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METHODS OF FORMATION AND TECHNOLOGIES OF DEVELOPMENT OF PROFESSIONAL MORAL AND ETHICAL QUALITIES OF FUTURE SPECIALISTS OF THE SOCIAL SPHERE (ON THE EXAMPLE OF THE CARPATHIAN INSTITUTE OF ENTREPRENEURSHIP, UNIVERSITY "UKRAINE")

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Abstract. The article examines in detail the methods of formation and technologies of development of professional moral and ethical qualities of future specialists of the social sphere.

The educational process in higher education is based not only on the best examples of domestic and foreign experience of social work, adapted to the conditions of specific regions, but also with the use of quite effective technologies and teaching methods. Overcoming the previously widespread reproductive nature of humanitarian education, a modern methodology is currently being formed in the country, which is built taking into account the variability, openness, and dynamism of forms and methods of training specialists in accordance with the draft industry standard for the specialty «social work».

Purposeful, systematic formation of professional and ethical qualities not only has a positive effect on moral consciousness, contributes to the translation of ethical knowledge into personal beliefs, increases understanding of their social significance, but also creates the necessary moral and psychological atmosphere and stimulates highly moral actions, regulating the behavior of future and current social workers.

Thus, the formation and development of ethical competence of social workers plays an important role in the formation of a social worker as a social work specialist.

Further research on this topic can be devoted to studying the mechanisms of forming moral and ethical qualities in future social workers and developing recommendations of a substantive and procedural nature to increase their level.

Key words: moral and ethical qualities, social sphere specialists, Carpathian Institute of Entrepreneurship of the University «Ukraine», practical training, professional activity, training classes, practically-oriented seminars, group discussions.

Introduction. An important direction of the formation of a new system of social assistance and public service in Ukraine is its staffing. Numerous institutions in this area need specialists of various profiles who are able to act effectively in the conditions of the development of our society, skillfully use domestic and foreign experience of social work, take into account the dynamics and consequences of globalization processes. Therefore, professional training of students aimed at developing professionalism, as well as creating conditions for the formation and development of personal qualities in both future and working specialists, is of great importance. The educational process in higher education is based not only on the best examples of domestic and foreign experience of social work, adapted to the conditions of specific regions, but also with the use of fairly effective technologies and teaching methods. Overcoming the previously widespread reproductive nature of humanitarian education, a modern methodology is currently being formed in the country, which is built taking

into account the variability, openness, and dynamism of forms and methods of training specialists in accordance with the draft industry standard for the specialty «Social Work».

The specificity of social work training, the practice of which is based on mastering the technology of communication with clients, is to train social workers on the basis of dialogization of the educational process. From here we can formulate a conclusion confirmed by practice about the correctness of using a humanistic approach in the training of social workers, when internal values and unrealized human capabilities are in the spotlight, when the necessary conditions are created for the realization of the potential of the future social worker in the process of professional training, when the educational process, based on mutual trust, is carried out through communication, through partnership between the teacher and the student.

In the training of social workers, the formation of personal moral and ethical qualities comes to the fore as an important component of the upbringing and preparation of future social workers for professional activity. Purposeful, systematic formation of professional and ethical qualities not only has a positive effect on moral consciousness, contributes to the translation of ethical knowledge into personal beliefs, increases understanding of their social significance, but also creates the necessary moral and psychological atmosphere and stimulates highly moral actions, regulating the behavior of future and current social workers.

The essential basis of our study was the works on the professional training of social work specialists L.G. Guslyakova, V.I. Zhukov, I.G. Zainyshev, P.D. Pavlyonka, M.V. Firsov, E.I. Kholostova, A. Boyko, I. Hryga. The scientific works of V.G. Bocharova, L.G. Guslyakova, L.V. Topchy, I.D. Zvereva, N.P. Makhova are devoted to the study of social work values. The features of professional and personal development, the formation of professional competence and readiness for professional activity are considered in the works of O.G. Karpenko, I.I. Mygovycha, M.P. Lukashevicha, A.A. Kozlova, A.Y. Kapskaya.

The purpose of the article is to clarify the ways of forming and developing professional moral and ethical qualities of future specialists in the social sphere.

Main part. The objectives of the study: – to reveal the essence and content of the ethical competence of social workers; – to highlight the main moral and personal qualities of a social worker; – to determine the methods of forming and technologies for developing professional moral and ethical qualities of future specialists in the social sphere. Research material and methods. Therefore, in our opinion, the formation of moral and ethical values in future social workers occurs through the use of such pedagogical teaching methods as:

- methods of organizing and implementing educational and cognitive activities (stories, educational lectures, seminars, conversations, experiments, illustrations),
- methods of stimulation and motivation (cognitive games, educational discussions, creating situations of duty and responsibility).

