CHAPTER 3
THEORY AND METHODS OF VOCATIONAL EDUCATION

TECHNOLOGICAL ASPECTS OF PREPARATION OF FUTURE DOCTOR OF PHILOSOPHY IN SOCIAL WORK FOR TEACHING ACTIVITY

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Abstract. *The modern development of the system of training of social workers in higher education institutions requires high-quality teaching staff, which raises the issue of technological aspects of training future doctors of philosophy in social work for teaching (pedagogical) activities. The study used such methods as: analysis and synthesis of regulatory and literary sources on the problem under study, educational and scientific programmes of HEIs in the speciality 231 "Social Work", questionnaires. As a result of the survey among higher education students - future doctors of philosophy in social work, it was determined that they consider the following forms of training to be the most effective "learning - discussion", "learning - training", "learning - cooperation", "learning - theatre", "learning - research", "learning - game". The types of lectures that every tenth respondent prefers are identified, namely, lectures with visual aids and discussions, interactive and using the latest technologies, dialogue, and games. Among the practical classes, every fifth respondent considers discussions to be the most effective, and every tenth - practical classes with elements of training or in the form of open discussion, case studies, and training. Every fourth respondent suggests that lectures should be less theory, more practical knowledge and visuals, so that the information is up-to-date and interesting, less information for note-taking and more for discussion, conducted in the form of dialogue and games; and practical classes should be more interesting information from personal sources and theatrical, interactive, discussions and training. The factors that, in the opinion of higher education students, contribute to the effectiveness of practical training by the teacher, namely: students' readiness and interaction with the teacher, innovative forms of teaching, the formation of a set of professional competencies and social skills (soft-skills), in particular, communication, management, interaction with people, autonomy and responsibility. Thus, in the practice of training future doctors of philosophy in social work for teaching (pedagogical) activities, it is effective to comprehensively introduce effective forms and methods of teaching and take into account the factors influencing the quality of teaching.*

Keywords: *Doctor of Philosophy, social work, teaching activity, training, higher education institution, social skills, soft-skills, teaching technologies, forms of training, teaching methods, factors of influence.*

JEL Classification: I 23, I 29

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Introduction. At the present stage of professionalisation of social work, updating of regulatory and legal support, adoption of standards of professional training of social workers, professional autonomy in research, it is important to solve the problems of providing higher education institutions with highly qualified scientific and pedagogical teachers in the field of social work. This makes it important to study the experience of developing and implementing a programme for the preparation of doctors of philosophy in social work for teaching.

It should be emphasised that the ability of future doctors of philosophy to organise and manage the educational process, to form productive thinking activities in higher education students is a sign of pedagogical skills and a guarantee of successful conduct of classes in their future professional activities.

The fundamental directions of development of higher education in Ukraine in the twenty-first century include updating its content, forms and methods of organising the educational process, introducing innovative educational technologies and teaching methods, as well as developing theoretical and methodological aspects of training for the educational and scientific level of Doctor of Philosophy.

At the same time, teaching methods in higher education are significantly different from those in general education. They are aimed not only at transferring and perceiving knowledge, but also at penetrating the process of science development and revealing its methodological foundations. Therefore, the effectiveness of the educational and cognitive activity of higher education students largely depends on the ability of the teaching staff to select successfully and apply teaching methods and techniques.

Literature review. According to the Law of Ukraine "On Education" of 05.09.2017, No. 2145-VIII, "teaching activity" is defined as "an activity aimed at forming knowledge, other competencies, worldview, development of intellectual and creative abilities, emotional and volitional and/or physical qualities of students (lecture, seminar, training, courses, masterclass, webinar, etc.), and which is carried out by a pedagogical (scientific and pedagogical) employee, self-employed person (except for persons who are prohibited by law from such form of teaching activity) or other individual on the basis of a relevant labour or civil law contract; " [15].

In other words, teaching activities are focused on the transfer of knowledge, the formation of skills and abilities in various areas of education, the development of intellectual and creative abilities, professional competencies in accordance with the inclinations and requests of recipients of educational services (students).

In the context of the development of the educational and information space, it is important to introduce new approaches to the formation of pedagogical competences of future scientific and pedagogical specialists who at the level of understanding, knowledge, skills, would be able to produce educational products and transform them into a new training course, teaching aids (including electronic ones), new pedagogical technology, author's developments in teaching methods, etc. [1; 5].

Within the framework of this study, the results of the work of O. Boyko, N. Kabachenko, O. Karagodina, T. Logvinenko, O. Pozhydaieva, I.Regeylo, L. Romanovska, T. Semygina, who present a description of the state of training of

doctors of philosophy in the speciality "Social Work" in Ukraine and abroad, are of particular importance [2; 6; 13; 17].

Valuable is the analysis of the problem of introducing innovative technologies into the educational process, which is presented in the works of I. Lerner, M. Skatkin, V. Bespalko, V. Slastenin (innovative processes), N. Koshechko, O. Pekhota, S. Sysoieva (educational technologies), O. Pometun, O. Komar, T. Torchynska (interactive learning technologies). Y. Vaskova, S. Yermolenkova, L. Matsko, O. Radchenko (modern educational innovative technologies), S. Stebliuk (problem-based technologies, game technologies, technologies of collective and group activities), etc [5; 7; 12; 14].

We share the research position of S. Steblyuk, who understands innovative pedagogical technologies as "purposeful, systematic and consistent implementation of innovative methods, techniques, tools that cover the entire educational process from defining its purpose to the expected results" [14, p. 141].

