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## **SOCIAL PEDAGOGY. SOCIAL WORK**

## **СОЦІАЛЬНА ПЕДАГОГІКА. СОЦІАЛЬНА РОБОТА**

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### **FORMATION OF INNOVATIVE COMPETENCE OF FUTURE SPECIALISTS IN SOCIAL WORK BY MEANS OF INTERACTIVE TEACHING METHODS**

**S. V. Levchenko\***

*The article, based on the analysis of scientific sources and own research, considers the problem of formation of innovative competence of future social workers through interactive teaching methods. The results of the study of the solution of this problem in the training of future specialists in social work in institutions of professional higher education are presented. It is established that in these institutions the peculiarity of the training of these specialists is their focus on providing advisory and consultative assistance to individuals, families, groups, communities and organizations in case of difficult life circumstances. They help clients develop the necessary skills, as well as provide access to appropriate resources and support services needed to respond to social and personal issues. Accordingly, there is a need to form the innovative competence of social work professionals as an integral part of their professional competence. It covers the ability to develop, master and implement innovations in the practice of professional activities, based on relevant knowledge and skills, through the formation of the necessary qualities, abilities and experience. It is proved that productive methods of formation of innovative competence of future specialists in social work are interactive, which are based on active interaction of participants in the educational process.*

*The analysis of the research results showed the need for the formation of innovative competence of future specialists in social work through interactive teaching methods. We believe that this will contribute to the process of personal and professional self-actualization of future professionals and the development of their ability to solve new professional problems.*

*The essence and features of effective interactive methods of formation of innovative competence in future specialists in social work are determined: fishball, storytelling, openwork saw, method of projects and training tools. A comparative analysis of these methods in order to determine their effectiveness in the context of the formation of innovative competence of future professionals in social work. It is proved that the use of training tools for the formation of this competence will help*

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improve the ability of the individual to solve complex problems within the specialty of a specialist in social work.

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**Key words:** education, innovative competence, future specialists of social work, institution of professional higher education, interactive teaching methods.

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## **ФОРМУВАННЯ ІННОВАЦІЙНОЇ КОМПЕТЕНТНОСТІ У МАЙБУТНІХ ФАХІВЦІВ ІЗ СОЦІАЛЬНОЇ РОБОТИ ЗАСОБАМИ ІНТЕРАКТИВНИХ МЕТОДІВ НАВЧАННЯ**

**С. В. Левченко**

У статті, на основі аналізу наукових джерел та власних досліджень, розглянуто проблему формування інноваційної компетентності у майбутніх фахівців соціальної роботи за допомогою інтерактивних методів навчання. Представлено результати дослідження вирішення даної проблеми при підготовці майбутніх фахівців із соціальної роботи у закладах фахової передвищої освіти. Встановлено, що у даних закладах особливістю підготовки вказаних фахівців є орієнтація їх на надання дорадчої та консультативної допомоги окремим особам, сім'ям, групам, спільнотам та організаціям у випадку виникнення складних життєвих обставин. Вони допомагають клієнтам розвинути необхідні вміння та навички, а також забезпечують доступ до відповідних ресурсів та служб підтримки, необхідних для реагування на соціальні та особистісні проблеми. Відповідно, постає необхідність у формуванні інноваційної компетентності фахівців із соціальної роботи як інтегральної складової його професійної компетентності. Вона охоплює здатність до розробки, освоєння та втілення інновацій у практику професійної діяльності, що ґрунтуються на відповідних знаннях та уміннях, через сформованість необхідних якостей, здібностей та досвіду. Доведено, що продуктивними методами формування інноваційної компетентності у майбутніх фахівців із соціальної роботи є інтерактивні, які базуються на активній взаємодії учасників освітнього процесу.

Аналіз результатів дослідження засвідчив необхідність формування інноваційної компетентності у майбутніх фахівців із соціальної роботи засобами інтерактивних методів навчання. Вважаємо, що це сприятиме процесу особистісній та професійній самоактуалізації майбутніх фахівців та розвитку їх здатності до вирішення нових професійних задач.