Also in theoretical courses it is advisable to actively use active methods of training, role-playing games, psychological tests, problem situations, sociological and psychological research. These and other forms and methods of work expand the worldview of students, educate them in public interest, tact, delicacy, responsibility, organization, sociability, etc.

Results and their discussion. The theoretical basis for the formation of professional ethics of social workers is the consideration of the structure of moral qualities of the individual, the subsystems of which are moral consciousness (knowledge, feelings) and moral behavior (motives, will, skills and habits of activity). The moral activity of social workers is the result of the level of formation of moral consciousness (Abolina, 1992: 120).

The criteria that form the professional ethics of social workers are considered to be: awareness of ethical values; critical review of moral behavior; the presence of moral attitudes; the presence of moral beliefs; attitude to society, profession, work, colleagues, oneself; understanding of the expedi-

ency of ethical norms; the significance of the norm in a specific situation; a complex of ethical and psychological qualities.

Based on these criteria, the moral and ethical qualities of social workers are formed, namely: exactingness, justice, honor and dignity, objectivity, tact, tolerance, etc.

The formation of ethical competence of future social workers is carried out through the organization of the educational process in higher education institutions. According to Yu. Matskevich, the effectiveness of the functioning of the system for forming students' readiness for professional activity depends on a number of principles:

Personal approach as the basic value orientation of a social worker, which determines his position in the process of interaction with the client. A personal approach can be implemented only by that social worker who is aware of himself as a person, knows how to see the personal qualities of his client, understand him and build a dialogue with him in the form of an exchange of intellectual, moral and emotional values.

Professional-targeted approach, maximum orientation and professional direction of all types of students' activities, in the process of their training, to achieve a high level of readiness for professional activity. It is also important to form in the student the ability to directly realize the degree of compliance with professional standards.

A holistic approach, which ensures the unity and interaction of all components of the process of forming the readiness of future social workers for professional activity: external (content, forms and methods of training) and internal (main areas of personality: intellectual, strong-willed, emotional).

A differentiated approach, which means that the tasks of professional training are solved in relation to all students, but the content of this work is differentiated, and the ways and time of achieving results depend on the initial orientation and opportunities for accumulating relevant experience (Mackevych, 2005: 98).

O.G. Karpenko believes that an important method in teaching students is the method of differentiation, based on the fact that professional training carries a fairly strong educational potential, which is an active means of pedagogical influence on the development and formation of the student's personality, and it also allows modeling student learning with an orientation to the specialization chosen by him personally. Hence, she identifies the following priority tasks, where the method of differentiated learning manifests itself most fully:

- orientation of students to future professional activity in the field of «person – person», which involves the formation of target, semantic and personal components of the profession «Social work», the most important characteristic of which is the humanistic attitude of the individual, the perception of a person as the highest value, self-realization of the individual in interaction with his social environment;

- development of professionally necessary moral and ethical qualities, which are the basis of the personal characteristics of a specialist in the field of social activity;

- creating favorable conditions for students' self-affirmation, activation of their socially significant role, public responsibility in the process of adaptation in a new sphere of life (Karpenko, 2004: 53).

O.G. Karpenko concludes that it is necessary to use an integrative method of learning. The justification for this was that by studying individual disciplines, students not only comprehend the basics of the social profession, but also study many issues related to the harmony of human relations in different societies, learn to live in peace with themselves and other people, master moral principles and make a choice of value orientations. Therefore, special disciplines should be offered in an integrative version («Social Psychology», «Social Pedagogy»). Such learning conditions, the researcher believes, contribute to the process of socialization and social adaptation of students, their penetration into the essence of future professional activity, self-knowledge of the extent to which each of them has a tendency towards social or socio-pedagogical work.

It is quite obvious that the theoretical knowledge of students is the starting point in the work on the formation of the necessary professional skills, abilities and personal qualities.

Discussion. Let us take the Carpathian Institute of Entrepreneurship of the University «Ukraine» as an example, where students of the specialty «Social Work» already in the first year of study study both general educational disciplines and those that provide a complete focus on the features of social work («Introduction to the specialty», «Pedagogy», «General Psychology», «History of Social Work», «Ethics», «Aesthetics», etc.), thanks to which the formation of professionally motivated attitudes begins to create the image of an ideal social worker, the perception of the requirements for the professional role of a specialist and professionally desired personal qualities.

