

DOI: 10.61718/mon202601.01

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1.3. Training of social workers in the context of modern civilizational challenges: educational aspect

In the current context of globalization and civilizational challenges, the system of training social workers in Ukraine is actively transforming. European integration processes and world education standards define new requirements for the competencies of specialists, practice-oriented approaches and innovative teaching technologies. Professional training of social workers acquires particular relevance in the context of war in Ukraine, which requires the development of crisis response skills, psychosocial support and social rehabilitation.

Among the key trends in the training of social workers are: integration of theoretical and practical knowledge, the use of distance and interactive technologies, internationalization of education and the formation of professional values, such as tolerance and ethical responsibility. An important aspect of professional training is the formation of a positive professional image of a social worker, which reflects his competence, ethics and ability to effectively interact with clients.

Modern education of social workers should ensure the development of highly qualified, responsible and competitive specialists who are able to respond to social crises and changes in society.

► Modern approaches and trends in professional training of social workers in higher education institutions.

The higher education system of Ukraine is developing in close connection with global socio-economic processes taking place in Europe and the world as a whole. A particular influence on the modernization of the system of professional training of social workers is exerted by European integration processes, which form new standards of quality of education, requirements for the competences of specialists and innovative approaches to training. Social work is one of the areas of professional activity that has undergone significant transformations due to the emergence and complication of a number of social problems: international conflicts, terrorism, various forms of discrimination, social isolation of the population, problems of loneliness and natural disasters.

Modern trends acquire particular relevance in the context of the war in Ukraine. The armed conflict has significantly complicated the social situation in the country, causing mass displacement of the population, aggravation of psychological problems in children and adults, an increase in the number of people in need of social support, as well as the need for crisis response and restoration of public services. In this context, the professional training of social workers should include competencies in working in crisis situations, psychosocial support, social rehabilitation, and combating violence.

According to Gorishina N., the main current trends in the modernization of social worker training are:

- decentralization of higher education management;
- unification of the content of social worker training;
- introduction of distance education technologies;
- strengthening interdisciplinary interaction;
- internationalization of education [4].

Updating global trends in the training of social workers is important in terms of improving the quality of social services they provide and the need to reform the professional training system taking into account European integration trends. Since the “Global Standards for Education and Training in Social Work” [1] were approved in 2020, we can assert the targeted attention of the international community to the quality of professional training of social workers. This document was developed by the International Association of Schools of Social Work and the International Federation of Social Workers based on an analysis of the experience of 125 countries and about 400 universities and organizations involved in the professional training of social workers. The standards define general current trends in social work education in three main areas: standards for institutions (schools of social work, universities, colleges, etc.); standards for the community of people (teachers, students, clients) interested in qualified and competent specialists; standards for the profession (a set of professional principles and values in accordance with the Declaration of Ethical Principles of Social Work).

The Standards place special emphasis on the need for practical training of social workers (it is determined that at least 25% of all students' educational activity should be spent on various kinds of practice). We agree with this approach, because for social workers the opportunity to practically consolidate and practice knowledge is very important. Depending on the type of practice, students can observe the work of a specialist with a client, participate in the development of certain measures and forms of assistance to clients, or directly try to implement their professional skills. Practical consolidation of knowledge allows students to observe the work of a specialist, participate in the development of measures and the provision of social assistance, or directly implement the acquired skills in professional activities. In modern conditions of war, such practice is critical, since students must gain experience working with crisis population groups, internally displaced persons, and people who have experienced traumatic events. It should be emphasized that current trends in the modernization of the system of professional training of social workers require attention not only to the content of education, but also to the need to introduce innovative methods and technologies of training. Indeed, in connection with the COVID-19 pandemic and military operations in Ukraine, there is an urgent need to develop and implement effective methods of distance learning. The latter is based on the use of ICT, the main tools of which are: multimedia learning tools, distance learning courses, Internet resources, media libraries, electronic libraries, etc. The main advantages of using ICT when training social workers are: individualization of learning; the possibility of visualizing the material; reducing the theoretical part of the studied material; development of creative abilities; stimulation of critical thinking; the opportunity to develop media literacy, etc. In addition, there is a need to implement interactive teaching methods that would help develop the necessary professional skills of a future social worker [8; 9].

An important element of the modernization of the professional training system is the change of names and codes of specialties, which is implemented in accordance with the resolutions of the Ministry of Education and Science of Ukraine and the recommendations of the Bologna Process. In particular, the specialty "Social Work" received an updated code and classification in the State Classifier of Professions and Specialties, which meets the international ISCED standards.