Визначено сутність та особливості дієвих інтерактивних методів формування інноваційної компетентності у майбутніх фахівців із соціальної роботи: фішбол, сторітелінг, ажурна пилка, метод проєктів та тренінгових інструментів. Проведено порівняльний аналіз вказаних методів з метою визначення їх ефективності у контексті формування інноваційної компетентності у майбутніх фахівців із соціальної роботи. Доведено, що використання тренінгових інструментів формування вказаної компетентності сприятиме удосконаленню здатності особистості до розв'язання складних завдань у межах спеціальності фахівця із соціальної роботи.

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**Ключові слова:** освіта, інноваційна компетентність, майбутні фахівці соціальної роботи, заклад фахової передвищої освіти, інтерактивні методи навчання.

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**Introduction of the issue.** Today, education is aimed at forming the intellectual potential of the nation, creating conditions for personal development and creative self-realization of every citizen of Ukraine, educating a generation of people who will work effectively and learn throughout life.

Therefore, it is quite logical to update the activities of professional higher education institutions taking into account the European experience and provide special training for professionals who will be able to perform professional activities in modern innovative conditions.

Important in this context is the field of social work, aimed at increasing the ability of clients to develop, solve their own problems, and improve the ability of a group, family or individual to cope with difficulties; the effectiveness of existing systems that provide the necessary services and resources to customers; development and improvement of social policy to better meet the basic needs of vulnerable groups.

Social workers provide counseling to individuals, families, groups, communities and organizations in the event of social and personal difficulties. They help clients develop the skills they need, as well as provide access to the appropriate resources and support services needed to respond to the challenges of clients' difficult life circumstances. Accordingly, the innovative competence of a specialist is a necessary component of his professional competence.

**Current state of the issue.** The problem of formation of competencies of future specialists in social work is sufficiently represented in the scientific pedagogical discourse, in particular:

- meaningful components of professional competence of future social workers (T. Matviichuk, A. Mekshun, I. Petriuk, I. Piatysheva, T. Solovey, etc.);

- organizational and pedagogical conditions for the formation of professional competence of future specialists in social work (N. Ashitok, N. Gordienko, L. Didkovskaya, O. Karpenko, R. Chubuk, etc.);

- criteria and indicators of formation of professional competence of future specialists in social work (D. Domanchuk, Bodelan, T. Ostriancko, O. Togochnytsky, S. Yashchuk, etc.);

- foreign experience in training future specialists in social work in higher education institutions (O. Armeisky, O. Baibakova, V. Polishchuk, I. Sidoruk, etc.)

However, the problem of formation of innovative competence in future

specialists in social work was left out of the attention of researchers.

**Aim of research** is to reveal the peculiarities of the formation of innovative competence of future specialists in social work by means of interactive teaching methods.

**Results and discussion.** One of the main tasks of education is the formation of key competencies necessary for every modern person for successful life. At one time, the outstanding academician I. Ziaziun argued that one of the aspects of modernization of education is building it on the basis of competence, which serves as a step in the transition from the paradigm of subject knowledge to the model of forming a holistic experience of solving life problems and fulfillment of many social roles [2: 328].

When we analyze the achievements of domestic and foreign scientists, we define the competence of the specialist as an integrative property of the individual, which is the result of a synthesis of basic training and practical professional and personal experience. Accordingly, innovative competence is considered by us as a system of motives, knowledge, skills, personal qualities of the teacher, ensuring the effectiveness of the use of new pedagogical technologies in the work [1: 352]. This is an integral characteristic of the personality of the specialist, which includes the ability to develop, master and implement innovations in the practice of professional activities based on relevant knowledge and skills, through the formation of the necessary qualities, abilities and experience.

Under the innovative competence of future specialists in social work we understand the ability to apply, test and implement the received innovative educational products in professional activities; ability to assess changes in the conditions of social reality, to correlate the possibilities of the individual and external conditions, to analyze situations, adjust their own activities, to abandon stereotypes, to overcome the inertia of thinking. Innovative

competence of future specialists in social work presupposes the presence of experience of innovative professional activity in the development, implementation and distribution of qualitatively new educational products.

