

УДК 378:364

<https://doi.org/10.31652/2415-7872-2026-85-42-46>**НАТАЛІЯ КОСТЕНКО**<https://orcid.org/0000-0002-6810-9104>

kostenkonatalie77@gmail.com

кандидат педагогічних наук, доцент, доцент кафедри педагогіки та психології

Вінницький національний медичний університет ім. М.І. Пирогова

вул. Пирогова, 56, м. Вінниця

ПРОФЕСІЙНА ПІДГОТОВКА МАЙБУТНІХ СОЦІАЛЬНИХ ПРАЦІВНИКІВ ДО ПРОФІЛАКТИЧНО-КОРЕКЦІЙНОЇ РОБОТИ З МОЛОДДЮ З ДЕВІАНТНОЮ ПОВЕДІНКОЮ

У статті здійснено теоретико-методологічний аналіз професійної підготовки майбутніх соціальних працівників до превентивної та корекційної роботи з молоддю з девіантною поведінкою в умовах соціально-економічних і культурних трансформацій в Україні. Професійна підготовка розглядається як багаторівневий процес формування інтегрованої готовності до діяльності, що включає теоретичний, практичний та особистісно-професійний компоненти. Теоретичний компонент забезпечує засвоєння знань із соціальної педагогіки, психології та соціології для аналізу причин девіантної поведінки та розробки превентивних і корекційних програм. Практичний компонент формує професійні уміння застосування методів консультування, соціального супроводу, тренінгових технологій і рольових моделей взаємодії. Особистісно-професійний компонент спрямований на розвиток емпатії, стресостійкості, саморегуляції, комунікативних та організаційних здібностей. Готовність до професійної діяльності проявляється на функціональному, особистісно-діяльнiсному та індивідуально-особистісному рівнях, забезпечуючи мобілізацію психофізичних ресурсів, узгодженість когнітивних, емоційних і мотиваційних компонентів та актуалізацію особистісних якостей для ефективного виконання соціально-педагогічних функцій. Методологічні засади професійної підготовки базуються на поєднанні аксіологічного та системного підходів: перший формує ціннісні орієнтації та морально-етичні засади діяльності, другий розглядає підготовку як цілісну педагогічну систему з взаємопов'язаними компонентами. Значну роль відіграють середовищний, інформаційний і технологічний підходи, що забезпечують практичний досвід через участь у проектній, дослідницькій і громадській роботі, формування інформаційної компетентності та оволодіння сучасними соціально-педагогічними технологіями для роботи з молоддю девіантної поведінки.

Ключові слова: професійна підготовка, соціальний працівник, профілактична робота, корекційна робота, молодь з девіантною поведінкою.

NATALIA KOSTENKO<https://orcid.org/0000-0002-6810-9104>

kostenkonatalie77@gmail.com

Candidate of Pedagogical Sciences, Associate Professor

Associate Professor, Department of Pedagogy and Psychology

Vinnytsia National Medical University named after M.I. Pirogov

56 Pirogov Street, Vinnytsia, Ukraine

PROFESSIONAL TRAINING OF FUTURE SOCIAL WORKERS FOR PREVENTIVE AND CORRECTIVE WORK WITH YOUTH WITH DEVIANT BEHAVIOR

The article presents a theoretical and methodological analysis of the professional training of future social workers for preventive and corrective work with youth exhibiting deviant behavior in the context of socio-economic and cultural transformations in Ukraine. Professional training is considered a multi-level process aimed at developing integrated readiness for professional activity, including theoretical, practical, and personal-professional components. The theoretical component provides knowledge of social pedagogy, psychology, and sociology necessary to analyze the causes of deviant behavior and develop preventive and corrective programs. The practical component focuses on the development of professional skills in counseling, social support, training technologies, and role-based interaction models. The personal-professional component aims to cultivate empathy, stress resilience, self-regulation, communication, and organizational abilities. Readiness for professional activity manifests at functional, personal-activity, and individual-personal levels, ensuring mobilization of psychophysical resources, alignment of cognitive, emotional, and motivational components, and activation of personal qualities for effective performance of socio-pedagogical functions. The methodological foundations of professional training combine axiological and systemic approaches: the former forms value orientations and moral-ethical principles of professional activity, while the latter views training as an integrated pedagogical system with interconnected components. Significant attention is also given to environmental, informational, and technological approaches, which provide practical experience through participation in project, research, and community work, foster information competence, and enable mastery of modern socio-pedagogical technologies for working with youth exhibiting deviant behavior.

