Research Paradigm as a Value Orientation for Professional Training of Future Social Workers

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Abstract: The article aims to reveal modern state of higher education internationalization (HEI) at global and local levels. Synthesis of conceptual approaches to studying HEI allowed to concretize the meaning of HEI at modern stage in a global and institutional levels. Renovated notion has been proposed as "complete internationalization". It is interpreted as engagement, devotion and commitment of both all education management levels and teaching stuff to multifaceted process of intentional long-lasting infusion and integration of international dimensions with comparative constituent into all functions and missions of higher education and active designing of policies, plans, programs, strategies and approaches for promotion of internationality in higher education. Due to theoretical method of conceptual and comparative analysis of research and strategic documents and the latest scientific publications on issues of global internationalization of higher education, analysis of foreign and local experience, conceptual approaches to studying HEI were depicted modern internationalization forms at global level. Interviews initiated with heads of international affairs offices enabled us to find out HEI state at local level. Questionnaires with international students, focused on likes and dislikes concerning infrastructure, teaching methods, communication with local students, future plans helped to identify the level of students' satisfaction and attractiveness of Sumy universities. Main priorities of stakeholders are defined. Recommendations concerning further possible development of higher education internationalization are given.

Keywords: *Higher education internationalization (HEI), trends, universities, perspectives, international students, mobility.*

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Introduction

The need for R&D of social workers was due to the development of theoretical and methodological approaches and concepts of social work (psychodynamic theory, symbolic interactionism, theory of social learning, conflict and systems theory), the use of which involved the use of specific research tools.

The dialectical nature of social work, as well as the dynamic conditions in which it is carried out, determine a set of socio-economic, managerial and pedagogical factors that actualize the need for research in the social field. R&D provides adequate social order development of targeted comprehensive programs, projects and technologies of social protection, design and implementation of models of social institutions and services (Gerasymova et al., 2019; Nerubasska et al., 2020; Nerubasska & Maksymchuk, 2020; Sheremet et al., 2019).

In this regard, based on the analysis of scientific papers by Burgess, 1986, Kapska et al., 2003, Kubitsky, 2009, Fischer & Dybicz, 1999 and others. It was found that the formation of research practice in social work began in the late nineteenth century, and the first studies were based mainly on practical experience and generalization of life observations. The need for R&D of social workers was due to the development of theoretical and methodological approaches and concepts of social work (psychodynamic theory, symbolic interactionism, theory of social learning, conflict and systems theory), the use of which involved the use of specific research tools. From the middle of the twentieth century, scientifically based strategies of social support of the population and adequate methods and technologies of activity began to be developed, a system of professional training of social workers was formed, the obligatory component of which was the formation of their readiness for R&D.

The study of the experience of social work in modern conditions makes it possible to identify three groups of factors (socio-economic, managerial, pedagogical) that determine the need to respond to social change through theoretical and empirical research in the social sphere.

As a result of generalization of works of scientists (Bernhard 1993; Dyachek, 2002; Kushnir, 2017; Klovak, 2005; Reichman, 2016) and others, the R&D of social workers is defined as the activity of obtaining new scientifically substantiated knowledge aimed at the planned change of social reality, which is realized in a logical sequence through the use of appropriate forms and methods of scientific knowledge. The structure of R&D of social workers provides a set of elements: motives, goals, object, subject, process

and result of the study. The functions of R&D, which by its significance is the core in the development of social work, are defined as social, intersocial, systemic, integrative, prognostic, modeling, informational, communicative, technological, motivational, developmental, reflective.

From the standpoint of system-functional and activity approaches in the system of social work, two subsystems are identified - social work with clients and administrative and managerial activities. In each of these subsystems there is a subsystem of research activities, which reflects its content and integrates research functions within the relevant functionality of the specialist - methods and technologies of social work and organizational and managerial innovations in social institutions and services.

In the process of research it is substantiated that the research subsystem of social work can be presented in the form of a model of research environment, which reflects the relationship of three components: the social problem, research methods and tools.