New concepts of social policy, model of social work as a factor of social well-being of the country, innovative processes in the social sphere, requirements of employers, modernization of national education stimulate the interest of scientists in the formation of innovative competence in future social workers. Therefore, professional higher education should be focused on those activities that are inherently innovative activities of the social worker and allow to develop and implement modern technologies and socially popular projects, as well as self-realization of creative potential. Formation of innovative competence in future specialists in social work involves joint activities of teachers, students, leaders and practitioners of social services and organizations, as well as independent work of students in search of innovative social experience, its analysis and generalization.

This, in turn, requires the search for such forms and methods of teaching, the introduction of which would enhance the educational and cognitive activities of students, increase the effectiveness of students' acquisition of new knowledge, develop creative activity and skills of collective action. The introduction of interactive educational technologies in the educational process of the institution of professional higher education will contribute to the formation of innovative competence of future specialists in social work. By interactive teaching methods we mean a set of learning techniques that are based on the active interaction of participants in the educational process, with the main emphasis on the interaction of students with each other. This approach allows you to intensify the educational process, make it more

interesting and less tiring for participants.

The purpose of using interactive techniques is to create a "zone of psychological comfort", to prevent a decrease in the level of attention during the lesson; avoid reducing the level of interest in educational material; to overcome discomfort due to imperfect mastery of interactive learning tools [6: 51].

To ensure the purpose of the study, in September-December 2021 on the basis of professional higher education institutions of Zhytomyr region, which train specialists in social work, a survey of teachers of socio-pedagogical disciplines was conducted on the peculiarities of innovative competence of future professionals through interactive teaching methods.

The distribution of the study is due to the need to identify features of the formation of innovative competence of future social work professionals through interactive teaching methods in institutions of higher professional education, which are the first level of institutions that train these professionals for the labor market.

Using the Google form, the authors created the Questionnaire "Formation of innovative competence of future professionals in social work through interactive teaching methods", which contained 5 questions:

1) Does the training of social work specialists in your institution include the formation of innovative competence of future specialists?

2) Are interactive teaching aids used in the training of future social workers?

3) Does the use of interactive teaching methods contribute to the formation of innovative competence in future social workers?

4) List the most effective interactive methods of forming innovative competence of future social workers?

5) What is the effectiveness of the interactive teaching methods listed by you?

The survey was attended by 96 respondents – teachers of socio-pedagogical disciplines, who train future specialists in social work in institutions of professional higher education.

The results of the survey showed that 95 % of respondents use interactive teaching methods in the process of forming innovative competence of future social workers. 83 % of teachers consider the use of interactive teaching methods an important pedagogical condition for the formation of innovative competence of future professionals in social work.

48 % of respondents believe that the use of interactive methods of training future professionals in social work, the formation of their innovative competence is more productive, in accordance with the competence approach to training.

The experience of pedagogical activity of the respondents proved the effectiveness of a set of interactive teaching methods in the process of forming innovative competence of future social workers, in particular: activities in pairs, small groups, rotating threes; use

of interactive techniques "Fishbone", "Storytelling", "Aquarium", "Association", "Microphone", "Teaching – learning", "Brainstorming", "Incomplete sentences", "Openwork saw"; discussion training (discussion, debate, talk show); trainings. (table 1) The analysis of the data indicates the effectiveness of the use of training tools for the formation of this competence (four positive reviews) will help improve the ability of the individual to solve complex problems within the specialty of a social worker. Consider these methods in more detail.

The Fishbone method is one of the most effective methods of developing critical thinking of future social workers, which helps to establish cause-and-effect relationships and make informed choices, make the right decisions quickly, etc. This method is based on the dominant structural analysis of causation, developed by the Japanese professor Ishikawa in order to substantiate the ways of effective perception of information.

