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The articles deal with the results of the latest theoretical and experimental research in the field of pedagogy and social work. Research covers the problems of general pedagogy and history of pedagogy, theories and methods of educational management, theories and methods of training, primary education, secondary education, vocational education, special education and social work.

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COMPONENTS OF FUTURE SOCIAL WORKERS' READINESS FOR PREVENTIVE ACTIVITY AMONG THE YOUTH

The article highlights the component structure of future social workers' readiness for preventive activities in youth environment. The essence of the notions "professional training", "social prevention" has been considered. The original author's definition of the concept of "readiness for preventive activities" has been formulated. Based on the academic literature analysis and the results of surveying students majoring in 231 Social Work, the article identifies, analyzes and substantiates the components (motivational-personal, cognitive-content, and activity-related) of future social workers' readiness for preventive activity among the youth.

Keywords: readiness, vocational training, future social workers, preventive activity, youth environment.

Introduction. Modern society is rich in persisting socio-economic and political transformations that destabilize its development, contribute to the spread of various destructions in the social environment, exacerbate various social problems that can be effectively overcome by targeted systematic activities of competent social workers. The system of social workers' professional training needs constant improvement, expansion in the number of techniques and methods of their professional training taking into account modern tendencies, as well as practical experience in the solution of social work problems.

A modern social worker should be able to implement social work technologies with different categories of clients in different social institutions, facilitate social protection, provide a wide range of social services, both guaranteed by the state and caused by the urgent needs of the day. One of the important social workers' modern activities is prevention, aimed at overcoming and minimizing the negative consequences of difficult life circumstances, especially among young people. It is the young people who are constantly in the «risk zone» of the negative phenomena impact and need high-quality professional assistance, aimed primarily at preventing the occurrence and spread.

The system of future social workers' professional training should be based on current trends in the organization and implementation of preventive activity, in accordance with the peculiarities of development and functioning of youth social environment, taking into account modern conceptual approaches to the content of social workers' education. The result of future social workers' professional training for prevention activity among the youth should be their readiness for the practical implementation of this type of activity, which is a complex multi-component phenomenon.

The specificity of the system of future social workers' professional training has been investigated by a lot of and scientists, in particular, theoretical, methodological and practical aspects of professional training in institutions of higher education (O. Bezpalko (2003), Z. Falynska (2006), O. Karpenko (2007), V. Polishchuk (2004), O. Pozhydaieva (2011), R. Vainola (2008) and others); system of professional training of future specialists in social sphere to resolve conflicts in professional activity (S. Kalaur (2018)); formation of readiness for professional activity as a result of professional training (N. Moiseiuk (2006)) and others.

Theoretically, methodologically and practically significant for our research are the studies on the

specifics of professional training of future specialists for the prevention of various negative phenomena occurring in social environment, particularly such aspects as: prevention of deviant and antisocial behavior (I. Kozubovska, V. Saharda & O. Dorohina (2004), R. Kozubovskyi & O. Smuk (2013), L. Lynnyk (2006)), prevention of offenses and crime (N. Holovko (2017)), prevention of addictive behavior (S. Arkhypova (2004), N. Kabus (2022), O. Klochko (2013), N. Syniuk (2014), V. Polishchuk (2004)), prevention of social orphanhood and child neglect (O. Ternovets (2013)), prevention of child maladaptation (R. Zozuliak-Sluchyk (2011), V. Kostina (2018)), prevention of human trafficking (S. Hryshchenko (2015)), prevention of difficult life circumstances (V. Petrovych & V. Liutyi (2021), V. Volkova & K. Hlushkova (2013)), prevention of HIV among young people (T. Semyhina, I. Griga, D. Bogdan & I. Schevchenko (2008)), etc.

At the same time, the system of professional training and the components of future social workers' readiness for preventive activities in youth environment are insufficiently covered in numerous scientific publications, thus highlighting the necessity of further thorough research.

The aim of the article is to identify and substantiate the components of future social workers' readiness for preventive activity among the youth.

Methods. Research methods comprise analysis of scholarly literature and legal documents of Ukraine on the training of social workers and the provision of social prevention, surveying aimed at determining the main components of social workers' preventive activities and generalization of results.

Presenting main material. Reference literature represents the definition of «professional training» in two main aspects: as «a complex of pedagogical as well as organizational and management measures aimed at ensuring the mastery of knowledge, abilities and skills in the chosen field of professional activity» (Dictionary of terms and concepts of modern education, 2020, p.148) and as a system of measures to ensure the formation of readiness for professional activity (Honcharenko, 2011). Both aspects of the concept demonstrate its integrative nature and make the foundation on which the professional training of future social workers in the relevant educational institutions is based. The readiness is determined by the education results.