In higher education didactics, there are different approaches to the classification of teaching methods, such as:

– according to the sources of transmission and the nature of the perception of information, there are verbal, visual and practical (S. Petrovsky, E. Talent, etc.);

– according to the main didactic tasks, there are methods of mastering knowledge, methods of forming skills and abilities, application of acquired knowledge, skills and abilities (M. Danilov, B. Esipov, etc.);

– by the nature of cognitive activity, there are explanatory and illustrative, reproductive, partially searching, research, problematic presentation (M. Skatkin, I. Lerner, etc.).

According to the binary classification, M. Makhmutov distinguishes teaching methods and learning methods. The scientist refers to teaching methods as informational-informative, explanatory, instructive-practical, explanatory-motivational, and to learning methods: performing, reproductive, productive-practical, partial-research, searching, etc. [9].

Y. Babansky identifies three groups of teaching methods as follows:

a) methods of organising and implementing educational and cognitive activities (explanation, instruction, narration, lecture, conversation, work with a textbook; illustration, demonstration, self-monitoring, exercises, laboratory, practical and research work);

b) methods of stimulating learning activities (educational discussion, ensuring success in learning, cognitive games, creating a situation of interest in the teaching process, creating a situation of novelty, relying on the life experience of the applicant; stimulating duty and responsibility in learning);

c) methods of control and self-control in learning (oral, written, test, graphic, programmed, self-control and self-assessment) [11].

However, in the practice of the educational process, each method is not used in isolation, but in conjunction with other methods and techniques.

It is worth noting that teaching methods in higher education institutions are closer to the methods of science itself than school ones, since they teach not only

scientific facts, but also reveal the methodology and methods of science itself. And only a problem-based research approach to its study can meet the needs of a modern student and form him or her as a thinking specialist [4].

Aims. To analyse the theoretical aspects of training future doctors of philosophy in social work for teaching (pedagogical) activity and to identify effective forms and methods of teaching, factors influencing the quality of teaching.

Methods. The study used methods such as analysis and synthesis of legislation and literature, educational and scientific programmes of higher education institutions on the problem under study, as well as a survey among higher education students – future Doctor of Philosophy in social work.

It should be noted that in order to prepare future doctors of philosophy for teaching within the framework of the educational and scientific programme "Social Work" for the third (educational and scientific) level at Pavlo Tychyna Uman State Pedagogical University, it is envisaged that higher education students will master the educational component "Methods of teaching specialised disciplines (Social Work)". The purpose of the course is to form a system of knowledge, skills and practical abilities, as well as the necessary competencies for future doctors of philosophy to ensure the implementation of the tasks of organising the educational process in the system of higher education, to provide them with a holistic and logically consistent system of knowledge about the didactics of training highly qualified personnel, to cover the basics of theory, methods and methodology of teaching disciplines in the specialty 231 "Social Work" [8].

In the process of studying a mandatory component "Methods of teaching special disciplines (Social Work)", students acquire knowledge of the conceptual foundations of teaching in higher education institutions, the content and forms of organisation of the educational process, the specifics of organising the training of future social workers, the specifics of organising the extracurricular activities of future social workers, etc. as well as the skills of research and independent work; develop universal skills of a teacher, acquire the ability to navigate the system of curricula and programmes in the speciality 231 "Social Work", structure methodological material in accordance with the form of the discipline, topic, conduct the main forms of organisation of the educational process, organise students' independent work, determine the factors of success of the educational process.

For example, during a lecture on "Conceptual Approaches to Organising Training of Future Social Workers in the System of Higher Education Institutions", second-year students chose the "Teaching – Learning" method, which allowed them not only to participate in the transfer of their knowledge to other PhD students in social work, but also to try themselves as a teacher.

For example, during the lecture session "General characteristics of forms and methods of teaching in higher education", Yulia, a PhD candidate, used the "teaching - learning" method. The method she chose allowed her to take part in the class and pass on her knowledge to her classmates. Yulia announced the topic and purpose of the lecture, distributed task cards to the students to familiarise themselves with the

information, and allocated time to prepare for the transfer of information to other students in a form accessible to them.

One of the conditions was the right to talk to only one person. The task was also to share her information with other students and learn from them. Therefore, Yulia, in her role as a lecturer, introduced her part of the lecture in an accessible form and invited each of them to share the material of their part to get acquainted with it themselves. After everyone had shared their information and received it from the others, each applicant told what they had learnt from the others.

Results. Upon completion of the course, a survey is conducted annually among higher education students to improve the organisation of the educational process. The results of the survey showed that among the forms of organising the educational process, the most optimal are interactive classes with the use of technical learning tools (22%), the most effective forms of organising classes are "learning – discussion" (16%), "learning – training" (16%), "learning – cooperation" (22%), "learning – theatre" (16%), "learning – research" (7%), "learning – game" (7%) (Figure 1).