Such changes are justified by several factors:

- Harmonization with the European educational space - allows Ukrainian specialists in the social sphere to participate in international exchange programs, master's and postgraduate programs, as well as to recognize diplomas abroad.
- Unification and systematization of curricula - provides a clear definition of competencies and learning outcomes in accordance with international standards.
- Increased transparency and clarity for students and employers - new codes and names of specialties allow to unambiguously determine the professional training and field of activity of future social workers.
- Adaptation to the needs of modern society and crisis conditions - new classifications reflect specializations and competencies necessary for work in conditions of war, internally displaced persons and victims of social disasters [8].

Thus, changing the names and codes of specialties is not a formal procedure, but reflects a strategic course for the integration of Ukrainian education into the world system and improving the quality of training of competitive specialists capable of working effectively in conditions of complex social challenges.

In our opinion, one of the no less important trends in the professional training of social workers is the emergence of specializations in the specialty "Social Work and Counseling" (social pedagogy, social rehabilitation, clinical social work, and others). This indicates the formation of unique branches of social work that allow responding to the needs of the population in conditions of social disasters, crises, and wartime challenges.

Therefore, the system of professional training of social workers in Ukraine is undergoing significant transformations under the influence of European and world standards and the needs of wartime. Modern trends determine the need to integrate innovative technologies, practically oriented training, internationalization and specialization of education. This allows to form highly qualified, competitive specialists in the social sphere, capable of effectively responding to crisis situations, providing social support to victims and restoring social services in conditions of complex social challenges.

Let us proceed to the theoretical analysis of one of the leading, in our opinion, professionally important qualities of a future social worker - tolerance, which is a key aspect in the formation of the personality of a specialist capable of understanding, accepting and effectively interacting with various groups of the population, which is critically important for solving social problems of society.

► The Tolerance as a leading professional quality of future social workers.

The defining ethical norms and principles of social work are set out in the documents "International Declaration of Ethical Principles of Social Work", "International Ethical Standards for Social Workers" [6], as well as "Social Work Ethics: Principles and Standards", approved by the International Federation of Social Workers (IFSW) in 1994. An

element of this document is the preamble, which describes and justifies the importance of ethical awareness as an integral part of the professional practice of a social worker.

The "International Declaration of Ethical Principles of Social Work" states that social workers should provide the best possible assistance and advice to anyone who needs it, without unfair prejudice as to sex, age, disability, race, social class, origin, religion, language, political beliefs, but the same declaration states that every person has the right to self-realization to such an extent that this does not oppress the same right of other people, and is obliged to contribute to the well-being of society.

The Code contains norms of ethical behavior in relation to clients, which oblige to respect the personality of the client, guarantee the protection of his dignity and rights regardless of origin, sex, age, contribution to society and social development.

In 1995, the United Nations adopted the "Declaration of Principles of Tolerance", which proclaimed the principle of tolerance in the modern and future world and determined the ways of its implementation. It is significant that in this document the decisive role in the implementation of the principles of tolerance is assigned to education as a system of human formation [5].

Tolerance in social work is an important quality and is aimed at avoiding any bias. A social worker is obliged to support and promote the establishment of human rights, democracy, therefore, to abandon dogmatism, absolutization of certain beliefs. This means recognizing the differences of people, but at the same time, in our opinion, does not correspond to the adoption of an immoral style of behavior and "destructive" law. It is important to educate future social workers on the "correct" principles of tolerance, which contributes to the development of critical thinking skills and a focus on counteracting negative influences. Within the framework of this study, tolerance is considered not as an unconditional acceptance of any manifestations of behavior, but as a professionally determined, value-limited quality based on humanism, human rights and the ethical responsibility of a social worker.

The development of tolerance of future social workers involves not only the assimilation of relevant ethical norms, but also the awareness of the limits of their application in professional activities. A clear understanding of the content and boundaries of tolerance contributes to the formation of critical thinking, the ability to ethically analyze complex social situations and counteract negative influences [10].

In pedagogical science, significant experience has been accumulated in the use of methods and forms of work on the development of tolerance, in particular through the organization of dialogical interaction, the analysis of artistic and documentary materials, and involvement in the discussion of socially significant problems. At the same time, the key task of professional training is the formation of responsible tolerance in future social workers, which combines humanistic values with the awareness of professional and moral boundaries.