Each component is considered at four levels (social problem - traditional, known, little known, new; methods - reproductive, partial search, research, expert; tools to solve the problem - standard, modified, innovative, absent in the practice of social work) and are independent research environment of social work, which determines certain requirements for the level of research training of social workers. Each of the types of social problems, research methods and tools for solving them in the context of a role-based approach to social practice is associated with the social worker's research roles - consumer of knowledge, research participant, researcher, expert. Since each subsequent role requires mastering the previous ones, the effective implementation of all four roles is a mechanism for the development of social work at the theoretical and empirical levels of its functioning.

Based on the above, an intermediate conclusion is made: successful research activity can be ensured only in the presence of research skills, the essence and types of which are substantiated in the works of domestic and foreign scientists: (Arkava & Lane, 1983; Budnik, 2013; Lozova, 2006; Myronchuk, 2013; Popovych 2018, Zymnya, 2010). Under research skills we understand the ability to effectively perform actions adequate to the solution of research problems in accordance with the logic of scientific knowledge and the specifics of professional activity.

The purpose of the article is to substantiate R&D as an integral element of professional social practice, which is implemented both in the process of working with different categories of clients, as well as in

administrative and managerial activities. The article also attempts to create a model of professional training of future social workers for R&D.

The hypothesis of the article is the following: the research subsystem of social work can be represented in the form of a model of the research environment, which reflects the relationship of three components: the social problem, research methods and solutions.

The authors' own contribution to the improvement of the industry is that for the first time with the use of Western and Eastern European sociological experience in the post-Soviet space, an existing model of the system of professional training of future social workers for R&D has been created.

Substantiation of the international relevance of the research

In recent years, science-based practices (EBP) have been increasingly used in social work and support. They have both an educational and a practical aspect and apply mainly to sociology students and "recently trained social workers", Grady et al. (2018). The most important question remains how to use scientific and empirical experience in providing social assistance on the ground. Researchers M. Creedy, T. Wyck, and others conducted a semi-structured interview among young social workers and found that the use of science-based practices (EBP) during training and first-time work experience identified a number of problems. The most important are: lack of understanding of the structure and essence of EBP, poor educational training in this area, lack or weakness of agency resources or agency culture in general, and the like. These data cause alarm among the methodologists of higher education, who prepare social workers for work in new social and technological conditions, confirms the relevance of our article.

J. Bellamy, D. Traube, and other researchers are concerned: "Although there has been a recent shift towards evidence-based practice (EBP) in social work, there are challenges in translating this research into viable social practices. There is evidence to suggest effective interventions, but research on dissemination and implementation is generally lacking" (Bellamy et al., 2006). Currently, the main problem in the implementation of the new scientific social paradigm is the long gap between the development of research and its implementation in the practice of social assistance and support. Point manifestations of the new paradigm intervention exist, but there is a lack of holistic and constructive programs, training of professionals and volunteers from communities, as well as a mechanism for disseminating scientific achievements, programs and recommendations.

In the 21st century, monitoring and sociological research has already been carried out to translate the latest scientific achievements in sociology into practice. Especially on the application of scientifically grounded the actual facts (EBP) in social service settings. An example would be the project " Adduction of evidence for training in social work" (BEST), which consisted in the exchange of experience and problems on barriers, motivation, theoretical and methodological support, implementation in practice, etc. (Bellamy et al., 2008). As a result of the discussion in focus groups, consisting of scientists and practitioners, it became clear: the main strategy for introducing a new research paradigm as a value orientation for the professional training of future social workers can be a partnership between educational institutions and departments, institutions and services providing social services.

Analysis of the data of the International Digital Economy and Society Index 2019 and Eurostat on the survey of the conditions and quality of work of social workers in the UK revealed problems in the information and digital provision of social support and the use of high-tech technologies in it: "The main findings show a gap between the level of digital skills needed in the labor market and the actual level of digital skills among both youth and social workers, despite the efforts of both groups to improve their skills" (López Peláez et al., 2020). It is recommended that educational structures, social workers and users of social services become "mutual drivers of digital transformation". This requires needs and skills in education and self-education.