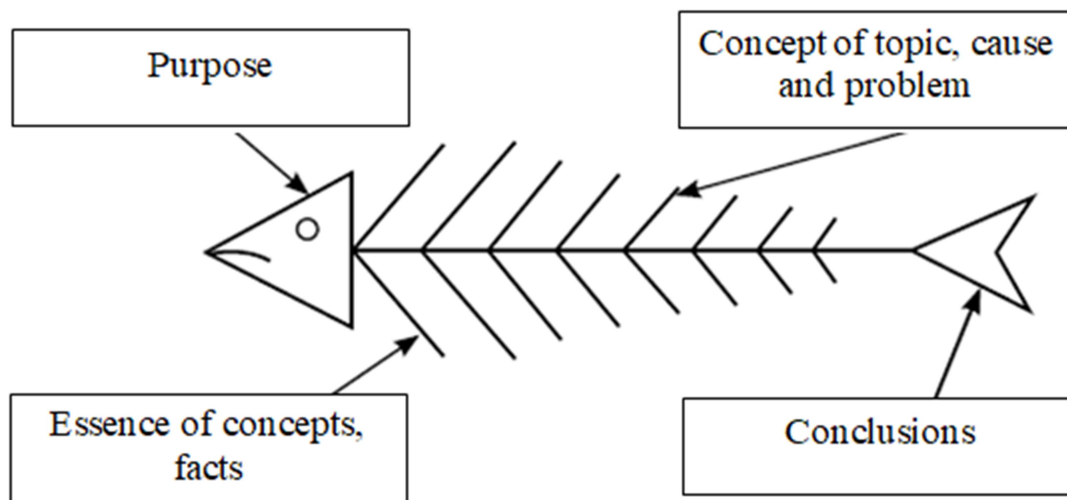
Table 1

**Comparison of the effectiveness of interactive teaching methods in the process of formation of innovative competence of future specialists in social work**

Components of innovation competence	Interactive methods			Work in groups
	"Fishbone"	"Storytelling"	Training tools	
individual readiness to show competence in standard and non-standard situations		+	+	
motivational and value attitude to innovation	+	+	+	+
adaptability to new social conditions and modern requirements of the profession			+	
ability to creatively solve professional problems	+			+
self-reflection and correction of own innovative activity.	+		+	

"Fishbone" is a schematic diagram in the form of a fish skeleton (Fig. 1), which allows you to organize the work of participants in pairs or groups and

visualize the relationship between cause and effect. The "fishbone" scheme can be made in advance, it can be made in color, give a horizontal or vertical look.



**Fig. 1. Visualization of the method "Fishbone"**

The scheme includes four main blocks, represented in the form of head, tail, upper and lower bones. The connecting bone is the main bone – the spine of the fish. Each segment has certain didactic functions:

- head – a problem, question or topic to be analyzed;

- upper bones (located on the right in the vertical form of the scheme or at an angle of 45 degrees above the horizontal) – the basic concepts of the topic, the reasons that led to the problem;

- lower bones (depicted in reverse) – facts that confirm the existence of the stated reasons or the essence of the concepts depicted in the diagram;

- tail – the answer to the question, conclusions, generalizations.

Reception "fishbone" involves the ranking of concepts. All entries should be short, precise, concise and reflect only the essence of the concepts. The "fishbone" scheme can be used as a separate methodological technique needed to analyze a particular situation, and the strategy of the whole lesson. The effectiveness of the method was revealed during the generalization and systematization of knowledge, when the material on the topic has already been passed and it is necessary to bring all the studied concepts to a clear system. Work on filling out the scheme can be

done both individually and in pairs or groups. An important stage in the application of "fishbone" technology is the presentation of the results.

The Openwork Saw method, the basic principle of which is "learning – teaching", will help to encourage future social workers to help each other, constructive cooperation and tolerance. The method is useful to use when organizing a group study. At the same time, ordinary ("home") and expert ("working") groups are used. Groups are formed of four to five people. The method allows students to work together to learn a significant amount of information in a short time, and encourages them to help each other learn by teaching.