The implementation of the development of tolerance in higher education institutions is carried out in two interrelated areas: classroom and extracurricular work, which cover various pedagogical forms and methods.

Classroom forms of work include:

- thematic lectures and seminars with an emphasis on ethical aspects of professional activity;
- discussion of cases and practical situations related to conflicts and human rights violations;
- interactive classes with active methods (role-playing, situational exercises) aimed at practicing ethical and tolerant models of behavior;
- modeling of professional situations through group discussions and debates.

Extracurricular forms of work include:

- volunteering in public organizations, working with various social groups (for example, organizations of people with disabilities, youth communities);
- participation in trainings, social projects and interactive events that recreate professional situations;
- organization of psychodramas, sociodramas and other theatrical and psychological exercises that allow practicing empathy, understanding of cultural differences and constructive behavior in conflict situations;
- creation and analysis of multimedia materials (videos, presentations, student projects) on the topic of tolerance.

Among the methods of forming tolerance, modern researchers distinguish:

- the method of discussion and dialogical discussion for the development of critical thinking;
- the method of reflection and self-observation for awareness of one's own prejudices;
- the method of modeling situations (case studies, role-playing games, psychodrama) for practicing behavior in real professional conditions;
- combined technologies (trainings + projects + volunteer activities) for the holistic formation of professional and value competencies.

The use of these forms and methods in combination with the active role of the teacher - critical analysis, offering alternative points of view and encouraging independent search for solutions - ensures the effective formation of responsible tolerance in future social workers.

There is a close relationship between tolerance and educational space. It is in the process of studying at a higher education institution that purposeful education of tolerant behavior takes place. In this context, it is advisable to single out the following areas of formation of responsible tolerance in students of the specialty "Social Work":

- mastering theoretical approaches and criteria of tolerance;
- awareness of professional risks of unlimited tolerance in social work;
- formation of humanistic and philanthropic values as the basis of professional identity.

The implementation of these areas requires an active role of the university as a mediator between innovative culture and critical understanding of social challenges. This becomes especially important in conditions of social instability, which affects the formation of the worldview of youth and increases the risks of deviant and extremist behavior.

The formation of tolerance occurs under the influence of many factors, but its deep understanding is possible only through personal experience of interaction with various social situations. The task of a higher education institution is to create an educational space that ensures the enrichment of such experience and its professional understanding [10].

In this process, the leading role belongs to the teacher, who must be ready to organize a critical analysis of complex social problems, offer alternative points of view, encourage independent search for solutions and development of students' individuality. It is through behavior, lifestyle and professionally directed experience that the practical assimilation of tolerance as a professional quality occurs.

Work on the formation of responsible tolerance in higher education institutions is expediently implemented in two interrelated areas: classroom and extracurricular activities. Classroom work ensures the systematic assimilation of knowledge, methods of activity and values, while extracurricular work expands the possibilities of practical experience and reflection.

Effective pedagogical technologies for the development of tolerance are communication trainings that contribute to the formation of interpersonal interaction skills, as well as psychodrama (sociodrama), which allows you to model and comprehend complex professional situations, in particular conflict ones. The use of active learning methods within academic disciplines contributes to the conscious assimilation of content and the formation of professionally significant qualities.

The practical implementation of the program for the formation of tolerant behavior of future social workers included volunteer activities, training work, dialogical forms of learning, thematic classes and the use of multimedia materials, which provided a comprehensive impact on the formation of students' professional consciousness.

Thus, tolerance in the professional activity of a social worker is a necessary condition for effective interaction with different categories of clients and involves a combination of patience, empathy and ethical responsibility. Responsible tolerance formed in the process of professional training ensures the ability of a future social worker to constructive interaction, ethical decision-making and contributes to improving the quality of social assistance.

In order for a social worker to be able to carry out his professional activities at a high level, he must have certain qualities and a high level of professional training, which is a component of such a concept as image. Therefore, further analytical and synthetic research work is associated with the professional image of a future social worker.

► **Professional image of a social worker as an indicator of the quality of social services in society.**

In modern conditions of professional activity of a social worker, image acquires the status of not only an individual characteristic of a specialist, but also an important indicator of the quality of social services and trust from clients and society as a whole. Image has a great influence on the professional activity of a social worker, and the scale of this influence will depend on the level of formation of the individual image of a social worker.

