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FORMS OF EDUCATIONAL PROCESS ORGANIZATION IN THE PROFESSIONAL TRAINING OF SOCIAL WORKERS IN THE BRITISH EDUCATIONAL INSTITUTIONS

***Abstract.** The article considers the issues of training of social workers in Great Britain. Particular attention is paid to the forms and methods of group learning and independent work of students. The main idea of approaches is that a student is not a passive listener, but an active participant in the educational process.*

***Keywords:** educational institution, training of specialists, forms and, methods of teaching.*

Nowadays, more than 80 universities and colleges provide educational services directed on the training of social workers in the UK [1]. In order to better understand the nature of training of future social workers, in our opinion, it is advisable to consider the forms, methods and means of organizing the educational process of colleges and universities in the UK.

The following forms of organization of the educational process are typical for British higher education institutions: lectures, debates, seminars, practical classes, independent work. Individual forms of education prevail over group ones.

Historically, the main method of teaching is a lecture. Throughout the second half of the twentieth century, the lecture form of teaching was constantly criticized in Great Britain and other countries. It is now clear that in most cases the lecture is not a sufficiently effective method of professional training of future professionals. The lecturer tasks are as follows: to convey to students information that is not

available to them in other sources in an understandable form; to state a logically substantiated scientific point of view on the issue under research, revealing not only the content and structure of the material, but also conceptual approaches to it; demonstrate students the main ways of scientific thinking: analysis, synthesis, logical construction, conclusions, evaluation; to encourage students to critically analyze and review their ideas on the subject, etc. Thus, a student being at the lecture is not a passive listener, but an active participant of the learning process.

In modern conditions, the lecture gave way to newer forms of work with small groups. Classes in small groups (10-15 people), first of all, significantly enhance the activities of students, and on the other hand, are more flexible in relation to the goals and methods of teaching. The traditional form of group work is a seminar, when one or more students prepare a report on a particular issue, present it to the whole group, and then discuss this issue under the guidance of an educator. Here we can speak not only of a report, but also of a special film, audio recording, cases from field practice.

M.Abercrombie [2] defines six types of groups, which differ by the number of students and the type of tasks solved:

– The first type is characterized by the fact that a free discussion on a particular issue is offered proposed by an educator. The students summarize the discussion together with an educator.

– In another group, the work is based on a report prepared by one or more students, usually in writing.

– “Syndicates” are microgroups of students (from 3 to 6 people) who jointly perform one project task. Students receive assignments at lectures. Oral presentations are presented at seminars, and written ones are considered in microgroups. Later assignments are summarized by an educator and analyzed at lectures. The role of an educator in this case is rather advisory.

– “Self-assessment” groups – consist of 3-5 students. The work here is similar to the syndicate method, however, in this case groups of students receive identical tasks, and periodically discuss and evaluate the results. A group prepares a report and its representative speaks to the whole group.

– Groups of “free” or “associative” discussion. 10-12 students take part in the work of the group. Initially, all students perform a short-term (15-20 minutes) task (e.g. analysis of the role of a social worker in working with “children at risk”, etc.). Tasks are given differently so that the results obtained provoke a “struggle of opinions” in the course of further free discussion. An important feature of this method is that an educator does not participate in the discussion and does not summarize it. Its role is to ensure that students do not miss key points and to direct the discussion in the right direction.

– Work in “T” groups (training groups) – is aimed at forming students’ personal qualities necessary for the profession of a social worker: interpersonal skills, the ability to listen, and to communicate effectively. To work with this method, an educator is to have special psychological training and act very carefully so as not to cause stress to students. It should be noted that this is one of the most effective forms of developing the simplest skills.

Tutoring is also used as a unique form of organization of the educational process in British universities. The essence of the tutoring system is as follows: a student, entering the university, is attached to an educator, who is called a tutor, i.e. teacher-mentor. In some cases, tutors are experienced educators, but more often this responsibility is performed by graduate students or junior teachers. The tutor not only conducts classes with students, but also monitors their success, mood, academic and intellectual advancement. Classes, at which a student meets with a tutor, usually take place weekly, sometimes more often. As a rule, a tutor has 1-2 students, however, in new universities it happens that the number of students per tutor reaches 6 people. Forms of organization of tutoring classes are very diverse – from individual conversations, consultations to a group (if the number of participants allows), and discussions. The main purpose of tutoring is not so much educational as personal development. In addition, the purpose of the lesson can be simply to assess the level of knowledge of students. In the vast majority of cases, students prepare a small 4-5 pages written work for each tutoring session. In the case of individual or pair classes, a tutor analyzes this work with a student in class, and in the case of group classes, a tutor reads this work in advance, returning the already checked text at the meeting.