First, each student works in a "home" group, whose task is to analyze and assimilate a certain amount of information, which he could later clearly explain to others. Then, in the expert group, each participant acts as an "expert" on the issue they worked on in the home group, teaching this information to others and answering their questions. The task of the expert group is to exchange information.

In the last part of the lesson, students return to their "home" group to share the new information provided to them by members of other groups. Their task now will be to exchange information again,

summarize it and work out joint decisions with the members of the "home" group.

Algorithm of the method "Openwork saw":

- prepare sheets in advance with instructions for experts;

- to divide students into regular "home" groups;

- give each "home" group a preparatory exercise to create a sense of unity;

- students read the materials issued to them or receive research material in another form;

- the teacher communicates questions for study and unites students in expert groups;

- expert groups discuss a set of issues to teach other students;

- experts return to their "home" groups and take turns leading the discussion;

- evaluate the process: the teacher offers to think about what contribution each of them has made to the discussion and how they can use this method in their professional activities.

Procedure for working in "home" groups:

1. In each group, a chairperson, observer (time keeper) and one who asks questions is elected to make sure that everyone understands the content of the material;

2. Each group receives a task, studies it and discusses its material.

Procedure for working in "expert" groups:

1. After joining new groups, each student becomes an "expert" on the topic studied in his "home" group.

2. In turn and for a certain time, everyone should qualitatively and fully convey information to students from other groups and receive new information from each of them.

When returning to home groups:

1. Students should share information with members of their "home" group about new information they have

received from representatives of other groups, summarize it.

2. Joint conclusions and decisions are formed.

Thus, the "Openwork Saw" method teaches future social workers to work in a team to process a significant amount of information in a short period of time.

Today's young people spend a lot of time online, real communication becomes an art that needs to be taught. The storytelling method is perfect for this. Its use provides an opportunity to teach future social workers to describe their actions and feelings, analyze their own actions, assess the consequences and draw conclusions for the future.

Storytelling – the technology of creating a story and transmitting the necessary information to influence the emotional, motivational, cognitive sphere of the listener. Translated from English, story means history, and telling means to tell. The method was developed by American scientist David Armstrong to increase the effectiveness of campaign management. He emphasized that life stories are much easier to accept, more interesting than logical arguments and dry reasoning, and therefore able to inspire confidence in the listener and motivate to certain actions.

The task of storytelling is to use the story to create conditions for motivating students to learn and to provide them with the necessary information. Explaining the material in the form of storytelling develops future social work professionals' imagination, logic and raises the general cultural level of the individual. Stories tell the story of how decisions are made and relationships are built. Through the exchange of stories, building emotional connections, students and teachers create the right and better relationships. The fictional story helps to inform, compare, visualize, and detail the learning material.

The structure of the storytelling is as follows:

1. Introduction – to prepare students for history itself, creating a context of history.

2. The denouement is a turning point in history. For example, it was bad, we did something and it became good or vice versa, it was good, but we did not follow something, and it became bad.

3. Conclusions – they must be voiced. Quite often we can draw several conclusions from one story, so we need to direct students' thoughts in the direction we need. The main thing at this stage is not to cross the fine line between conclusions and teachings.

In pedagogy there are the following types of storytelling: classic (story is told by the teacher; students only listen and perceive information), active (teacher sets the basis of the event, forms its problem, goals and objectives. Students must find a solution to history) and digital (storytelling) supplemented by visual components (pictures, video presentations, scribing, infographics).

Digital storytelling is used with the help of Story Cubes – a unique board game-tutorial technology "storytelling", which develops the imagination and speech of students. The essence of the game is as follows: the first participant in the circle of stories throws the first dice to set the main event that will unfold after the picture that fell out. Then the other participant throws the second dice and continues the story, attaching the details to the previous one. And so on until the story is over.

Training is the planned process of modifying a learner's attitude, knowledge, or behavioral skills through the acquisition of learning experience in order to achieve effective performance in one activity or field. Training is a system for future social work specialists in order to adapt them to the increased requirements and difficult working conditions.