The gap between the generations in terms of attitudes towards themselves, the world, new opportunities that open up in a globalized world has necessitated a revision of educational programs in social work. The situation is complicated by the global crisis related to the COVID-19 pandemic and political tensions in the world. It is obvious that in the near future the challenges of social assistance will acquire a different profile. Despite this, scientists reviewed the literature and studied the issue of optimizing educational social programs and came to the conclusion that there are four promising directions for their improvement: a) development of social programs for children in order to prevent problem situations or solve them at an early stage; b) development of social programs focused on solving specific issues; c) development of social programs for the effective use of ICT in social work; d) reforming education in order to implement the above programs in social schools (Aguilar-Tablada et al., 2020). These areas are framework and require the development of specific methodological content for their solution.

Finally, one of the most accessible ways to optimize social work is to expand the use of the potential of social networks (digital social context) (Castillo de Mesa et al., 2020). Researchers have shown that young people who have mastered Facebook skills over a period of time have increased their social media presence and communication, and have reported significant improvements in psychosocial well-being ("social capital, self-esteem, life satisfaction and personal well-being"). This suggests that the study and use of the potential of social networks by both providers and users of social services can significantly increase at least the subjective effectiveness of social support.

Thus, the analysis of the latest research presented in the Scopus scientometric database shows their close problematic correlation with the topic of the article and proves the need to study the paradigmatic aspects of training of future social workers.

Professional training of social workers for research activities in modern educational practice

Analysis of the current experience of professional training of future social workers for research activities in domestic higher education institutions shows that it is mainly aimed at forming a specialist-generalist and educational institutions organize it according to their own capabilities and resources. Usually the educational process is built on the associative-reproductive scheme, which does not give the student the opportunity to take the position of the subject of R & D, does not provide the necessary practical readiness for its independent implementation; research-oriented disciplines involve the study of mainly theoretical aspects of R&D, and the practice of research is ignored (while the possibilities of fundamental and professional disciplines are not used enough); practical training of students involves the application of the acquired theoretical knowledge on the basis of social institutions and services, but the opportunity to develop research skills is not fully provided; there is an extensive system of extracurricular R&D, but only a small number of students take the initiative in R&D, independently conduct research, publish results in student scientific journals, participate in conferences, competitions, contests, etc.

The need to improve research training is due to the results of a pilot study among graduate students majoring in "Social Work" and practical social workers (work experience from 2 to 10 years), according to which about 28% of students consider R&D one of the important areas of their professional activity. They note that during their studies at a higher

education institution (HEI) they perform various research tasks with interest (mainly during research in the context of preparation of course and qualification works). Only 4% of students systematically and purposefully conduct research within the work of the scientific circle and student scientific society, have publications. 19% of students believe that R&D is not mandatory for a social worker. All others take a passive position on research work, try to avoid it or show situational interest in certain studies.

The results of our own observations and expert assessment indicate an insufficient level of formation in future social workers of such properties as the ability to analyze, systematize, generalize scientific sources of information, formulate research tasks, apply various research methods, and the like. About 70% of students do not know how to competently substantiate the relevance of the topic of work, independently determine the object and subject, the goal and objectives of the study, and formulate a hypothesis. Only 15% of students can correctly formulate the results of research work.

The survey of social workers-practitioners showed considerable interest in the researched problem, as about 44% of specialists implement certain aspects of R&D in their activities. Thus, 52% of them are constantly studying the scientific and methodological literature related to the practice of social work, standards of its implementation, regulatory and legal support; 48% of specialists use various research methods to diagnose a social phenomenon or process, the client's condition, forecasting its development; 26% said that in different periods they participated in the implementation of state and international projects and grants. At the same time, more than half of social workers claim that the knowledge, skills and abilities acquired during training in the HEI are insufficient for effective R&D.

Some foreign countries (USA, Great Britain, France, Hungary, Sweden) have significant achievements in training students for research activities. In recent decades, the process of ensuring the unity of scientific and educational training through the widespread involvement of students in research and experimental work has become more and more active in foreign HEIs. The problem of orientation of future specialists on R&D is defined as the most important condition of their individual-professional self-determination and professional culture (Bombik, 1996; Borg, 2010).

