



Psychological compound of professional training of the future social workers

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The article analyses the hot questions of social workers' training, their psychological competence. They consider compounds of psychological competence: communicative, socio-perceptive, socio-psychological, auto psychological, psycho-pedagogical and other competences.

Key words: social help, social work, functions, psychological competence, subject, supporting activity, cognitive, personal, activity, psycho-technologies, межличностное оценивание, stereotyping, classification, comparison, analysis, reflection, professional training.

In spite of the fact that social help as the kind of professional activity which is still developing in Russia, some types and forms of it have a long history (home-nursing service, medical and social help, services of social security and etc). The researches made in this field allow us to make some conclusions about particularities of social workers' psychological training.

In contemporary Russia, plunged into different social problems, the necessity of social supporting activity in different social context is actualized. The elaboration of the professional standards of the social work has a long way of development, which has been modified in connection of socio-cultural transformations of concrete societies. At present the general function of social worker's professional activity is giving social support, which is realized through the following functions: adaptive, supporting, keeping and reproducing values of social and supporting activity, normative and regulative and substantial.

The study of the requests towards professional training of social workers allowed to find out that the core of the professionalism as the specialist of the group of professions related to groups «man – man» and «man– group» is his psychological competence.

From the particularities of social workers' professional activity, his psychological competence is a complex unit, including two components: socio-psychological and psychosocial. Socio-psychological component of psychological competence is at the basis of building efficient interaction of the specialist of the social service with different groups of clients in the frame of resolving social problems. Psycho-social component contributes to giving help in order to overcome crisis states of their mentality, generated by negative life circumstances.

As the study showed, both compounds of psychological competence – socio-psychological and psychosocial include cognitive, personal and activity components. This requires not giving the complex of professional representations, while the high school education, but practical skills, in practical activity of social workers, and de-



velopment of the necessary personal qualities. After having analyzed expert assessments, made by the specialists of different departments of social services, we noticed different degree of importance of the main components of psychological training for social workers. Socio-psychological component of professional training of the future specialist is more relevant to those departments of social services, which are occupied by solving clients' different problems – medical, juridical, financial and others.

Psychosocial component of the professional training of social workers is more востребована by the departments, oriented to concrete contingent of clients – children and adults, aged people, handicapped and etc. However it is possible to say that the both components of psychological competence exist in all social services at different extent.

Psychological competence, in opinion of A.A. Derkach and V.G. Zazikina, is the core of professional competence. It was found, that psychological competence includes several types of competences, as: social-perceptive, socio-psychological, auto-psychological, communicative competence, psychological and pedagogical competence (Igel'nikov M.S.). These types of psychological competence play an important role in the professional activity of the social worker.

Communicative competence includes: the ability for cooperation and interaction; psychological compatibility, as the ability to adapt for different temperaments and characters; multifunctional skills; the ability to use different ways of communication; the ability to resolve the conflicts efficiently; the sincere respect towards other people's work; the ability to establish prolonged horizontal and vertical links and etc.

At the basis of the socio-perceptive competence there are such integrative competences as the acute brain and the power of observation. In the context the shrewdness includes interpersonal assessment, stereotyping, classification, comparison, juxtaposition, analysis, reflection. As the result a new image of the other person is created, there is understanding of the main determinants of his behavior and relations. Structural model of socio-perceptive competence includes three substructures: potential, process and effective. The assessment of socio-perceptive competence is made according to the characteristics, as: the accuracy of another person's perception; his understanding and assessment; the ability to systematically react to social subjects; the possibility to adequately mentally simulate (structurally represent) personal features of the perceived person.

There are four levels of development of socio-perceptive competence: desirable; stable; unsatisfactory; critical. The improvement of socio-perceptive competence depends upon the acute mind, but upon the basic quality which is the power of observation. The structure of the power of the observation as the basic quality and skill includes the following components: perceptive; cognitive; reflexive; empathetic; motivational and prognostic.

The leading characteristics of socio-perceptive competence in the professional communication of the social worker are: humanistic attitude of the labor subject; reflexive and perceptive knowledge and skills; positive professional Self-concept; some



personal traits (intellect, will, empathy, power of observation, benevolence, and emotional cordiality).

Auto psychological competence has the key significance for realizing progressive, personal and professional development of the social worker, because its level determines the quality of self-analysis, adequate self-assessment, and the level of self-regulation, self-efficiency and other important qualities of social workers.

From the ackmeological point of view auto psychological competence is considered as the readiness and the ability of the social worker for goal-oriented work in order to change his personality traits, behavior, activity and relations towards professional and personal growth.

It is evident that the existence of other components of the psychological competence is integral part of professional competence of the social worker. Among them it is necessary to underline reflexive and conflict solving competence.

Especially, the great role of the reflexive competence in analyzing personal and professional experience contributes to creation of the new professional models and standards, stimulating social worker's activity.

Using the model of the reflexive competence by now we have created and officially approved the technologies for its development, which are classified as psychological and ackmeological workshops and trainings, for instance, reflexive –innovative training.

The important component of professional and psychological competence of the social worker is conflict solving competence, which is considered as cognitive and regulative substructure of personality professionalism and social worker's activity. The psychological competence of the concrete worker acquires certain particularities due to concrete contents, conditions and forms of social worker's activity.

The professional standards of professional training of social workers assume that the students must assimilate a certain amount of psychological knowledge in the frame of such courses as practical psychology and psycho diagnostics, social psychology and conflict resolution studies. After studying this bloc the disciplines the future specialists acquire psychological knowledge about socio-psychological particularities of different groups of clients and ways of building the most effective interactions with them.

The above mentioned circumstances stimulate enlarging the psychological training of the future social workers.

The Literature

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