The individual image of a social worker gives a general picture of his professional activity as a whole and shows the influence of image on the effectiveness of his professional activity. Efficiency is usually understood as the goals set and the number of results achieved with a minimum level of losses. From this it follows that the indicators of the effectiveness of the social worker's activity will depend on the level of client satisfaction with the work of the specialist [11].

The main indicator of the effectiveness of a social worker's activities will be his congruence (i.e., the state where a person's words will correspond to his actions, the external and internal image will correspond to each other), the quality of services provided to the client will depend on the professionalism of the social worker, his work experience and level of training. If, when working with a client, a social worker lacks the unity of the created image, this will be the main obstacle to achieving maximum effectiveness of his activities.

The image in the professional activities of a social worker can be formed spontaneously or consciously. In the spontaneous formation of the image of a social worker, the main factor will be the personal qualities of a person given

to him by nature. In the conscious formation of the image of a social worker, the main factor in formation is motivation, that is, what the image is formed for [7]. To a certain extent, this is what is obtained as a result of the formation of the image, the main "benefit" that is extracted from this process.

Thus, the professional image of a social worker appears as an integrative characteristic that directly affects the effectiveness of professional activity and the quality of social interaction.

The formation of professionally significant personality qualities is staged and includes the following stages: cognitive, personal-activity, reflective. For each stage, it is necessary to determine goals and objectives, choose forms and methods of organizing classes that ensure their solution, and create the necessary conditions for interaction between future social workers and teachers [2].

The cognitive stage is aimed at forming knowledge about the essence and content of the image of a social worker, its structure and problems of formation in modern society, the role of professional qualities in the professional development of a specialist, about the peculiarities of social work with different categories of citizens, the ability to show sensitivity, politeness, endurance, patience towards clients who are in a difficult life situation, etc.

The personal-activity stage is aimed at students mastering practical skills of professional activity. Future social workers must solve situational tasks aimed at forming the image of a social worker, organize business and role-playing games, create special educational and professional situations that require prompt resolution and are aimed at the need to demonstrate a particular professional quality. It is also advisable to organize trainings and discussions on various social problems of different categories of clients. Despite the fact that the created professional situations are educational, they allow you to observe the process of demonstrating professional qualities in them, evaluate the effectiveness of the experimental work carried out, and make timely corrections to the process.

At the reflective stage, they learn to analyze and evaluate their activities, discuss mistakes made, determine ways to correct them, outline plans for independent development and improvement of personal professional qualities, and find out the impact of demonstrating professional qualities in communication with the client on the formation of an image - both individual and professional.

In the process of forming a professional image, a positive vision of one's profession plays a significant role at different levels of professional growth – from the beginning of training to joining the professional community. Each stage of the formation of the personality of a future specialist in a certain field – in our case, social work – should be accompanied by motivation for self-improvement, self-development, and most importantly – to work in one's specialty. These components are the conceptual components of a professional image [3].

A well-thought-out image of a social worker will help him in his professional activities, increase trust and eliminate obstacles between a social worker and his client. A deep understanding of the essence of a professional image and the need for its formation and support is a prerequisite for high-quality professional education of a social worker.

A harmonious combination of personal goals, qualities and values with professional ones indicates the readiness and ability of the future social worker to enter the profession and, accordingly, to make a constructive contribution to the formation of a positive image of a social worker and social work in general. A "positive" image of a social worker will emphasize all the best that is in him and will help to be himself in professional activities.

Professional and personal success comes with solving problems, with a vision of one's value for the profession, as well as the generation of new ideas that will contribute to the creation of a successful image of a professional.

The formation of a professional image directly depends on how one manages to create an image of a specialist-professional that meets the expectations of other people. The emergence of a social worker who creates his own image necessitates the emergence of a new branch of imageology – pedagogical imageology. The image of a social worker is a symbolic image of a subject that is created in the process of interaction of a teacher with participants in a holistic pedagogical process.

Based on the generalization of the provisions of general pedagogy, psychology, philosophy, sociology, external (objective) and internal (subjective) factors that determine the process of forming a professional image are distinguished.

External (objective) factors include:

- socio-economic situation and social transformations;
- prestige and social significance of the social worker profession;
- social expectations and public demand for certain professional and personal qualities of a specialist;
- state and organization of the professional environment of social work;
- educational potential of the social environment;
- professional demand and incentives of the labor sphere;
- content, organization and technologies of educational activities in higher education institutions;

- level of qualification of practicing social workers and the influence of interested social groups.

These factors do not affect directly, but are implemented through a system of pedagogical (organizational) conditions specially created in the process of professional training.