The formation of the readiness of social workers for R&D is carried out in various forms: research modules are included in the disciplines of professional and practical training; in the process of developing research projects by students; the research block is an obligatory part of the tasks of practice, etc. These forms are implemented through the modular

organization of the learning process and in its various modifications, the system-forming part of which is the independent work (or learning autonomy) of students; practical training, which creates favorable conditions for the formation of research skills, as well as professionally oriented extracurricular activities (meetings with prominent scientists, research internships, grants for research by students, participation in scientific conferences, etc.).

Analysis of scientific literature, curricula and programs of social work faculties in Great Britain, Germany, France, Sweden and other countries shows that, despite the unequivocal recognition of the obligation of research training of social workers in higher education, in foreign countries today there are no uniform approaches to its organization, which is due to the lack of unified standards for the training of social workers. Even within one country, there may be several types of training programs, which differ in departmental subordination, funding system (private, public, religious), term and quality of education. There is also a different degree of students' research work: in some universities only its individual elements are practiced, in others - a whole system is implemented, which provides for students to perform research throughout the study period. However, a common feature of research training in higher education in foreign countries is the involvement of students in R & D, starting from the first year, creating a special creative research environment in educational institutions, the use of modern effective technologies, forms, methods and tools. Readiness for R&D is seen as an important factor in the development of the profession, as well as a way to ensure the competitiveness of the social worker in the labor market.

Conceptual bases of preparation of future social workers for research activity

Generalization of the results of scientific research of some scholars led to the definition of methodological approaches, which are the basis for developing a system of professional training of future social workers for research: research, system, competence, culturological, integrative, humanistic, qualitological, qualimetric, axiological, personal, practice - oriented, hermeneutic.

The system of professional training of students for R&D is aimed at forming their readiness to conduct research, which is defined as a set of professional and personal qualities of a specialist, thorough theoretical and methodological knowledge and research skills, active personal position in the

implementation of research roles, conscious attitude to R&D as a component of professionalism. Motivational-value, cognitive, activity and emotional-volitional components are defined in the structure of readiness of social workers for R&D.

Criteria and indicators of the motivational-value component are: formation of internal motives for R&D (interest in R&D in the process of solving professional tasks, activity in self-development, self-improvement, desire to deepen research knowledge and skills) and value orientation for R&D in the process of solving professional tasks formation of a system of socially significant values and attitude to R&D as a value). Criteria and indicators of the cognitive component are: knowledge of the theoretical and methodological foundations of research (theory and methods of scientific knowledge, theoretical and organizational foundations of research practice); knowledge of interdisciplinary research methods (sociological, psychological, pedagogical, mathematical, statistical); intellectual properties (critical, independent, creative thinking). Criteria and indicators of the activity component are: practical readiness of students for R&D (formation of research skills) and research activity (involvement of students in R&D). Criteria and indicators of the emotional-volitional component are: positive emotional attitude to R&D (feeling of intellectual satisfaction from R&D, emotional stability), presence of volitional qualities (persistence, responsibility, organization) and ability to self-reflection (analysis of own professional development, ability to self-assessment, self-control). Criteria and indicators characterize the appropriate levels of readiness of future social workers for R&D - low, medium, sufficient, high.

A model of the system of professional training of future social workers for R&D has been developed, which reflects the structural and functional interaction of the main components of training - targeted, theoretical and methodological, procedural, technological and analytical and effective   (Fig.   1).
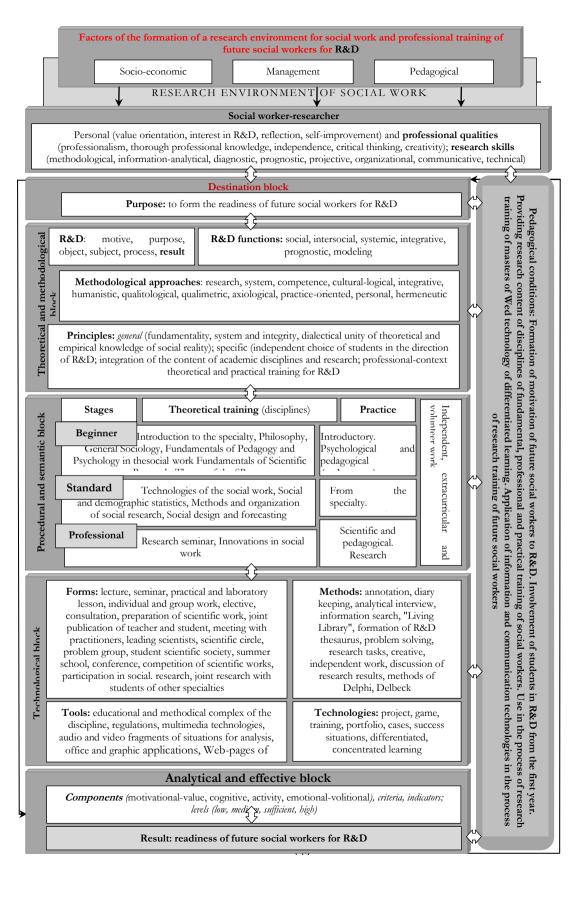
Factors of the formation of a research environment for social work and professional training of future social workers for R&D