The provability of this assumption can be traced in scholarly works by famous Ukrainian scientists, which determine the professional training of future social workers' as: «the specific socio-cultural institution of transmitting specialized social and cultural experience gained by society; creating conditions for effective professional development of a future specialist»; «a process and result of mastering a certain standardized education content in the form of knowledge, skills, abilities, competencies; as a continuous process of development, formation of personality and their readiness» (Kalaur, 2018, p. 92); «their qualification in the relevant field of study or specialty, their development as subjects of socio-professional communication», which involves the peculiarities of this process determine shaping a stable professionally-oriented motivation; directing the educational process to the development of future specialist' professional readiness to work in the social sphere; approximating students' professional training to future practical activities to provide clients with the maximum range of social services; developing practice-oriented organizational and methodological support for the formation of future professionals' competence; establishing close cooperation between higher education institutions, public administration bodies, social structures, public and religious organizations, as well as volunteers to form social specialists' professionalism in the course of practical training (Karpenko, 2007, p. 96); a process of forming a new type of specialist, able to quickly and adequately respond to changes in the society, competently solve socio-pedagogical problems in educational institutions and institutions of social work of all types, at all levels of government (Falynska, 2006); «a purposeful process of mastering special professional knowledge, skills and competencies in the field of social work, which ensures the formation of the readiness to carry out certain professional activities and is based on the main state regulations» (Chervonenko, 2019, p.41); the acquisition of knowledge, skills and experience to solve problems (F. Dochy et al., 2003).

Based on the above, we note that future social workers' training in modern conditions should be carried out taking into account modern requirements for the content of professional education. It should be humanistically, personally, and practically oriented. Besides, it should ensure the formation and

development of professionally important personal characteristics, ability and readiness to provide social services to various categories of clients, as well as to promote self-improvement and self-development.

The main reference point for social workers' professional training in Ukraine is the State Standard of Higher Education in the specialty 231 Social Work for bachelors (2019) and the State Standard of Higher Education in the specialty 231 Social Work for masters (2019), where its purpose is defined as «training to solve complex specialized tasks and applied problems of the social sphere or in the process of learning, including the management of social processes and processes of individual development, which involves the use of certain theories and methods of social work...». The documents formulate clear requirements for social workers' professional training, presented as a list of competencies (integral, general, special) and learning outcomes (abilities and readiness) aimed at implementing practical social work at various levels, with different clients in different areas.

One of the important areas is future social workers' professional training aimed at implementing preventive activity among the youth. We define this as a process of forming special knowledge, skills and competencies, developing personal qualities, which results in readiness to implement preventive activity against the spread of negative phenomena among the youth, to propagate the ideas of a healthy lifestyle, to unlock the creative potential of each individual, to eliminate risky actions and their consequences.

Traditionally, the definition of «prevention» comes from the Latin word – «praeventio» and functions in the legal, medical, pedagogical, psychological, technical, sociological spheres in the meaning of «preliminary measures to prevent something».

In the State Standard of Social Prevention Service (2015), the definition of «social prevention» is viewed as «a set of measures aimed at preventing, limiting and stopping negative social and personal (behavioral) phenomena and their consequences in the social environment and implemented through various social, legal, pedagogical and psychological tools». The main objectives of the service are prevention of problems and negative phenomena at the individual, family, group, community levels; prevention of already existing problems or negative

phenomena aggravation; influence on the formation of positive value orientations and motivation of service recipients to change behavior and / or overcome difficult life circumstances; minimizing the risk of recurrence of problems or adverse events; adaptation, integration and reintegration, resocialization of those recipients of social services who have suffered negative consequences of the circumstances that have arisen, or of deterioration of problems and negative phenomena.

In recent years, the term «social prevention» has been actively used in socio-pedagogical research in a variety of meanings: as an activity aimed at preventing the emergence and development of social or personality problems (Lynnyk, 2006); as a set of state, social, socio-medical and organizational-educational measures aimed at preventing, eliminating or neutralizing main causes and conditions that contribute to social deviations and socially dangerous behavioral manifestations (Vainola, 2008); as an activity aimed at preventing the emergence, spread or exacerbation of negative social phenomena, social and personal problems, difficult life circumstances and their dangerous consequences. (Petrovych, Liutyi, 2021); «the type of social work aimed at localization, limitation, detection and prevention of social deviations, prevention of negative phenomena, influences and their consequences on lives and health of people, elimination of the causes and conditions for the occurrence of antisocial behavior» (Volkova, Hlushkova, 2013, p. 40).

