГО ПОТЕНЦІАЛУ МАЙБУТНІХ
СОЦІАЛЬНИХ ПРАЦІВНИКІВ У ПРОЦЕСІ ПРОФЕСІЙНО-
ОРІЄНТОВАНОЇ ПРАКТИКИ

Анотація
У статті висвітлено поняття «потенціал», «творчий потенціал», «моделювання», «модель». Визначено характеристики сфери творчого потенціалу особистості (задатки, нахил, інтереси, допитливість, потяг до створення нового, швидкість у засвоєнні нової інформації, розвинутість інтелект, швидкість оцінювання та вибір шляху розв’язання, адвокатність дій, емоційність, наполегливість, цілеспрямованість, працелюбність, прийняття сміливих рішень, творчість та ін.). Запропоновано модель розвитку творчого потенціалу майбутніх соціальних працівників у процесі професійно-орієнтованої практики, описано її ключові елементи.

Ключові слова: модель; модель розвитку творчого потенціалу майбутніх соціальних працівників у процесі професійно-орієнтованої практики; моделювання; потенціал; творчий потенціал.