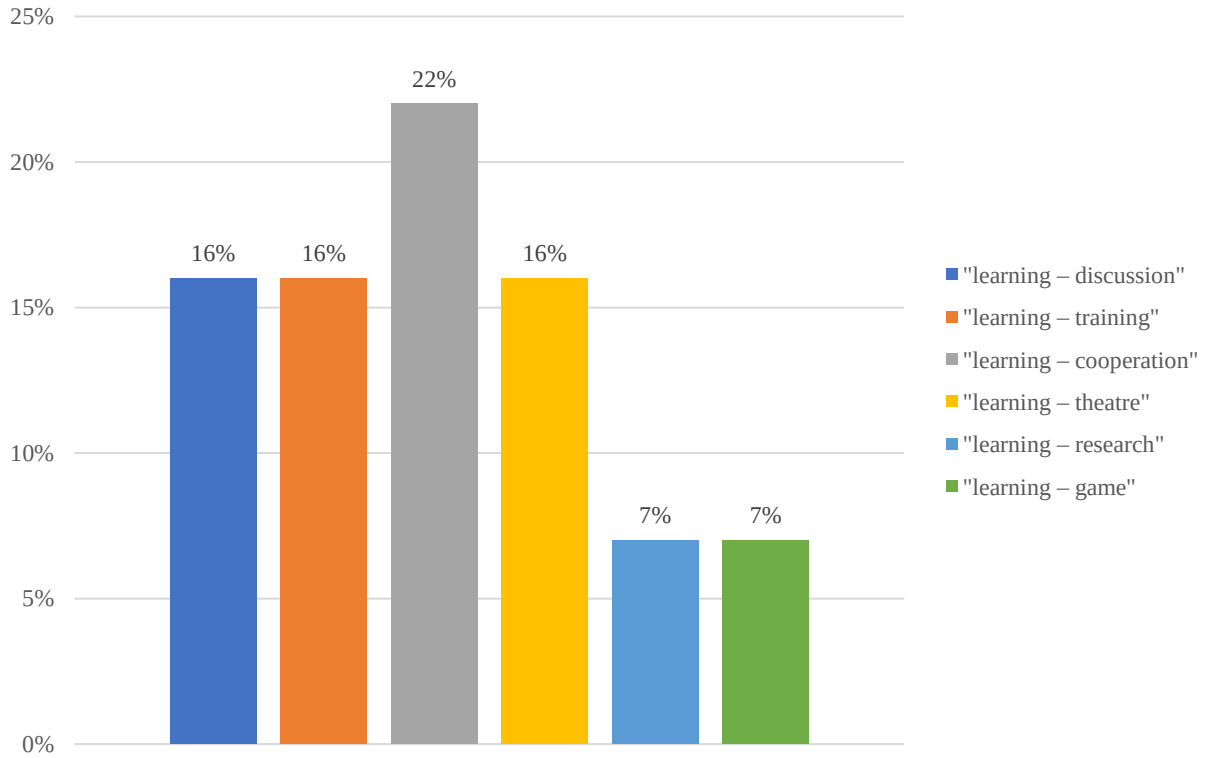

Figure 1. The most effective forms of training organization

Source: developed by the authors based on the results of a survey

To the question "In what format do you think it is better to conduct practical classes and lectures? ", the students said: *practical classes* – with elements of training or in the form of an open discussion – 10%, discussions – 20%, case studies – 10%, training – 10%; *lectures* – with visuals and discussions – 10%; dialogue – 10%; game – 10%; to be conducted by students themselves and developed in the form of games and activities – 5%; exchange of views on the topic of the lecture – 5%; in the format of interactive and using the latest technologies – 10% (Figure 2).