Socio-economic	Management	Pedagogical

RESEARCH ENVIRONMENT OF SOCIAL WORK

Social worker-researcher

Personal (value orientation, interest in R&D, reflection, self-improvement) and **professional qualities** (professionalism, thorough professional knowledge, independence, critical thinking, creativity); **research skills** (methodological, information-analytical, diagnostic, prognostic, projective, organizational, communicative, technical)

Destination block

Purpose: to form the readiness of future social workers for R&D

Theoretical and methodological block

R&D: motive, purpose, object, subject, process, **result**

R&D functions: social, intersocial, systemic, integrative, prognostic, modeling

Methodological approaches: research, system, competence, cultural-logical, integrative, humanistic, qualitological, qualimetric, axiological, practice-oriented, personal, hermeneutic

Principles: *general* (fundamentality, system and integrity, dialectical unity of theoretical and empirical knowledge of social reality); specific (independent choice of students in the direction of R&D; integration of the content of academic disciplines and research; professional-context theoretical and practical training for R&D

Procedural and semantic block

Stages	Theoretical training (disciplines)	Practice
Beginner	Introduction to the specialty, Philosophy, General Sociology, Fundamentals of Pedagogy and Psychology in thesocial work Fundamentals of Scientific	Introductory. Psychological and pedagogical
Standard	Technologies of the social work, Social and demographic statistics, Methods and organization of social research, Social design and forecasting	From the specialty.
Professional	Research seminar, Innovations in social work	Scientific and pedagogical. Research

Independent, extracurricular and volunteer work

Technological block

Forms: lecture, seminar, practical and laboratory lesson, individual and group work, elective, consultation, preparation of scientific work, joint publication of teacher and student, meeting with practitioners, leading scientists, scientific circle, problem group, student scientific society, summer school, conference, competition of scientific works, participation in social. research, joint research with students of other specialties

Methods: annotation, diary keeping, analytical interview, information search, "Living Library", formation of R&D thesaurus, problem solving, research tasks, creative, independent work, discussion of research results, methods of Delphi, Delbeck

Tools: educational and methodical complex of the discipline, regulations, multimedia technologies, audio and video fragments of situations for analysis, office and graphic applications, Web-pages of

Technologies: project, game, training, portfolio, cases, success situations, differentiated, concentrated learning

Analytical and effective block

Components (motivational-value, cognitive, activity, emotional-volitional), criteria, indicators; levels (low, medium, sufficient, high)

Result: readiness of future social workers for R&D

Pedagogical conditions: Formation of motivation of future social workers to **R&D**. Involvement of students in **R&D** from the first year. Providing research content of disciplines of fundamental, professional and practical training of social workers. Use in the process of research training of masters of Wed technology of differentiated learning. Application of information and communication technologies in the process of research training of future social workers

Fig. 1. *Model of the system of professional training of future social workers for R&D*
Source: developed by the authors' conception

The effectiveness of the developed model is ensured through the implementation of pedagogical conditions: the formation of motivation of future social workers to R&D; involvement of first-year students in R&D; providing research content of disciplines of fundamental, professional and practical training of social workers; use of differentiated learning technology in the process of research training of masters of social work; application of ICT in the process of research training of future social workers.