Key words: professional training, social workers, preventive work, corrective work, youth with deviant behavior.

The issue of professional training of future social workers to conduct preventive and corrective interventions with youth with deviant behavior is becoming increasingly urgent in the context of current socio-economic and cultural transformations in Ukraine. Deviant behavior among young people generates high risks of social maladjustment and conflicts within families and educational institutions, necessitating effective professional responses from social workers. Existing scientific research indicates that the effectiveness of socio-pedagogical interventions largely depends on the level of professional training of specialists, which encompasses an integrative process of competence formation, including the knowledge, skills, abilities, and personal qualities required to address complex socio-pedagogical tasks [8].

The professional training of future social workers to work with youth with deviant behavior is a multi-level process that involves the formation of theoretical, practical, and personal-professional competencies. The theoretical component ensures the acquisition of knowledge in the fields of social pedagogy, psychology, and sociology, which is essential for analyzing the causes of deviant behavior and developing preventive and corrective programs [5]. The practical component is aimed at acquiring the skills and abilities to apply methods of psychological counseling, social support, training sessions, and role-playing interaction models [7]. The personal and professional component fosters essential professional qualities of a specialists, such as empathy, stress resistance, self-regulation, communication, and organizational skills, which enable effective engagement with youth with deviant behavior [3].

Thus, it is considered necessary to investigate the professional training of future social workers as an integrative category encompassing functional, personal-activity, and individual levels. This approach ensures the mobilization of resources, cognitive-emotional alignment, and the manifestation of personal qualities necessary for the effective performance of socio-pedagogical functions [6].

The issue of professional training of future social workers for preventive and corrective work with youth exhibiting deviant behavior represents a complex and multifaceted challenge for modern social pedagogy and social work. A review of the scientific literature indicates that the effectiveness of future social workers' professional activities is largely determined by the level of their professional training, which is understood as an integrative process of acquiring competencies, including professional knowledge, skills, abilities, and personal qualities, required for the successful resolution of various socio-pedagogical tasks (Arkhipova, Bezpalko) [1,2].

Professional training comprises several key components that are critical for working with youth exhibiting deviant behavior:

1. A Theoretical Component – ensures the acquisition of general cultural, psychological, and socio-pedagogical knowledge necessary for analyzing the causes of deviant behavior and developing preventive and corrective programs [4].
2. A Practical Component – involves the formation of professional skills and abilities in social and preventive-corrective work, including the application of psychological counseling methods, social support, training exercises, and interactive models of engagement.
3. A Personal-Professional Component – focuses on the development of professionally significant qualities of the specialist, such as empathy, stress resilience, self-regulation, communication and organizational skills, which ensure effective interaction with youth exhibiting deviant behavior [4].

Scholars emphasize that the readiness of future social workers for professional activity is of an integrative nature and manifests on three levels:

- Functional level, which determines the mobilization of mental and physical resources for performing activities;
- Personal-activity level, which encompasses the cognitive, emotional, and motivational components of readiness;
- Personal level, characterized by the manifestation of individual-personal qualities necessary for the specifics of professional activity in the socio-pedagogical sphere [8].

It is important to note that professional training for working with youth exhibiting deviant behavior involves not only the acquisition of specialized knowledge and skills but also the development of the ability for self-improvement, self-regulation, and adaptive responses to psycho-emotional overloads arising in the course of professional activity (Lyashenko) [3].

Thus, the professional training of future social workers in the context of preventive and corrective work with youth exhibiting deviant behavior is considered as a systemic, holistic, and continuous process. It ensures the formation of competencies, knowledge, skills, practical abilities, and personal qualities necessary for the effective performance of socio-pedagogical functions and for enhancing the effectiveness of professional activity [5].

The professional training of future social educators and social workers is understood as a purposeful process aimed at forming readiness for professional activity, integrating knowledge, practical skills, and value orientations. This process includes the development of personal qualities necessary for effective task execution, while readiness for professional activity represents the comprehensive outcome of this process,

encompassing motivational-value, scientific-theoretical, operational-practical, and individual-psychological components.