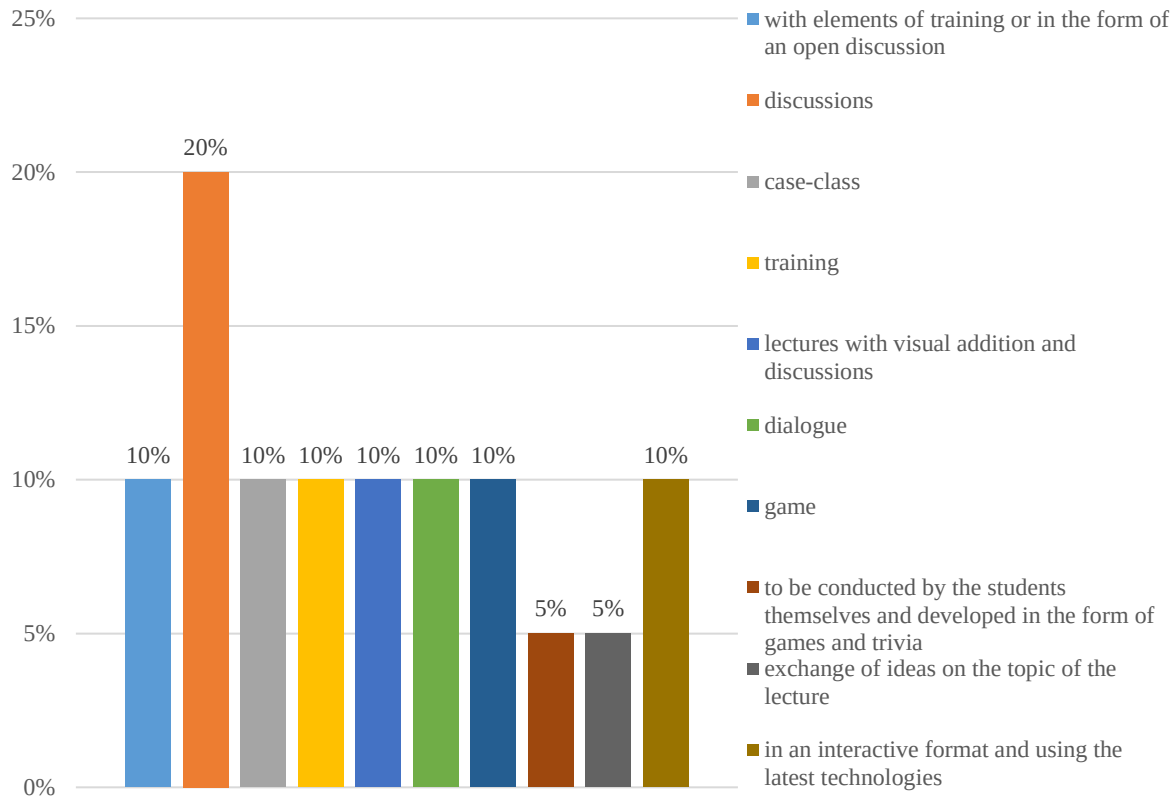

Figure 2. In your opinion, in what format is it better to conduct practical classes and lectures?

Source: developed by the authors based on the results of a survey

Higher education students made suggestions for improving the conduct of classes: *lectures* – less theory, more practical knowledge and visuals – 25%, to make the information up-to-date and interesting – 25%, less information for note-taking and more for discussion – 25%, to conduct in the form of dialogue and games – 25% (Figure 3); *practical classes* – more interesting information from personal sources and theatrical conduct – 25%, fully satisfying – 25%, interactive – 25%, discussions and trainings – 25% (Figure 4).

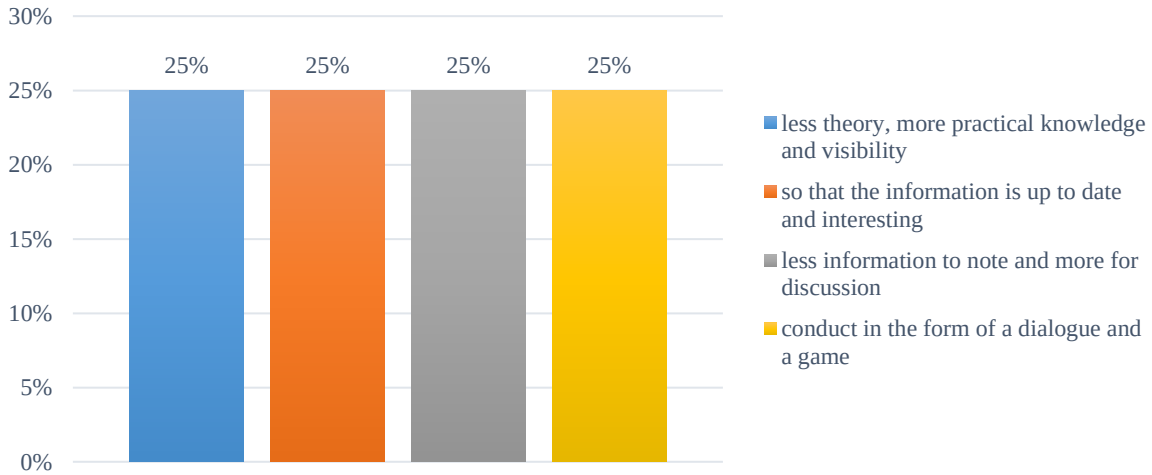

Figure 3. Suggestions for improving the conduct of lectures

Source: developed by the authors based on the results of a survey

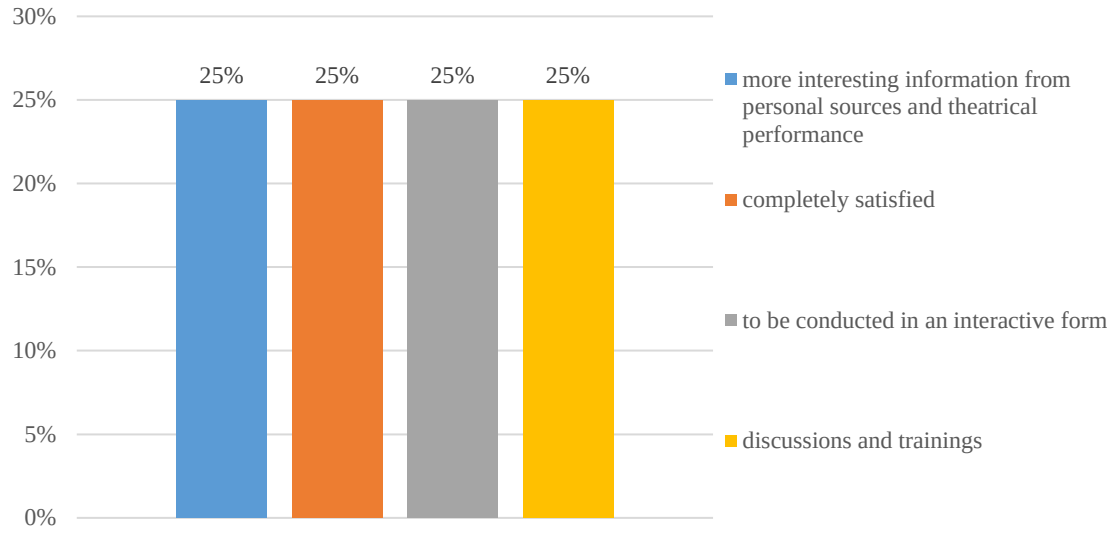

Figure 4. Suggestions for improving practical classes

Source: developed by the authors based on the results of a survey

During the practical classes, the future doctors of philosophy were offered to conduct a lecture and a practical lesson on a topic of their choice. After their classes, they were asked to answer questions. The analysis of the answers showed the following.