Discussion

The article lays the theoretical and methodological foundations for the introduction of scientific facts into social practice, has been repeatedly researched in timely scientific discourse (Bellamy et al., 2006; Bellamy et al., 2008; Grady et al., 2018).

It is argued that one of the main methodological problems of introducing the research paradigm as a value orientation for the professional training of future social workers is the way of acquiring knowledge on social work, which confirms the theses of modern scientists: "In recent years, social work scholars have relied on the epistemology of pragmatism, substantiating its importance in creating knowledge for social work and other professions focused on social justice" (Kaushik & Walsh 2019).

The theoretical significance of the study is that: the methodological principles of research training of future social workers are revealed, which are based on conceptual ideas and main trends in policy development in the field of social work and training; defined a system of starting points of the study, in particular, approaches, general and specific principles, conceptual and terminological apparatus, which outlined the boundaries of the research problem and enabled the development of a system of training future social workers for research and pedagogical conditions for its implementation. It has been proven that pragmatism has recently been subjected to constructive criticism and revision in the light of the postmodern globalized approach. This is especially true of pragmatism as a research paradigm, as a social paradigm and its capabilities at the macro level to "empower marginalized and oppressed communities" in the context of the paradigm of justice and equality (Kaushik & Walsh 2019). These questions still remain open and should be taken into account when developing specific programs for the professional training of future social workers.

The practical significance of the results is to prepare and implement in the educational process of higher education educational and methodical and practical manuals, guidelines, author's programs and electronic resources, which reveal the theoretical and practical principles of training future social workers for R&D and ensure its implementation, and namely: manuals for students majoring in "Social Work": "Research Methods in Social Work", "Fundamentals of Social Informatics"; "Social work: introduction to the specialty" (for students of related specialties who obtain a master's degree in social work); methodical recommendations: «Higher mathematics". Fundamentals of probability theory "," Mathematical and statistical methods of analysis of sociological research data "(teaching materials and recommendations for laboratory work)," Foreign experience in training future social workers to use technologies of medical and social work in professional activities "," Practical training future social workers "," Social and demographic statistics (solving problems in the MS Excel spreadsheet editor) "; author's programs of disciplines and practices: "Fundamentals of scientific research", "Methods and organization of social research", "Social and demographic statistics", "Social informatics", "Master's practice program"; electronic resources: educational and methodical support of research training of future social workers in the Moodle system, virtual educational research environment (VERE), educational and methodical program complex on disciplines of natural science training.

The findings of the article confirmed the position of scientists that a modern social worker must, first of all, be a kind of "bridge" for a person with disabilities and a non-stationary technologically fast-changing world. It would seem that the development of science and technology in the humanitarian and technical fields should facilitate the access of people with disabilities to education, trade, employment and entertainment. However, scientists note: "Technology can create unexpected and yet unexplored forms of social exclusion for people with disabilities." Even (or especially) assistive technologies can lead to new forms of social exclusion" (Foley & Ferri 2012). The development of a new research paradigm for future social workers has helped to ensure that new technologies become not a barrier but a global and accessible concept in the provision of social services.

Theoretical provisions and methodical materials of research can be used in institutions of higher education in the process of development of educational and methodical maintenance of professional training of future social workers; in the practical work of specialists of social institutions and services.

It is substantiated that R&D today is an integral element of professional social practice and is implemented both in the process of working with different categories of clients and in administrative and managerial activities.

Conclusions

As a result of a comprehensive study of the problem, the essential characteristics of R&D were clarified, which means the activity of obtaining new scientifically based knowledge aimed at purposeful change of social reality, which is realized in a logical sequence through the use of appropriate forms and methods of scientific knowledge. It is proved that R&D in the system of social work is implemented at three levels (reflexive-theoretical, experimental-theoretical and research), each of which involves a step-by-step action (problem definition; hypothesis formulation, choice of research methods and tools; implementation of research plan; evaluation of results).) and the using of appropriate research methods.

A model of social work research environment has been developed, which contains three interrelated components: a social problem, methods of its study and tools for solving it. In this model, the social problem sets the boundaries of the research environment; methods of its research determine the identification of mechanisms of functioning within this space; tools provide the ability to solve a specific problem. It is substantiated that the dynamic nature of the model is provided through four levels of development of each of its components (social problem - traditional, known, little known, new; methods of studying the problem - reproductive, partially-search, research, expert; problem solving tools - traditional, modified, innovative , are absent in the practice of social work), which adequately reflect the ability of a social worker to act in a certain research role - a consumer of knowledge, a participant in research, a researcher, an expert.