The methodological foundation of professional training is formed by both axiological and systemic approaches. The *axiological approach* ensures the identification of the value orientations of future specialists, the formation of their moral and ethical competencies, as well as the cultivation of humanistic principles, among which key ones are human dignity, tolerance, social justice, humanism, and social activity. This approach serves as a bridge between theoretical principles and practical activity, facilitating the integration of universal, professional, and personal values into the process of professional development.

The *systemic approach* enables the consideration of professional training as a pedagogical system with an internal structure, interrelated components, and management mechanisms. It ensures a holistic understanding of the educational process, clarifies the relationships between its elements, optimizes the organization of training, and enhances its effectiveness. Combined with the axiological approach, the systemic approach contributes to the formation of complex competencies in future social educators and social workers, fosters their ability for self-realization and continuous professional improvement, and prepares them for work with vulnerable population groups.

Professional training of future social educators and social workers for preventive and corrective work with youth exhibiting deviant behavior is based on *activity-oriented* and *personality-oriented approaches*, which define the methodological foundation for the formation of professional readiness. The *activity-oriented approach*, presented in the works of scholars, considers activity as the main source of personality development, through which students gain experience that fosters professional self-realization, the formation of skills for collective activity, and the ability for self-education [9]. Within professional training, this approach ensures students' engagement in various social roles, creating conditions for self-knowledge and the development of competencies necessary for working with vulnerable population groups, including youth demonstrating deviant behavior [9].

The *personality-oriented approach*, implemented through activity, ensures the recognition of the learner as a subject of cognition, fostering the development of their individual abilities, inclinations, interests, and value orientations. This approach involves the creation of an educational environment in which students actively participate in professional activities, form their own life position, and enhance their capacity for self-realization. This is critically important for preparing students for preventive and corrective work with youth who require adaptation to social norms and the development of constructive behavior [7]. Personality-oriented education involves the democratization of relationships between teacher and student, the activation of the student's role in shaping professional identity, and the development of emotional-volitional competencies necessary for working in complex socio-psychological situations [6].

The *competency-based approach* in the professional training of social workers ensures the integration of knowledge, skills, abilities, and personal qualities, forming the ability for effective implementation of preventive and corrective work. It includes the development of perceptual, communicative, reflexive, and social competencies, enabling future specialists to analyze deviant manifestations of youth behavior, establish trusting relationships, organize social and corrective interventions, assess the effectiveness of their actions, and perform self-correction within professional activity [7].

Given the specific nature of working with youth exhibiting deviant behavior, the professional competence of a future social worker encompasses social-legal, normative-legal, personal, specialized, and crisis-oriented components. These components ensure readiness to perform both standard and non-standard tasks, work effectively in teams, apply techniques to prevent professional burnout, and act competently in crisis situations [5]. The competency-based approach provides not only the acquisition of theoretical knowledge but also practical readiness for implementing preventive and corrective measures aimed at fostering constructive behavior, social adaptation, and self-regulation among youth demonstrating deviant behavior.

Thus, the combination of activity-based, personality-oriented, and competency-based approaches establishes a comprehensive methodological foundation for the professional training of future social educators and social workers to work with youth exhibiting deviant behavior. This integration ensures the development of essential knowledge, practical skills, socio-psychological competencies, and value-oriented readiness for effective preventive and corrective interventions [6].

An analysis of current research indicates that professional competence and readiness for professional activity are fundamental categories that determine the level of training of future social workers to work with vulnerable groups of population, particularly youth exhibiting deviant behavior. V. Slastyonin emphasizes that readiness serves as a key pedagogical category that enables the realization of professional competence, whereas V. Maslov defines competence as the readiness to perform official and professional duties at a professional level in accordance with modern theoretical knowledge and best practices. Professional competence and readiness are closely interrelated: readiness forms the foundation for the development of competence, which is based on practical experience, stable motivation, and focus on professional activity [9].

Based on the competency-based approach, educational standards for the professional training of social workers in Ukraine are been developed, which envisage the formation of key competencies necessary for working with various categories of the population. The competency-based approach serves as the foundation for creating a model of a social worker's readiness for preventive and corrective work, encompassing cognitive, operational, axiological, and communicative components.

The application of the environmental approach in the training of social workers makes it possible to conceptualize the educational environment as an integrated system that ensures the formation of social, professional, and value-based qualities of future specialists through active interaction with various social actors and institutions [4]. The environmental approach contributes to the creation of a socio-pedagogical environment within higher education institutions in which students acquire experience in organizing social work by participating in project-based, research, managerial, and civic activities [9].