To the question "How did you feel during the practical training? 20% felt a sense of pride in themselves and the experience gained in conducting the practical training, 20% were interested in their colleagues who conducted the training, 20% were afraid that they might not be able to cope, but everything went well, 20% had only positive emotions and self-confidence, 20% really enjoyed conducting the training (Figure 5).

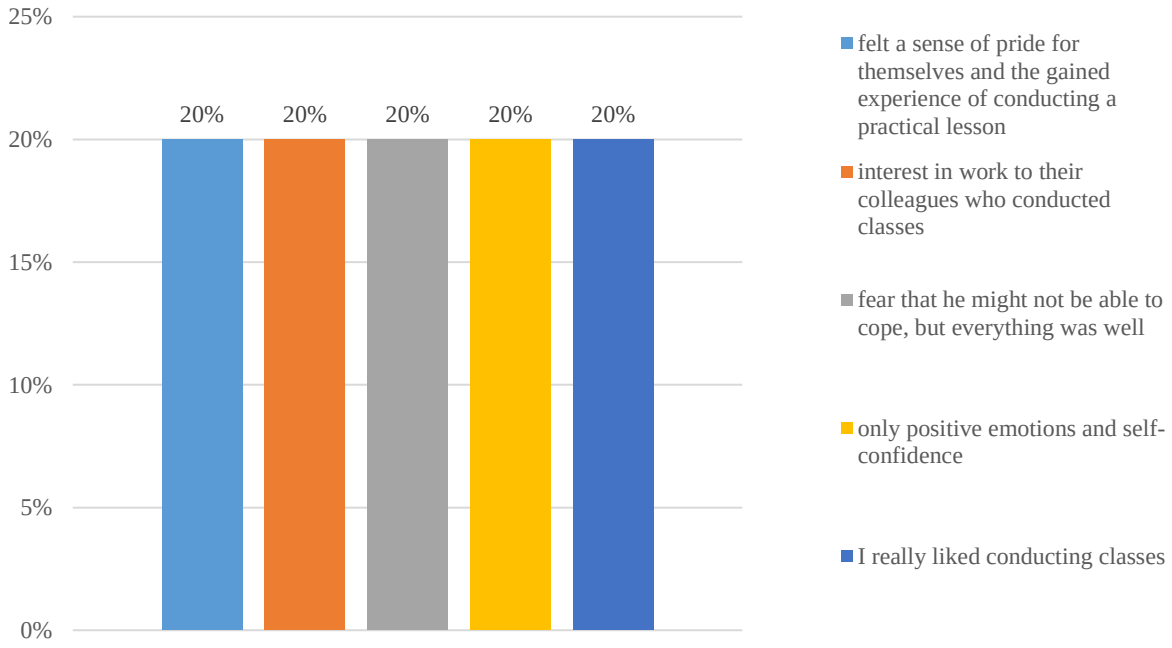

Figure 5. What did you feel during the practical session?

Source: developed by the authors based on the results of a survey

Answering the question "How did you feel during the lecture?" – 20% of the students said that it was easy for them to give a lecture because they had acquired the necessary knowledge during their studies, 20% felt a little nervous, 20% had great emotions and excitement, 20% felt grateful to the students, and 20% had a desire to present new and interesting material (Figure 6).

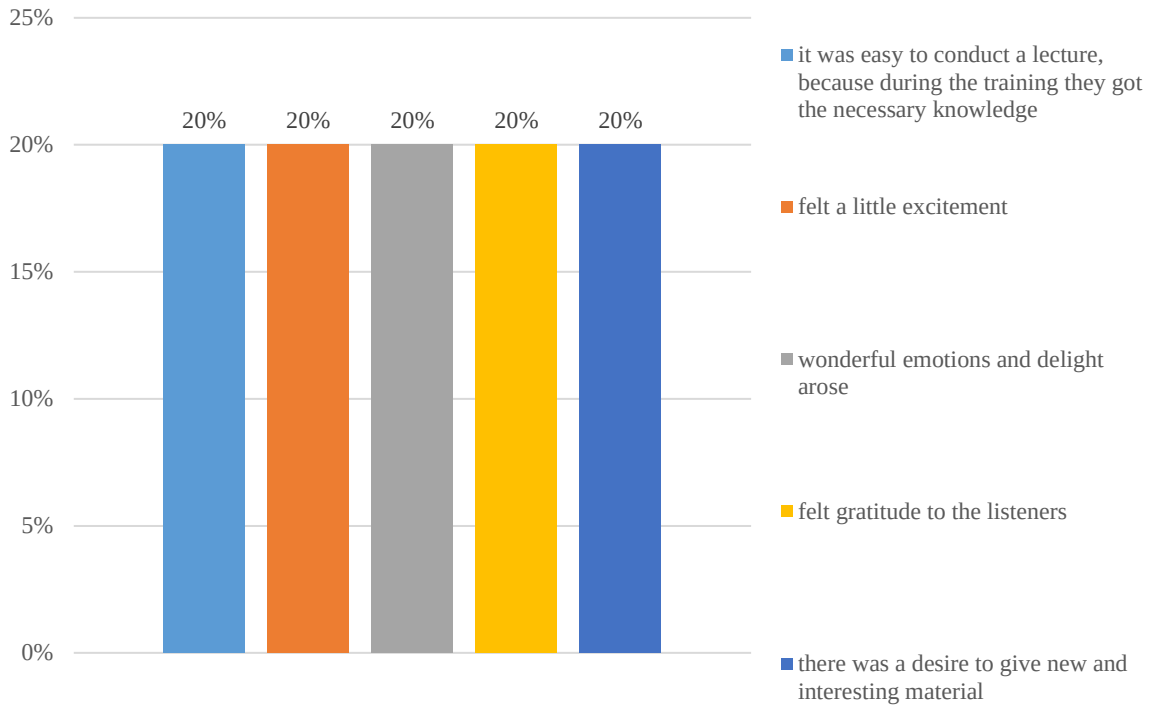

Figure 6. What did you feel during the lecture?