In the social work sphere, prevention is the leading technology, aimed at preventing, detecting and correcting the impact of negative phenomena on people, as well as creating conditions for their full harmonious life in the social environment. Special attention should be paid to the organization of preventive activity among the youth, as it is important to focus on identifying and eliminating factors and conditions of risk behavior among young people at the initial stage of the problem to minimize negative consequences and prevent its spread in society.

The main purpose of social workers' preventive activity among the youth is to prevent their social and life problems, as well as the complications of existing ones, by implementing systematic and targeted measures.

Preventive activity purpose is concretized by its tasks, among which there is:

- a study of the causes, factors and consequences of negative phenomena among the youth;
- active prevention of various negative influences that cause problems among the youth;
- increasing opportunities to meet needs, overcome problems, and provide full life of young people;
- activation of personal resources of young people to ensure the ability to resist negative influences;
- formation of an individual's ability to adequately respond to problems, to solve them constructively;
- establishing cooperation with various actors of preventive activity on coordinated actions to prevent and overcome problems among the youth.

The implementation of preventive activity in social work should be based on the principles defined by O. Bezpalko (2003): systemic, strategic integrity, situational adequacy, continuity, interaction of different social institutions, legitimacy, polymodality and differentiation, activation of human resources, optimality.

Traditionally, they single out three levels of preventive activity, in particular among the youth: national (general) which directs the activities of the state, society, social institutions to resolve various contradictions that can provoke negative phenomena among the youth; special that ensures the implementation of purposeful influence on the negative factors that cause specific problems in the youth environment, in order to eliminate them; individual which provides influence on a particular person with deviations. Three types of social prevention: primary, secondary and tertiary, are also traditionally singled out (Ministry of Social Policy of Ukraine, 2015).

Based on the above, we formulate the main tasks of social workers' preventive activity among the youth, specifically for each type.

Primary prevention is the most common type of preventive activity, which implements informational and educational measures aimed at informing young people about various aspects of negative phenomena (research of causes, factors, mechanisms of influence, consequences); forming health values and

healthy lifestyle; developing responsible behavior; forecasting life prospects, effective life and positive self-fulfillment; harmonizing young people's life.

Secondary prevention is aimed at reducing the prevalence of existing forms of young people's risky behavior by the formation of appropriate skills and abilities necessary to overcome the problem; motivating young people to actively improve themselves and supporting this process; increasing personal resources and empowering young people to solve problems independently; preventing negative impact and strengthening the supportive environment of youth.

Tertiary prevention is aimed at preventing the recurrence of negative phenomena, antisocial or risky behavior among young people, as well as at their resocialization and adaptation, restoration of personal and social status through an organized system of social and psychological rehabilitation, formation of a system of values; improvement the quality of life of an individual, etc.

According to the content of each prevention type, there are correspondent forms and methods, the most common of which are: lectures, talks, games, competitions, quizzes, trainings, preparation and publication of articles in the mass media and social networks, social advertising, mass events (concerts, street pageantry, shows, public celebrations), etc.

The effectiveness of preventive activity among the youth is ensured by a high level of social workers' training, whose result is their readiness, which is defined as: a comprehensive personal education, a multi-component system that provides personal opportunity to perform specific work (Moliako, 1989); «holistic entity, which determines the knowledgeability (ignorance), suitability (unsuitability) to perform certain activities, the presence (lack) of abilities that are necessary to perform future tasks» (Moiseiuk, 2006, p. 364); an individual's ability to organize, perform and regulate their activities thanks to the system of methods and goals, professional knowledge and skills, the inclusion of individuals in professional activities, which contributes to the formation of their needs, interests, motives, etc. (Uruskyi, 2005).

The traditional characteristics of readiness scientists often include its constant nature of functioning and structure, which is a set of

interconnected components: cognitive, operational, motivational, psychological, value, content, technological, communicative, social, physical, physiological, procedural, etc.

Having analyzed the presented experience of many years of scientific and practical research of domestic and foreign scientists, and taking into consideration the context of future social workers' professional training, we consider the concept of "readiness for prevention" as an integrative personal ability to implement preventive measures of primary, secondary and tertiary levels.

In order to determine students' understanding of the concept of readiness to implement preventive activities, as well as the main areas where preventive activities can be implemented by social workers among the youth, the Google Forms survey was conducted among the students of the specialty 231 Social Work. There is a brief description of the survey results.

The importance of future social workers' training for preventive activities is indicated by 80,2 % of positive answers which the respondents gave to the question: «Should special attention be paid to the formation of readiness for preventive activities in the process of future social workers' professional training?». 19,2 % of respondents hesitated to answer.