The informational approach in the professional training of social workers enables the integration of knowledge about social processes, the management of information flows, and technologies for counteracting negative influences on youth [8]. This approach involves the formation of information competence as a component of a specialist's readiness for preventive and corrective work and socio-pedagogical support of youth exhibiting deviant behavior.

The technological approach is aimed at developing the technological competence of future social workers, which includes the acquisition of knowledge, skills, and abilities related to the application of professional technologies in social and educational practice. The main levels of technological competence encompass analytical, axiological, methodological, reflective, prognostic, evaluative, communicative, and social components [7]. The implementation of the technological approach makes it possible to design the process of training social workers for preventive and corrective activities, to define the content of competence formation, and to ensure systemic coherence, algorithmization, and adaptability of training to real social conditions.

Thus, the integration of competency-based, environmental, informational, and technological approaches creates a holistic methodological basis for the formation of the professional readiness of future social workers for preventive and corrective work with youth exhibiting deviant behavior, ensuring the integration of knowledge, skills, values, and socio-pedagogical competencies.

In modern pedagogical and socio-pedagogical scholarship, considerable attention is devoted to the training of future social educators and social workers for work with various categories of youth, including adolescents and young people who demonstrate deviant behavior or belong to social risk groups. Research findings indicate that professional training for preventive and corrective work with this category of youth involves the formation of a purposeful readiness for professional activity in the field of social work. This readiness encompasses the development of motivational and value orientations, scientific and theoretical knowledge, practical skills and abilities, as well as individual and personal qualities necessary for the successful performance of professional tasks [8].

The systematization of scholarly sources demonstrates that preparation for working with deviant youth includes:

1. The formation of professional competencies, encompassing knowledge of the psychological, sociological, and pedagogical foundations of preventive and corrective work, as well as the ability to conduct socio-pedagogical assessment, and to design and implement programs of social-educational and corrective intervention [6].
2. Mastery of methods for the prevention and correction of deviant behavior, including counseling, group-based programs, social rehabilitation technologies, psychoeducational strategies, and corrective approaches [7].
3. The development of technological skills for professional activity, involving the ability to apply innovative educational and socio-pedagogical methods in work with youth and to adapt them to specific socio-psychological conditions [7].
4. The formation of readiness for social interaction and interpersonal support, which includes communicative, organizational, and pedagogical skills necessary for teamwork and effective interaction with young people and their families.

An analysis of educational and methodological literature has shown that the training of future social workers to work with young people exhibiting deviant behavior is implemented through a combination of academic disciplines, practical training sessions, and socio-pedagogical projects, as well as through the use of scientific and methodological manuals and programs aimed at developing professional competencies in the field of preventive and corrective activity [8].

At the same time, the existing scientific and educational space is characterized by a sufficient theoretical foundation for studying issues of professional training; however, there is a lack of specialized comprehensive research that would systematically and experimentally address the methodological, technological, and practical aspects of training social workers to work with young people exhibiting deviant behavior under modern socio-economic, political, and regulatory conditions [6]. This confirms both the relevance and the scientific validity of the chosen research topic.

Conclusions. The professional training of future social workers for preventive and corrective work with young people exhibiting deviant behavior constitutes a holistic, systematic, and continuous process aimed at developing competencies, knowledge, skills, practical skills, and personal qualities. The methodological foundation of such training is based on the integration of activity-based, personality-oriented, competency-based, environmental, informational, and technological approaches, which collectively ensure the development of professional readiness for effective work with young people who display deviant behavior. Professional competence and readiness of future social workers are closely interrelated: readiness forms the basis for the development of competence, while competence is realized through practical activity and systematic training that encompasses psychological, social, and pedagogical components.