Source: developed by the authors based on the results of a survey

Among the types of lectures, the respondents preferred the following: lecture with problem statement, lecture – discussion, lecture – visualisation, lecture – reflection, lecture – consultation, lecture – orientation, binary lecture, lecture with pre-planned mistakes, lecture – press conference.

To the question "How did you feel during the training?" the respondents gave the following answers: 20% – a good command of the training technique because they had previous experience over the years of study, 20% – it was very interesting and they felt only positive emotions, 20% – joy and belief in themselves, as well as joy that everything was successful, 20% – admiration for innovative teaching methods (Figure 7).

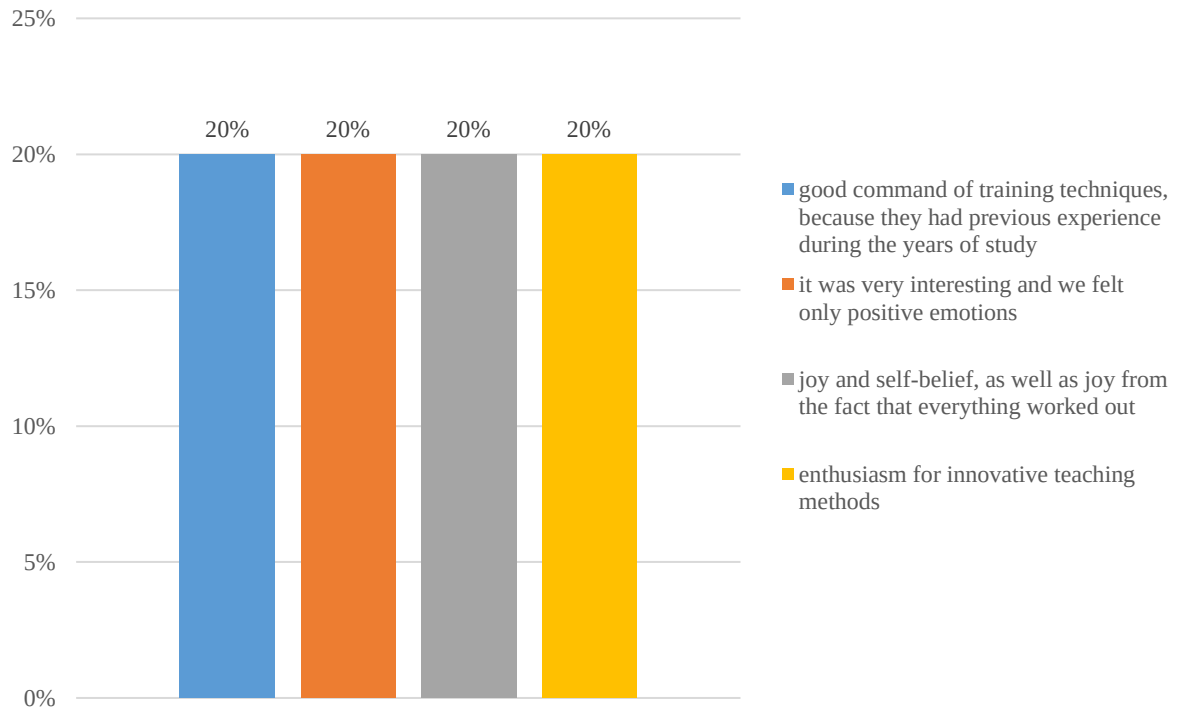

Figure 7. What did you feel during the training?

Source: developed by the authors based on the results of a survey

To the question "In what form is it better to conduct lectures?" the students said: 25% – with the use of modern technologies, more information not from theory, but from their own experience, 25% – lectures should be supplemented with small discussions, questions for reflection, 25% – in the form of lectures-visualisations, 25% – in the form of interaction and cooperation (Figure 8).