When asked to justify their positive answer to the previous question, most respondents (93,3%) claimed that prevention is one of the main and essential areas of a social worker's professional activity, aimed at preventing the occurrence of negative phenomena among the youth, and prevention, in turn, requires less resources and effort than corrective action.

The question «How can you describe the readiness of future social workers to implement preventive activity among young people?» was answered by the respondents the following way: possession of necessary knowledge and skills of preventive activity as well necessary personal characteristics and desires to implement preventive activity with the youth (40 %); the ability to communicate effectively with young people (23,3 %); the ability to select effective forms and methods of prevention (20 %); the ability to motivate young people to a healthy lifestyle (16,7 %).

Among the leading motives for social workers to implement preventive activity among the youth, respondents identified the following: personal interest in preventing negative phenomena in the society (83,3 %) and the implementation of preventive measures as a mandatory professional activity (16,7 %).

In request to determine the most relevant areas of social workers' preventive activity among the youth, the following answers were obtained: prevention of smoking, alcohol and drug intake (66,7 %); promotion of a healthy lifestyle to pupils and students (60 %); social prevention and counteraction to violence (50 %); prevention of socially dangerous diseases (46,7 %); social and preventive activity against crime (40 %); prevention of employment problems of young professionals (26,7 %); social prevention of trafficking (3,3 %).

Among the personal characteristics and professional qualities necessary for implementation of preventive activity among the youth, respondents identified the following ones: orderliness (83,3 %); sociability (76,7 %); creativity (56,7 %); self-reflection (50 %); confidence (46,7 %); empathy (43 %); attentiveness (40 %); tolerance (40 %); sincerity (26,7 %); self-control (16,7 %); friendliness (13,3 %).

The question «What knowledge is necessary for a social worker to carry out effective preventive activity among the youth?», was answered by the respondents as follows: reasons for young people's risky behavior (83,3%); content, types, and levels of prevention programs implementation (73,3 %); strategies and models of prevention among the youth (63,3 %); psychological and pedagogical principles of preventive activity organization (60 %); regulatory and legal support of preventive activity (56,7 %); age peculiarities of youth adulting (53,3 %); the essence of preventive measures (53,3 %); activities for young people (33,3 %); promotion of a healthy lifestyle to young people (10 %).

Respondents answered the question «What skills are necessary for a social worker to carry out effective preventive activity among the youth?» as follows: determining the causes of negative phenomena (76,7 %); planning, developing and implementing preventive measures, projects, programs (76,7 %); forming healthy lifestyle values (70 %); preventing the negative impact of the social environment (50 %); motivating to maintain and

strengthen health (43,3 %); informing about ways of responsible behavior (43,3 %); influencing the personality and the dysfunctional environment (43,3 %); implementing safe behavioral practices (43,3 %); monitoring the effectiveness of prevention activities (36,7 %); organizing cooperation with youth (16,7 %).

The survey allowed to identify the importance of future social workers' training for preventive activities and the main components of future social worker's readiness to implement preventive activity among the youth: the motivational component, personal qualities, special knowledge and skills.

The analysis of the scholarly literature and the results of the students' questionnaire enabled to determine the main components (motivational-personal, cognitive-content and activity-related) of future social workers' readiness for preventive activity.

The *motivational-personal component* of future social workers' readiness for preventive activity is a complex structural phenomenon that combines motivational and personal aspects. Its motivational aspect involves the formation of appropriate motives, represented as a certain driving force aimed at motivating a person to be active, and of preventive actions, simultaneously causing an urgent need for preventive activity. In the process of prevention, it is important to be guided by positive motivation, which is a prerequisite for future social workers' positive attitude to their professional responsibilities. The result gained will be not only socially important and aimed at improving the quality of social life, but also personally important for professionals who propagate this activity among the youth.

Personal aspect of the component of readiness involves the formation of a system of future social workers' professional qualities and characteristics necessary for preventive activity, among which the most important are attentiveness, empathy, confidence, sociability, orderliness, tolerance, friendliness, sincerity, adequacy of emotions, creativity, self-reflection. An important aspect of future social workers' readiness is their self-motivation in professional learning and acquiring skills and competencies essential to organize and implement preventive activity among the youth.