Therefore, the selection, training and retention of qualified mentoring teachers is an important task for all schools of social work in the UK, focusing on high standards of professional training. In the process of practice, a tutor attaches great importance to supervision, the most important tasks of which are:

- 1) to assess the educational needs of a student and the opportunity to implement them in practice;
- 2) to strengthen the creative and self-critical abilities of a student and test them at practice;
- 3) to consciously integrate theoretical knowledge with social work practice of a student;
- 4) to raise the level of student's knowledge and understanding of social work.

The tutoring system raises some cons, primarily because it is almost impossible to formalise it. What happens in class is, in most cases, a personal matter for a tutor and a student. However, it should be recognized that the tutoring system, which is based on an individual approach to each student, is at the same time quite effective.

The teaching aids used in the educational process include: verbal (textbooks, manuals, electronic textbooks, etc.); simple visual aids (real objects, models, pictures, tables, graphs, charts and other visual material); complex tools (audio, audiovisual); tools that automate the educational process (didactic equipment – projectors, information systems, telecommunications networks, etc.).

In the British universities, students use different types of literature, including electronic textbooks, which are a wide range of different texts and documents. The convenience of electronic textbooks is the: ability to use a variety of test techniques that allow students to independently verify the correctness and depth of understanding of the material; possibility of including in the textbook not only illustrations but also videos; possibility of fast transition to educational materials from other disciplines. In addition, e-learning tools allow to make the process of working with the manual interactive, when, for example, according to the results of the control test, a student receives detailed information on the range of issues on which knowledge was unsatisfactory. However, e-learning tools have their drawbacks. First of all, it is the difficulty of perceiving materials from the monitor

screen, on which it is impossible to place large text fragments. In addition, it is a complex system of references, as a result of which a student can move away from the main subject of study. It should be noted that the issue of using electronic media in the educational process has not been studied enough [3].

Learning takes place both at educational institutions and directly at field practice, which allows students not only to master specific skills, but also to connect theory with practice, acquire the values of social work. The effectiveness of such training depends on the provision of a number of important conditions. First, students need to be able to complete tasks independently, including the planning, evaluation, and summarization phases. If they only observe the work of others without being able to act independently, then learning is not productive [4].

In order for students to be able to present evidence of their competence, their work is evaluated by the concept of “portfolio” [5].

Portfolio – is considered as a collection of all written works of students, reports of tutors and teachers of practice. At the intermediate stage of evaluation, the student’s portfolio is to contain: a photo of a student; personal information on a student; information about the place of work for the purpose of its exchange between students, tutors and teachers of practice; a copy of the student’s application submitted for the programme, and an essay indicating the reason for choosing the particular curriculum; table of contents with an explanation of the additional documents included; a document on the settlement of confidentiality issues; evaluated written works with dates of submission of works, including reports on passing of practice; the teacher’s reports and the tutor’s report on the mid-term assessment of the student’s education. At the final stage of evaluation, the portfolio should contain additional documents: evaluated written works, reports on the field practice; teacher practice reports and tutor report on the final assessment of student learning.

Attention should be paid to the extracurricular work of students. The system of extracurricular work includes independent educational work of students, work on professional development and volunteering. Independent work is understood as preparation for classroom classes, performing independent work in academic

disciplines, writing abstracts, essays, graduation theses. Independent work of students with scientific literature is an important element of training of future social workers in the UK.

Improving professional skills as part of the system of extracurricular activities of students is considered as a purposeful improvement of professional skills (participation in student scientific conferences, trainings, meetings with practitioners to increase motivation for future professional activities, etc.).

Summing up the analysis of forms and methods of teaching, we can draw the following conclusions: the dynamics of changes in forms and methods of teaching shows a tendency to increase the activity and independence of students in the educational process.

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