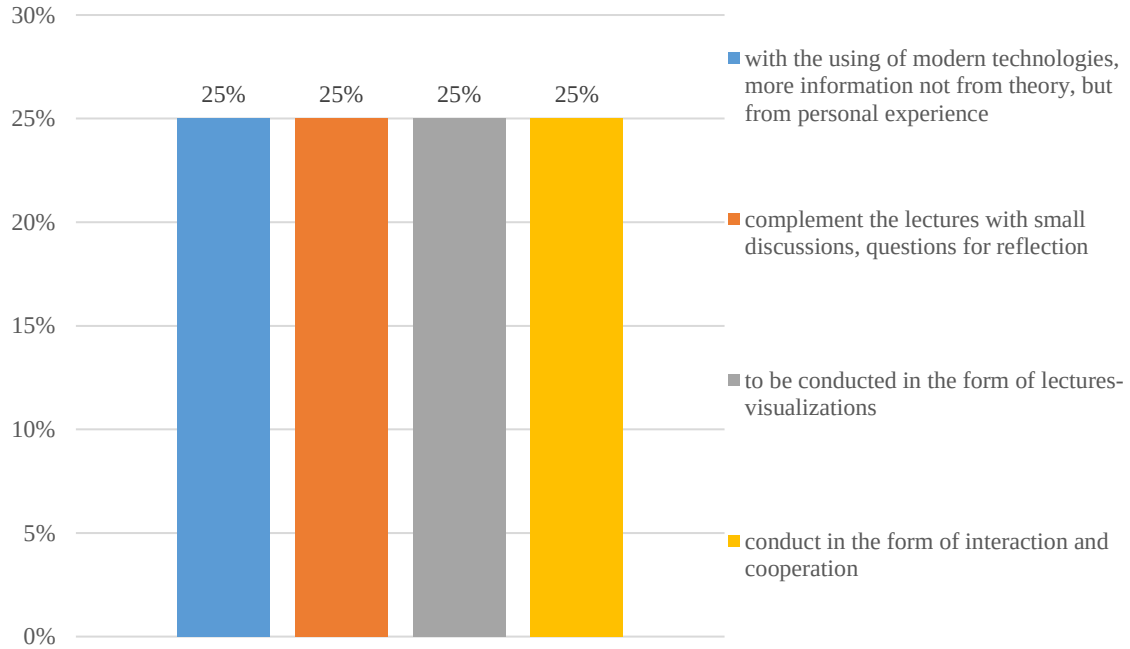

Figure 8. In what form is it better to conduct lectures?

Source: developed by the authors based on the results of a survey

The respondents gave the following answers to the question "What is the best form of practical training?": 33.4% – to use interactives and theatrics, 33.3% – it would be interesting to continue practicing the practicals that were offered to us, 33.3% – in an interactive form (Figure 9).

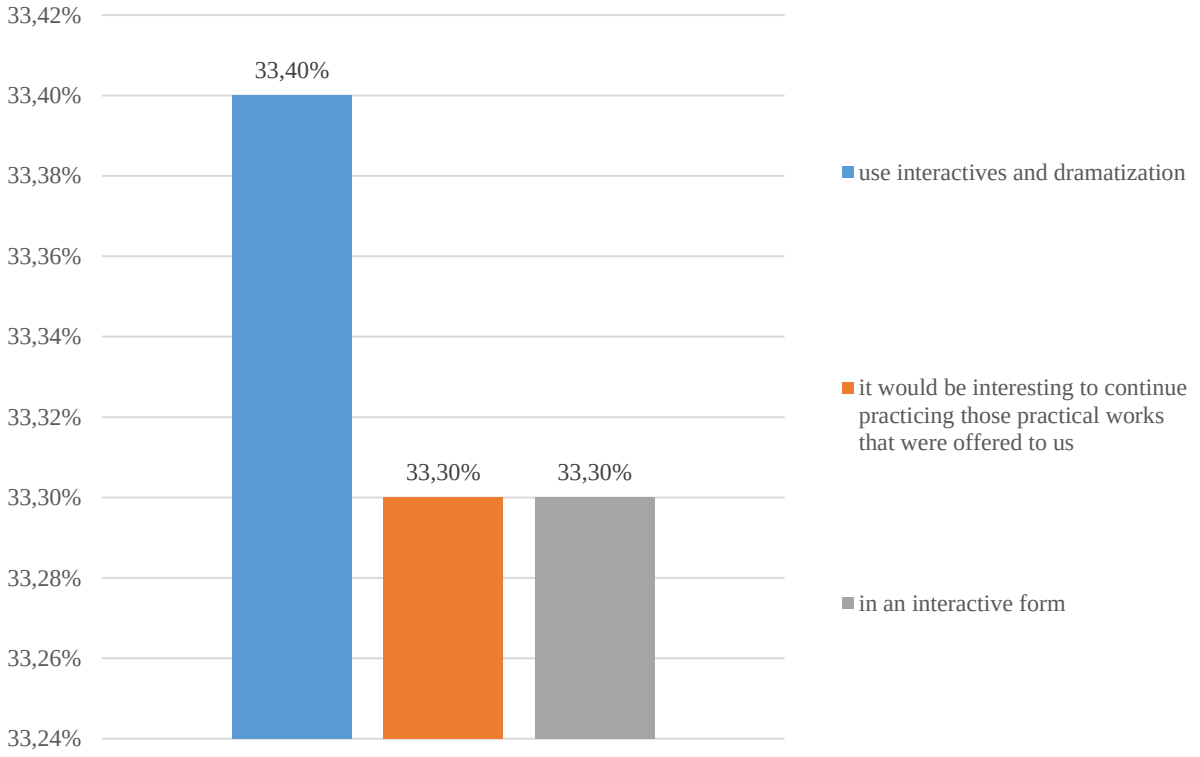

Figure 9. In what form is it better to conduct practical classes?

Source: developed by the authors based on the results of a survey

Among the factors that contribute to the effectiveness of practical classes by a teacher, higher education students include: 50% – students' preparedness and interaction with the teacher, 50% – innovative forms of teaching (Figure 10).