Successful R&D in the social sphere can be ensured by the availability of research skills of social workers, which we understand as the ability to effectively perform actions adequate to solve certain research problems in accordance with the logic of scientific knowledge and the specifics of professional activities.

The classification of research skills of social workers: methodological (problem statement, identification and resolution of contradictions, hypothesis, definition of research tools to solve the problem), information-analytical (search for information from various sources, generalization, synthesis, presentation of information in the appropriate format); diagnostic

(based on complex methods of studying the individual, group, society (observation, questionnaire, biographical method, cases, content analysis, etc.) to establish a "social diagnosis"); projective (develop a social project, implement it in practice, assess the consequences of implementation); prognostic (predict and model the development of events, processes occurring in society, assess the consequences of R&D); organizational (plan research, organize it, analyze and monitor results); communicative (lead a discussion, defend one's position, establish business relationships with colleagues in the process of R&D); system and information (use general-purpose ICT, specialized software for mathematical and statistical processing and analysis of social research data, software for social institutions and services); technical (structure the material and actual data, draw up the results of the study according to the requirements, present them).

Analysis of the current state of training of future social workers in domestic higher education institutions shows a lack of focus of the educational process on targeted preparation of students for R&D, and, at the same time, the presence of significant opportunities for future social workers to prepare this activity.

It was found that some foreign countries (USA, Great Britain, France, Hungary, Sweden, etc.) have significant achievements in preparing students for research activities. In recent decades, the process of ensuring the unity of scientific and educational training in foreign higher education institutions has intensified due to the wide involvement of students in research work. The problem of orientation of future specialists on R&D is considered as the most important condition of their individual-professional self-determination and professional culture, and readiness for R&D as a way to ensure competitiveness in the labor market.

Despite some differences, a common feature of research training in higher education in foreign countries is the involvement of students in R&D, starting from the first year, creating a special creative research environment in higher education institutions, the use of modern effective technologies, forms and methods, funds, which is undoubtedly relevant for the domestic system of higher education.

Based on the generalization of the results of studying domestic and foreign experience of professional training of social work specialists, a system has been developed for preparing future social workers for research institutes, based on methodological approaches: research, systemic, competence-based, cultural, integrative, humanistic, quality-based, qualimetric, axiological, personal, practical-oriented, hermeneutic; methodological functions of research activities (social, intersocial, systemic,

integrative, prognostic, modeling, informational, communicative, technological, motivational, developmental, reflexive) principles: general (fundamental, consistency and integrity, dialectical unity of theoretical and empirical knowledge about social reality scientific nature, continuity, differentiation and individualization) and specific (students' independent choice of the direction of research institutes, integration of the content of curriculum disciplines and scientific research, regionalization, professionally contextual theoretical and practical training for research institutes, social and pedagogical support and psychological and pedagogical support).

Criteria and indicators of the motivational and value component are: the formation of internal motives for R&D (interest in R&D in the process of solving professional problems, activity in self-development, self-improvement, desire to deepen research knowledge) and value orientation for research in the process of solving professions (formation of a system of socially significant values and attitude to R&D as a value); cognitive component: knowledge of theoretical and methodological foundations of research (knowledge of the theory and methodology of scientific knowledge, theoretical foundations of scientific research); knowledge of interdisciplinary research methods (knowledge of sociological, psychological, pedagogical, mathematical and statistical research methods); intellectual properties (critical, independent, creative thinking); activity component: practical readiness of students for R&D (formation of research skills) and research activity (involvement of students in R&D); emotional-volitional component: positive emotional attitude to R&D (feeling of intellectual satisfaction from R&D, emotional stability), presence of volitional qualities (persistence, responsibility, organization) and ability to reflection (analysis of own professional development, ability to self-assessment, self-control). According to certain criteria and indicators, the levels of readiness of future social workers for R&D are low - medium, medium, sufficient, high.

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