The *cognitive-content component* of future social workers' readiness for preventive activity is

characterized by a system of professional knowledge on the following aspects: age peculiarities of youth adulthood; factors and causes of young people's risky behavior; regulatory and legal support of the social worker's activities for the implementation of prevention; psychological and pedagogical principles of organization and implementation of preventive activities; essence, purpose, tasks, principles, content, types, and levels of implementing preventive measures and preventive programs among the youth; strategies, models and technologies of social prevention among the youth; alternative activities for young people; promotion of a healthy lifestyle, a culture of healthy leisure activities, etc.

The *activity-related component* of future social workers' readiness for preventive activities presupposes acquiring specific skills, abilities and experience for the implementation of preventive activity among the youth. The identified component determines the ability of future professionals to efficient practical activity, namely: studying the causes and conditions of adverse events; motivating young people to maintain and promote health; forming the value of health and a healthy lifestyle; informing about ways of responsible behavior; introducing safe behavioral practices; preventing negative impact of the social environment; planning, developing and implementing preventive measures, projects, programs at the general and special levels; organizing meaningful cooperation; influencing the personality and the dysfunctional environment; monitoring the effectiveness of preventive activity.

Conclusions. Thus, the professional training of future social workers is versatile and multifaceted. It involves the acquisition of fundamental knowledge, the formation of readiness for a wide range of professional activities, one of which is the readiness for prevention among the youth. This professional skill can be defined as an integrative personal ability to implement primary, secondary and tertiary preventive measures at different levels. It is represented by motivational-personal, cognitive-content and activity-related components.

Prospects for further research may be seen in the development a system of educational and methodological support for professional training of future social workers' for preventive activity in higher education institutions.

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КОМПОНЕНТИ ГОТОВНОСТІ МАЙБУТНІХ СОЦІАЛЬНИХ ПРАЦІВНИКІВ ДО ПРОФІЛАКТИЧНОЇ ДІЯЛЬНОСТІ У МОЛОДІЖНОМУ СЕРЕДОВИЩІ

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Наукову статтю присвячено висвітленню компонентної структури готовності здобувачів вищої освіти за спеціальністю 231 Соціальна робота до профілактичної діяльності у молодіжному середовищі.

Мета дослідження полягає у визначенні та обґрунтуванні компонентів готовності майбутніх соціальних працівників до профілактичної діяльності у молодіжному середовищі. Використано методи: аналіз наукової літератури та нормативно-правових документів України з питань професійної підготовки фахівців соціальної сфери й надання послуги соціальної профілактики; анкетування, спрямоване на визначення основних компонентів профілактичної діяльності соціальних працівників; узагальнення результатів.

Проаналізовано наукові погляди вчених на дефініцію «професійна підготовка майбутніх соціальних працівників», «соціальна профілактика». Визначено, що основною метою профілактичної діяльності соціальних працівників у молодіжному середовищі виступає превенція соціальних та життєвих проблем молоді, а також попередження ускладнення вже існуючих через впровадження системних та цілеспрямованих заходів.

Розглянуто професійну підготовку майбутніх соціальних працівників до профілактичної діяльності у молодіжному середовищі як процес формування спеціальних знань, умінь і компетентностей, розвиток особистісних якостей, результатом якого виступає готовність до реалізації профілактичної діяльності щодо попередження розповсюдження негативних явищ у молодіжному середовищі, плекання ідей здорового способу життя, реалізацію творчого потенціалу кожної особистості, ліквідацію ризикованих вчинків та їх наслідків.

Сформульовано авторське визначення поняття «готовність до профілактичної діяльності» як інтегративної особистісної здатності до впровадження профілактичних заходів первинного, вторинного та третинного характеру на різних рівнях її реалізації.

Представлено результати опитування здобувачів вищої освіти за спеціальністю 231 Соціальна робота щодо компонентної структури досліджуваної готовності. На основі аналізу наукової літератури та результатів анкетування визначено, проаналізовано та обґрунтовано компоненти готовності майбутніх соціальних працівників до профілактичної діяльності у молодіжному середовищі: мотиваційно-особистісний, когнітивно-змістовий та діяльнісний.

Ключові слова: *готовність, професійна підготовка, майбутні соціальні працівники, профілактична діяльність, молодіжне середовище.*

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ОРГАНІЗАЦІЯ ПРОЄКТНОЇ ДІЯЛЬНОСТІ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ ФАХІВЦІВ ХОРЕОГРАФІЧНОГО МИСТЕЦТВА У КИТАЙСЬКІЙ НАРОДНІЙ РЕСПУБЛІЦІ

Науково-оглядова стаття присвячена питанням підготовки майбутніх фахівців хореографічного мистецтва, зокрема організації проєктної діяльності у закладах вищої освіти КНР. На основі кампаративного аналізу наукових робіт вчених КНР та України розкрито зміст поняття

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