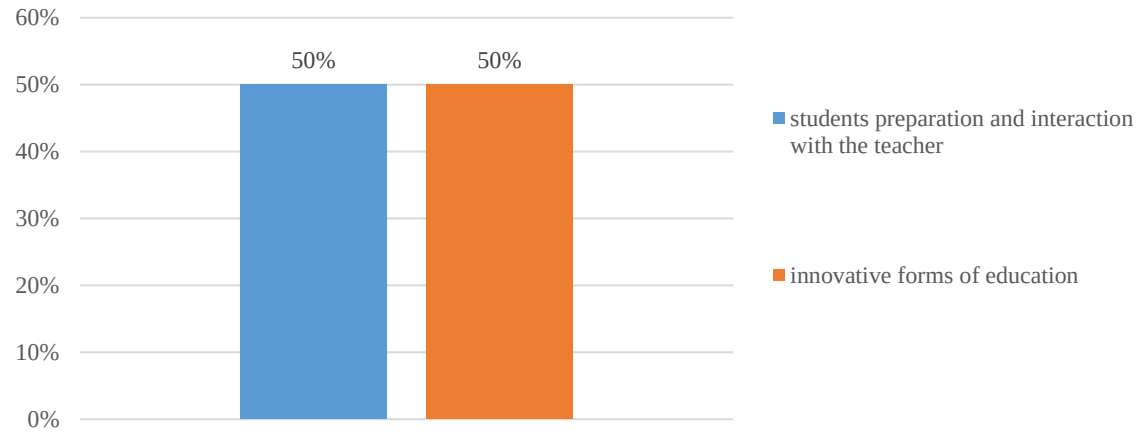

Figure 10. Factors contributing to increasing the effectiveness of the teacher's practical training

Source: developed by the authors based on the results of a survey

Answering the question "What emotions did you have and impressions did you have after the practical training?", the higher education students noted a sense of elation and confidence in their abilities, the lecture – was interesting and useful for them, and the training – was a joy that everything was successful.

Discussion. Preparation of future doctors of philosophy for teaching encourages the formation of such professional competencies as: the ability to organise and conduct training sessions; the ability to master the methodology of pedagogical and scientific activity in the speciality; the ability to develop a programme of study, teaching and methodological materials; the ability to update the programme of study in accordance with the requirements of the internal system of quality assurance of education; the ability to advise students on the subject of the discipline in accordance with their individual educational needs; the ability to provide individual support to students (mentoring, mentoring) during their studies, etc [1; 9; 10].

At the same time, we share N. Ashytok's opinion that in the framework of the competence approach to the modern training of future social workers, in addition to the formation of hard skills, the development of soft skills is also foreseen [1].

The concept of "soft skills" is a collective term that covers a number of universal or non-cognitive competencies that help people in professional activities, in particular team work, and also contribute to successful socialization. [10; 16]. The following soft skills are becoming more and more relevant: complex problem solving; critical thinking; coordination with others; emotional intelligence; the ability to make decisions; flexibility and others [3].

That is, an important factor is also the acquisition of "soft-skills" for future doctors of philosophy in social work, in particular the following: communication (choosing and implementing communication strategies and tactics in accordance with the context of pedagogical interaction, which involves the implementation of pedagogical communication on the basis of a student-centred approach, effectively explaining and presenting educational material); management (creating an atmosphere of trust, cooperation, involvement, when everyone understands the areas of responsibility and works for the result); interaction with people (communication, ability to listen and hear, provide feedback, negotiate, distribute responsibility); autonomy and responsibility (conducting independent scientific research of pedagogical phenomena and extrapolating their results into teaching practice, which involves the ability to exercise autonomy and responsibility in the development of educational and methodological support for disciplines in the field of knowledge 23 Social Work, in the management of educational and cognitive activities of higher education students) [8].

In addition, in the process of professional training of future doctors of philosophy, it is important to form their programme learning outcomes, in particular, the following: to master the methodology of pedagogical and scientific activity in the speciality; to organise and conduct training sessions; to develop criteria and choose assessment tools; to carry out objective assessment of learning outcomes; to develop and update curricula, prepare teaching and methodological materials; supervise the scientific work of undergraduate and postgraduate students; provide counselling and individual support to

students; develop and improve educational programmes, etc.

It is also important that during the lectures and practical classes in the a mandatory component "Methods of teaching specialised disciplines (Social Work)" future doctors of philosophy are trained directly for teaching, in particular, they develop the ability to use various forms, methods and technologies of teaching.

The pedagogical effectiveness of the using of teaching methods in a higher education institution depends not only on the methods themselves, but also on the scientific qualifications and skills of the teacher. The using of teaching methods by a teacher in the process of educational activity requires creativity, search for sources and proofs of truth, vision of problems in science and life and possible ways to solve them, the ability to find optimal solutions in unforeseen situations, as well as clarity of scientific and educational positions, high moral qualities, respect for students and demanding care for them. Only in this way it is possible to form a responsible attitude of students to the acquisition of knowledge.

Conclusion. Thus, the integrated introduction of innovative technologies and teaching methods into the educational process makes it possible to intensify the process of assimilation by students of constantly growing volumes of relevant scientific, educational and methodological information, to ensure high-quality practical application of innovative teaching technologies in the educational process, to help students independently acquire new knowledge on the basis of modern telecommunications, to rationalise the work of teachers and other participants in the educational process.

We see the prospects for further research in this area in the identification and analysis of the system of socio-pedagogical conditions for the effective preparation of future Doctor of Philosophy in social work for teaching (pedagogical) activities.

Author contributions. The authors contributed equally.

Disclosure statement. The authors do not have any conflict of interest.

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