The pedagogical (organizational) conditions for the formation of the professional image of a future social worker include:

- phased formation of a multi-level professional image;
- integration of methodological, professionally oriented, psychological, pedagogical and methodological training with the stages of image formation;
- scientifically based content of the educational process aimed at mastering knowledge and skills in professional imageology;
- use of personally oriented and developmental pedagogical technologies;
- design of individual trajectories of students' transition to higher levels of formation of professional image.

Taking into account the specifics of the future professional activity of a social worker, the following special organizational conditions are of particular importance:

- optimal combination of individual, group and collective forms of educational work;
- targeted selection of educational and methodological materials in accordance with the tasks of pedagogical imageology;
- creation of an educational environment favorable for the formation of structural components of a professional image;
- ensuring the functional interconnection of theoretical and practical training in higher education institutions and during internships.

Along with external factors, internal (subjective) factors play an important role, which include:

- the level and stability of students' motivation to form a professional image;
- readiness for systematic educational and professionally directed activities;
- orientation towards self-development and self-improvement.

The implementation of pedagogical conditions in interaction with internal factors determines the formation of personal conditions that ensure internal acceptance and awareness of the professional image as a value.

The personal conditions for the formation of the professional image of a future social worker include:

- the formation of an adequate evaluative attitude towards oneself and others;
- the development of reflection as the ability to realize oneself as a subject of professional activity;
- readiness for self-diagnosis, professional self-development and self-improvement;
- creation of an individual model of professional image, development of behavior models and self-presentation schemes;
- awareness and selective development of professionally significant qualities that are part of the structure of the professional image.

In the process of ranking factors and conditions by the level of their actualization, priority conditions were identified, among which the following are of key importance:

- positive motivational and value attitude of students to the formation of a professional image;
- creation of opportunities for self-education on issues of imageology and self-presentation;
- involvement of students in scientific and research activities on the problems of professional image;
- improvement of the content of professional and pedagogical training with an emphasis on the development of image-forming qualities;
- formation of adequate ideas about the professional image and effective strategies of self-presentation;
- rational combination of individual and collective forms of educational work.

Thus, the formation of the professional image of a future social worker is a multidimensional process, which is determined by the interaction of external and internal factors and is implemented through a system of pedagogical and personal conditions. External factors determine the socio-professional context of the specialist's training, while internal ones ensure his personal readiness for image-forming activities. Pedagogical conditions act as a purposeful mechanism for actualizing these factors in the process of professional training, and personal conditions ensure the internal acceptance and awareness of the professional image as a valuable component of the professional identity of the future social worker.

The formation of a positive professional image of the future social worker and, therefore, his professional skills occurs in the process of interaction between the teacher and the student through pedagogical guidance using pedagogical technologies (pedagogical requirement, assistance, assessment and correction, pedagogical counseling, stimulation).

In the process of pedagogical communication, the student's personality is formed, primarily through verbal action, persuasion using verbal means of communication. Not every verbal persuasion is perceived positively by students, but only that which corresponds to their attitudes and life experience. The imitation mechanism consists in repeating a given action, a model of behavior, and ways of self-presentation.

Analyzing the forms of conducting classes used in higher education institutions, we can conclude that during the formation of a professional image, it is necessary to practice active forms of learning: innovative lectures with problematic presentation of the material, discussions, educational dialogues, game forms of learning, modeling of pedagogical situations, trainings, viewing and discussion of films, video materials, publications, as well as practical, synthetic methods (research, independent work, practical classes, consultations during pedagogical practice, special courses). Didactic visual, audio, audiovisual, verbal and non-verbal means serve as effective means of experimental learning. Methods and forms should also be considered elements of pedagogical conditions for the formation of the professional image of a future social worker.

Effective formation of the professional image of a future social worker is impossible without relying on the general principles of didactics, theory and methodology of professional education. The most significant are the principle of connection between theory and practice, modeling of professional activity, professional mobility, modularity of professional training, systematicity and consistency, the principle of creating a learning environment, consistency of the content of training with functional activity, the relationship of creative training and professional practical activity, the selection of differentiated content taking into account the criteria of the content of education.

Future social workers must realize that understanding the client's personality is an obligatory aspect of interaction with potential users of social services. Images of perception, ideas and concepts about clients give the specialist the opportunity to act in relation to each of them appropriately in the situation. And in this context, regulating one's own behavior in accordance with the circumstances and the tasks being solved is the main condition for forming a positive image of both the employee himself and the institution as a whole.