In the second and third years of study, students master a certain amount of knowledge important from the point of view of the formation of moral and ethical competence when studying the following disciplines: «History and Theory of Sociology», «Social Pedagogy», «Social Psychology», «Psychology of the Individual», «Pathopsychology», «Conflictology», «Theory of Social Work», «Culturology», «Specialized Services of the Social Sphere», «Social Policy» and others, which systematize and deepen knowledge about the specifics of the practical activities of a social worker. While mastering the block of professionally oriented disciplines, students acquire knowledge that contributes to the formation of their professional position, personal and social responsibility.

The fourth year is an important stage in the formation of readiness for professional activity of future specialists, since at this stage the main role is given to training courses on «Social Work Technology», «Social-Psychological Counseling», «Organization of Social-Psychological Trainings», «Practical Professional Ethics of Social Work» and disciplines that reveal the content of social work with different categories of clients (families, disabled people, elderly people, unemployed, etc.).

The curriculum provides for both traditional lectures, seminars and practical classes, and various non-traditional forms of training classes (conducting psychological tests, sociological and psychological research, brain-rings, role-playing games, debates, trainings), which broaden students' worldview, cultivate public interest in them, contribute to the active formation of students' basic professional skills and abilities, the formation of relevant professional and ethical qualities of future social workers (tactfulness, delicacy, responsibility, organization, sociability), that is, they continue the pedagogical process, deepen it, significantly expand the «social-practical» field of future social workers.

Working with scientific literature is one of the main types of independent educational activity of students. Mastering the methodology of this work is an extremely important and necessary means of forming professional competence, and with it ethical competence as its component. Scientific awareness is the intellectual potential of a specialist, which is focused on cognitive activity in the system of certain research skills, without which creative activity within the specialty is impossible. That is why the participation of students in scientific research work is one of the leading tasks of scientific and pedagogical workers of the Department of Social Work of the Institute.

It is worth considering separately the importance of practical training, which occurs due to the implementation of a cycle of complementary practices.

Practice is certainly an integral part of the educational process and is one of the most important components of the professional and personal preparation of a specialist for future activity, and serves as an organic addition to the theoretical courses studied by students. It acts as a means of forming professional skills and abilities, allows the student to adapt to the real conditions of the future profession, provides an opportunity to practically try their hand at the chosen profession, learn to apply the knowledge gained in the educational institution in professional activity, highlights how well the necessary moral and personal qualities are formed, and provides an opportunity to give an objective assessment of the student's professional compliance with the requirements of the profession.

In the process of training future social workers, practice occupies a special place. This is due to the specifics of the purpose and content of professional activity, and hence – with special social sig-

nificance. That is why students of the specialty «Social Work» after graduating from higher education institutions do not have the time and right for professional maturation, they must be practically ready to perform professional roles and functions, if not at a high, then at a sufficient level (Larionova, 2005: 66).

As social work researchers A. Boyko and I. Griga rightly note, during the internship at the agency, the student: realizes what is possible and impossible in social work, as a result of which he forms a realistic approach to his future profession; checks the "effectiveness" of the theories studied in the classroom, that is, tries to apply what he was taught, integrate them into a single whole; dealing with acute social and personal problems, facing complex ethical dilemmas, begins to better realize his thoughts and feelings, to understand how these experiences affect his professional activities (Boyko, Griga, 2001: 98).

In turn, O.G. Karpenko outlines the following special tasks for students that they must complete during practice:

- mastering knowledge about the content, typology, nature of social problems of society and clients and about ways to solve them at the state and personal levels;
- mastering professional skills and abilities of social work with a client;
- deepening psychological adaptation to the chosen profession;
- voluntary (by interest) participation in volunteer activities in public organizations and other social institutions that have a pronounced focus on social or socio-pedagogical assistance in their activities;
- carrying out self-reflection with subsequent generalization of difficulties of various origins and the introduction of their own proposals for the correction of social work (Karpenko, 2004: 57).

At the Carpathian Institute of Entrepreneurship of the University of Ukraine, first-year students undergo educational and introductory pre-professional practice (which is partly of a volunteer nature), where they acquire the first skills of communicating with social work clients. By the way, students have the opportunity to engage in volunteer activities throughout their studies, and, thanks to this, in practice they can see positive and negative examples of professional activity that reflect the real level of ethical competence of social work practitioners.

It is known that in general, first-year students who are going through the adaptation process are characterized by: negative experiences associated with leaving school groups with their moral help and support; uncertainty of motivation for choosing a profession; insufficient psychological preparation for it; inability to exercise psychological self-regulation of behavior and activity (Larionova, 2005: 66). And, obviously, this practice can act, on the one hand, as one of the most effective tools for removing or neutralizing these negative factors, and on the other – it gives students the opportunity to take one of the first independent steps on the path to forming professionally necessary moral and personal qualities.