Література

1. Архипова С. П. Використання методів математичної статистики для перевірки результатів соціально-педагогічного експерименту. Е-журнал «Педагогічна наука: історія, теорія, практика, тенденції розвитку». 2009. Вип. № 1. URL: http://www.intellectinvest.org.ua/pedagog_editions_emagazine_pedagogical_science_arhiv_pn_n1_2009_st_6.
2. Безпалько О. В. Поняття «соціально-педагогічна діяльність» у тезаурусі соціальної педагогіки. *Наукові записки Тернопільського національного педагогічного університету* : зб. наук. пр. / наук. ред. Г. В. Терещук. Тернопіль : ТНПУ, 2003. Вип. 4: Педагогіка. С. 45–50.
3. Ляшенко О. І. Особистісно орієнтоване знання як сучасна парадигма проектування змісту освіти. *Філософія освіти в сучасній Україні*. Київ, 1996. С. 339–343.
4. Vratko M. Environmental Approach in Higher Education: Methodological Aspects. *Неперервна професійна освіта: теорія і практика*. Серія : Педагогічні науки. 2015. № 4 (45). С. 13–18.
5. Brian Munday. European social services: A map of characteristics and trends. Council of Europe. 2004. URL: https://www.coe.int/t/dg3/socialpolicies/socialrights/source/SocServEumap_en.doc.
6. Grey M., Webb S. Global «double» standards in social work: A critical analysis. 2008, June. URL: https://www.researchgate.net/publication/248920653_The_Myth_of_Global_Social_Work_Double_Standards_and_the_Local_Global_Divide. DOI:10.1080/10428230802077988.
7. IFSW. The role of social work in social protection systems: the universal right to social protection. 2020. URL: <https://www.ifsw.org/the-role-of-social-work-in-social-protection-systems-the-universal-right-to-social-protection/>.
8. Klein, K. J. Evolution of Social Work Ethics. *Social work*. 1999. No. 44 (4). P. 397–398.
9. The Global Agenda for Social Work and Social Development / International Federation of Social Workers. URL: <https://www.ifsw.org/social-work-action/the-global-agenda/>

References

1. Arkhypova, S. P. Vykorystannia metodiv matematychnoi statystyky dlia perevirky rezultativ sotsialno-pedahohichnoho eksperymentu [Using mathematical statistics methods to verify the results of a socio-pedagogical experiment]. *Pedahohichna nauka: istoriia, teoriia, praktyka, tendentsii rozvytku* (E-zhurnal), 2009, Issue 1. URL: http://www.intellectinvest.org.ua/pedagog_editions_emagazine_pedagogical_science_arhiv_pn_n1_2009_st_6
2. Bezpalko, O. V. Poniattia "sotsialno-pedahohichna diialnist" u tezaursi sotsialnoi pedahohiky [The concept of "social and pedagogical activity" in the thesaurus of social pedagogy]. *Naukovi zapysky Ternopilskoho natsionalnoho pedahohichnoho universytetu*, Issue 4: Pedahohika, Ternopil: TNPU, 2003, pp. 45–50.
3. Liashenko, O. I. Osobystisno oriientovane znannia yak suchasna paradyhma proiektuvannia zmistu osvity [Personally-oriented knowledge as a modern paradigm for designing educational content]. In: *Filosofia osvity v suchasni Ukraini*. Kyiv, 1996, pp. 339–343.4. AIEJI–International Association of Social Educators. Wikipedia: The Free Encyclopedia. 2017. URL: https://en.wikipedia.org/wiki/AIEJI%E2%80%93International_Association_of_Social_Educators,2017.
4. Vratko M. Environmental Approach in Higher Education: Methodological Aspects. *Неперервна професійна освіта: теорія і практика*. Серія : Педагогічні науки. 2015. № 4 (45). С. 13–18.
5. Brian Munday. European social services: A map of characteristics and trends. Council of Europe. 2004. URL: https://www.coe.int/t/dg3/socialpolicies/socialrights/source/SocServEumap_en.doc.
6. Grey M., Webb S. Global «double» standards in social work: A critical analysis. 2008, June. URL: https://www.researchgate.net/publication/248920653_The_Myth_of_Global_Social_Work_Double_Standards_and_the_Local_Global_Divide. DOI:10.1080/10428230802077988.
7. IFSW. The role of social work in social protection systems: the universal right to social protection. 2020. URL: <https://www.ifsw.org/the-role-of-social-work-in-social-protection-systems-the-universal-right-to-social-protection/>.
8. Klein, K. J. Evolution of Social Work Ethics. *Social work*. 1999. No. 44 (4). P. 397–398.
9. The Global Agenda for Social Work and Social Development / International Federation of Social Workers. URL: <https://www.ifsw.org/social-work-action/the-global-agenda/>.