All this is an essential basis for studying image as a socio-psychological phenomenon. Consideration of the content of works related to the psychology of people's cognition of each other allows us to clearly see the main trends and even the first origins of the emergence of the human image and imageology as a separate science. The first of these trends is that knowledge of phenomenology, patterns and mechanisms is gradually expanding, which, expressing the meaning of the psychology of people's cognition of each other, are the object of attention of researchers.

Image as a result of the perception of a person or institution is based to a much lesser extent on sensory perception or direct contact of the subject with the object than other prescriptive knowledge. In this context, professional training should ensure the readiness of the future social worker for successful professional and pedagogical activity in the environment of higher education, taking into account the quality under study.

At the same time, a graduate of higher education, a future social worker, must master not only professional skills, but also the necessary knowledge for successful social adaptation as a specialist in the field of communication. The key competencies of a future social worker are a new paradigm of higher education and are characterized by an integrative nature, containing the following behavioral components: axiological, motivational, reflective, cognitive, ethical.

It is necessary to pay special attention to the development of socio-personal competencies – readiness for self-improvement, the ability to build strategies for professional development and self-improvement, readiness for independent work, the ability to self-education and continuous improvement in professional and pedagogical activities. The solution to this problem is in the plane of this study – the formation of the professional image of a future social worker.

One of the main pedagogical conditions is considered to be ensuring the quality of training of a future social worker in the context of their successful adaptation in the professional community and on the labor market. In modern conditions, the relevance of the problem of ensuring the quality of professional education is growing, which is evidenced by the level of professional culture of a specialist, which is the goal of the educational process and the basis for the formation of pedagogical technologies and the standard of professional education, and should also be oriented towards the self-development of the student's personality.

At the same time, a problem that is not reflected by established concepts is now acute: the issue of a special type of mental behavior of a person, which we nominate as the term "professional image of a future social worker". The specificity of the study focuses on the need to clarify the ways of forming the professional image of a future social worker within the educational process. The indicated ways include:

- socialization of students (social attitudes, cultural identification, etc.);
- formation of professional thinking;
- problem-based learning, during which not only scientific tasks are performed, but also social and interpersonal ones;

- learning based on the analysis of specific situations of the professional and pedagogical activity of a future social worker, individualization at the level of didactics and specific methods.

The application of the described ways of forming the professional image of a future social worker gives grounds to speak about pedagogical conditions that occupy an important place in the logic of a holistic pedagogical process.

The formation of the professional image of a future social worker will be effective if the following pedagogical conditions, which are implemented in higher education institutions, play the main role:

- creation of an image-forming educational environment for a positive, motivational and value-based attitude to the process of forming a professional image in order to deepen the mechanisms of self-image;

- improvement of the content of the professional training of a future social worker for the development of professional qualities, which contributes to the optimal combination of various learning technologies within the framework of the effective targeted development of all components of the professional image of a future social worker;

- development of pedagogical tools for the implementation of self-educational activities and self-presentation as a result of the implementation of the workshop "Professional Image: Self-Presentation of Personal and Professional Qualities".

The formation of the professional image of a future social worker in the process of professional training as part of general professional training will be more effective if there is a strong reliance on the image components of the future social worker's individuality, active initiation and implementation of productive applied professional tasks (cognitive, motivational, role). Students should activate their desire for self-determination, which consists in a creative attitude to the profession, in the desire to improve their professional image in accordance with the conditions of professional and pedagogical activity [12].

Thus, the essence of the process of forming the professional image of a future social worker initiates the creation of a program for self-improvement of the individual. The achieved understanding of the essence, functions and features of the formation of the professional image of a future social worker creates the basis for describing pedagogical conditions and developing a structural and functional model of the process of forming the professional image of a future social worker.

Conclusions. The training of social workers in modern conditions is characterized by the integration of theory and practice, the use of innovative educational technologies and orientation on European standards of education quality. The formation of professional competencies includes the development of ethical responsibility, tolerance and the ability to work effectively in crisis conditions.

A special role in the training is played by the practical activities of students, which allow them to consolidate professional skills and master the ethical principles of social work. At the same time, the formation of a professional image of a social worker is a key component of the development of professional identity, which affects the effectiveness of work and the trust of clients.

Thus, the modern system of training social workers is aimed at educating highly qualified, socially responsible specialists who are able to adapt to complex social challenges and contribute to improving the quality of social services in society.

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