In the second year, students undergo educational and familiarization practice in state and public organizations and institutions engaged in social work, study the legislative framework of their activities in more detail. In the third year – technological practice, where they consolidate the skills of social and psychological diagnostics and mastery of pedagogical methods. In the fourth year, practice is production, where students have the opportunity to form skills for independent work with a client in social agencies of various profiles.

Therefore, in our opinion, the formation of moral and ethical values in future social workers occurs through the use of such pedagogical teaching methods as:

- methods of organizing and implementing educational and cognitive activities (stories, educational lectures, seminars, conversations, experiments, illustrations),
- methods of stimulation and motivation (cognitive games, educational discussions, creating situations of duty and responsibility).

Also, in theoretical courses, it is advisable to actively use active methods of training, role-playing games, psychological tests, problem situations, sociological and psychological research. These and other forms and methods of work broaden the worldview of students, educate them in public interest, tact, delicacy, responsibility, organization, sociability, etc.

In our deep conviction, the development of ethical competence of practicing specialists is of great importance in practical social work. Ethical standards adopted in the organization and real ethical practice create a climate in the organization that is able to motivate innovation and can enhance the effectiveness of professional activity. Both those employees who have been working for a long time, beginners, and future social workers need to know the essence of business ethics, be able to determine the ethical norms inherent in the organization, develop ethical sensitivity, take into account the interests of all subjects of social work and act in accordance with ethical norms in practice.

Today, only a few percent of those who have received special professional training work in social services and management bodies, and if they do have higher education, then, as a rule, not even in the humanities. Since obtaining a specialized higher education for many workers remains either impossible or undesirable for certain reasons, advanced training courses are gaining prominence for such workers, which partly focus mainly on the problems of organization, financing and management of social services and only briefly touch on the content, methods of working with clients and ethical issues. But increasingly, social service workers are getting the opportunity to gain knowledge on these important issues.

Knowing this in advance, we initiated an unstructured free written anonymous survey after the end of the course in order, among other things, to find out how useful the information received during the mastery of this discipline was for the students.

The following quotes, in our opinion, most significantly confirm the importance of studying the moral and ethical principles of social work as a profession:

«...The main thing is that many real-life examples and ways to solve them were given»;

«...Classes on professional ethics became appropriate for me in the sense that I am in this field recently and by chance...»;

«...This knowledge is necessary in work and, first of all, for myself. Many of the cases given from life touched the finest strings of my soul. This influenced my worldview on the other hand, my vision of some things and attitudes...»;

«...Ethics in our work, the work of a social worker, is the most important thing. After all, respect for the dignity of every person, confidentiality, compliance with the norms of professional ethics, client trust in solving and its problems – this is the work of a social worker»;

«...I find the information about the code of ethical conduct of a social worker particularly useful, it was interesting to hear about codes in other countries»;

«... and ethics were very necessary in these courses. It is necessary in our workplace between colleagues and with our clients»;

«... I heard a lot of interesting things and learned to understand people better. I would like more people, especially those who work in the social sphere, to take this course»;

«... this subject helps us to respect everyone, understand and treat each other politely»;

«... I will try to use the knowledge that you gave me in my work».

It should be noted that in order to improve the quality of work of specialists, it is possible to additionally offer such forms of work as:

- practically-oriented seminars on current problems of social work,
- the use of training sessions,
- holding group discussions,
- solving problem-situational tasks,
- individual workshops, etc.

These forms do not require a long break from the work process, but on the contrary, can be included in the planned activities of the social service, with the aim of timely and systematic improvement of the qualification level of its employees.

It is also possible to develop the ethical competence of social service workers through the use of group work technology. By which should be understood the joint activity of people working in groups on certain tasks and problems, independently directing their activities, choosing the means of their work and establishing the norms of interaction.

The most important result of group work is the transformation of the inner world of its participants. The basis of these transformations is the rethinking of life values. The promotion of this process by a specialist has been called «assicreation» – the generation, «cultivation» of new or rethinking old values in a person or group.

In the process of assimilation, a social worker should not fully identify with the group. His professional duty is to maintain the ability to control the situation if it acquires a destructive orientation. Accretion should not be forced – it should be organically manifested on the basis of processes occurring in the group (Shakhrai, 2006: 120).

The advantage of group work over individual work is to obtain an «additional product» by achieving and using the so-called synergistic effect: the result of group work simply exceeds the sum of the results of the work of its individual members, participants feel comfortable, confident, their activity increases and, as a result, a qualitative leap occurs. The synergistic effect is achieved through the division of labor, specialization, cooperation, integration. A sustainable synergistic effect is achieved at the stage of sufficient maturity of the group.