Training is at the same time: an interesting process of getting to know yourself and others; communication; effective form of knowledge acquisition; a

tool for the formation of skills and abilities; form of extension of experience. During the training, informal, casual communication is created, which opens up many options for the group to develop and solve the problem for which it came together. As a rule, participants are delighted with training methods, because these methods make the learning process interesting, not burdensome. Training forms of education fully cover the full potential of students: the level and scope of its competence (social, emotional and intellectual), independence, ability to make decisions, to interact and more. As well as any training session, the training has a specific purpose: to inform and acquire new professional skills and abilities; mastering new technologies in the professional sphere; reduction of something undesirable (behaviors, style of ineffective communication, response characteristics, etc.); change of view on the problem; changing the view of the learning process to understand that it can be inspiring and satisfying; increasing the ability of participants to a positive attitude towards themselves and life; search for effective ways to solve the problems by combining in training work of different specialists who influence the solution of these problems; activating the public to solve current problems; obtaining alternative civic education.

The training has certain components: training group; training circle; specially equipped room and accessories for training; coach; group rules; atmosphere of interaction and communication; interactive teaching methods; structure of training session; evaluation of training effectiveness. They can be aimed at: acquiring general learning skills and abilities; formation of skills of cooperation on the basis of tolerance; formation of skills of analysis of primary sources and additional literature; formation of skills of logical thinking, analysis, selection and presentation of information or results of independent work; mastering new forms of



educational activities; formation of a positive attitude towards oneself and others; finding effective ways to solve problems.

In the process of formation of innovative competence of future specialists in social work it is effective to use the following types of training exercises: organizational; motivational; communicative; creative; development of cognitive processes; reflexive. Conducting training exercises, you need to follow the principles of activity, creative position, awareness of their behavior, partnership. Applicants need to be explained that in order to be interesting and effective, they need to be active, open, tolerant, speak only on their own behalf and adhere to the allotted time. The use of training exercises in the process of forming innovative competence in future social workers contributes to the socialization of the student's personality, the formation of skills to cooperate with other people, gain knowledge through teamwork, make decisions based on cooperation, tolerance; development of cognitive processes, creative abilities.

Thus, innovative training technologies with their unique opportunities to motivate, stimulate, create situations of success, ensure personal and professional growth, formation and development of necessary qualities, apply interactive methods and combine forms of collective, group and individual work, are becoming one of the leading learning technologies.

The method of projects is a certain model of real tasks, and its use will ensure the formation of innovative competence in future professionals in social work, their ability to solve difficulties in future professional activities, development of creative potential, flexibility of thinking.

The purpose of creative projects: to promote the formation of intellectual, special and cultural knowledge, skills of students; development of initiative, skills of cooperation and logical thinking; learn

to see problems and make decisions; teach the ability to receive and use information; to develop skills of independent planning, self-education, sociability [4]. The project system of education was developed in the 1920s by the American educator J. Dewey and his follower W. Kilpatrick. This method is always focused on the independent activities of students: individual, pair, group, which is performed within a period specified by the teacher. This means that students have a set of educational and cognitive techniques. As a pedagogical technology, the project method is a set of consistent search, problem-solving methods, creative in nature. The main requirement of technology is a competitive, "tangible" result: reports on various topics, the publication of an almanac (newspaper), the collective creation of projects of the innovative social center and innovative educational institutions. Applicants are given the task to build a project of an innovative educational institution (in microgroups) in accordance with the selected educational and age group of education.

**Conclusions and research perspectives.** The analysis of the peculiarities of the formation of innovative competence of future social workers revealed the effectiveness of a range of methods, including fishball, storytelling, openwork saw, project method and training tools. These methods are aimed at forming such components of innovative competence of future social workers as creativity, flexibility and critical thinking, speed and independence in decision-making, skills of group and team work, working with large amounts of information and more.

The analysis of the research results showed the need for the formation of innovative competence of future specialists in social work through interactive teaching methods. We believe that this will contribute to the process of personal and professional self-

actualization of future professionals and the development of their ability to solve new professional problems.

Prospects for further research include the analysis of the possibilities of using digital interactive methods of forming innovative competence of future professionals in social work.

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