It is known that group work is used: 1) for corrective purposes, when it concerns one or more members; 2) to prevent social dysfunctions; 3) to ensure the normal development of individual members of the group; 4) to affirm the personality; 5) for the purpose of teaching and fostering a sense of citizenship; 6) for the implementation of one goal or for all these goals simultaneously (Shakhrai, 2006: 122).

Let us pay attention to training as the main method of group work. Training is a planned process designed to supplement the skills and knowledge of participants and check their attitudes, ideas, behavior for the purpose of change and renewal. In the broad sense of the word, training is knowledge of oneself and the world around us, changing the “I” through communication, communication in a trusting and informal setting, an effective form of work for learning knowledge, a tool for forming skills and abilities (Kharchenko, 2005: 51).

The tasks of training are:

- mastering the specified socio-psychological knowledge;
- correction and formation of socio-psychological skills and abilities;
- awareness of the integrity of the socio-psychological existence of people;
- development of the ability to adequately understand oneself and others;
- mastering the techniques of decoding psychological messages coming from surrounding people and groups;
- learning individualized techniques of interpersonal communication;
- sensory cognition of group-dynamic phenomena and awareness of one's involvement in emerging interpersonal situations.

The T-group has two goals: self-improvement of the personality and learning interpersonal communication skills. It performs the function of mental recovery. Participants become more receptive to other people's feelings and needs, become more aware of themselves and their own behavior, help establish adequate interpersonal relationships, increase their sociability, openness, strengthen respect for the environment and a sense of self-worth.

The main task of T-groups is to teach business and personal interaction, manage people and organize joint activities. The work in the T-group is aimed at ensuring that, in an atmosphere of mutual

trust and complete psychological openness, under the condition of psychological safety, each of the participants is able to better understand himself, develop the skills and abilities to get to know other people, and establish trusting relationships with them.

It is advisable to introduce the work of groups of socio-psychological, educational training and professional communication training for employees.

Socio-psychological training (SPT) is one of the methods of active learning and psychological influence, which is carried out in the process of intensive group interaction and is aimed at increasing competence in the field of communication, in which the general principle of the activity of the one who is learning is supplemented by the principle of reflection on his own behavior and the behavior of other group members. SPT is aimed at mastering certain socio-psychological knowledge, developing communication skills of personnel, reflective skills, the ability to analyze the situation, behavior, the state of both group members and their own, the ability to adequately perceive oneself and the environment. At the same time, norms of personal behavior and interpersonal interaction are developed and adjusted, and the ability to flexibly respond to the situation, quickly adapt to different conditions and different groups is also developed (Kandyba, 2004: 41).

The group of communicative trainings includes group variants of behavioral and socio-psychological training. SPT consists of blocks of various communicative skills, for example, skills necessary at the beginning of communication, for interrupting contact, skills of psychological argumentation, active listening, revealing hidden intentions in communication, etc.

Educational trainings are aimed at mastering new information and improving and developing, first of all, skills necessary for professions where the determining factor is the activity of communication (training of the negotiation process, training for management personnel, training of partner communication).

According to researchers, among social work specialists, it is advisable to conduct such trainings as: creativity training, training of partner communication, sensitivity training, professional communication training, training of «self-confidence», trainings on improving individual psychological characteristics of the personality. Such trainings are aimed at the formation and development of skills, abilities, guidelines for effective communication, unlocking mental stress, removing psychological barriers.

Summarizing the above, we can note that participation in trainings plays an important role in the process of forming and developing ethical competence of social service workers.

Conclusions. Thus, the formation and development of professional moral and ethical qualities of social workers occurs thanks to methods of organizing and implementing educational and cognitive activities (lectures, seminars, practices, etc.), methods of stimulating and motivating learning (discussions, analysis of problem situations, etc.), the differentiation method that allows modeling student learning with an orientation to their personally chosen specialization, the integrative learning method, where special disciplines are offered in an integrating version («Social Psychology», «Social Pedagogy», «Psychological and Pedagogical Therapy»). Such learning conditions contribute to the process of socialization and social adaptation of students, their penetration into the essence of future professional activity, self-knowledge of how much each of them has a desire for social work.

In order to develop moral and ethical qualities and improve the quality of work, specialists use such forms of work as: practically-oriented seminars on current problems of social work, training sessions, group discussions, individual workshops, etc.

In the future, research on this topic can be devoted to studying the mechanisms of formation of moral and ethical qualities in future social workers and developing recommendations of a substantive and procedural nature to increase their level.

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