

**THEORETICAL ASPECTS OF FUTURE SOCIAL WORKERS'
READINESS FOR PROFESSIONAL ACTIVITY IN HIGHER
EDUCATION INSTITUTIONS**

The author believes that an in-depth analysis of scientific research and empirical materials makes it possible to state the need to develop modern theoretical and methodological support for the future social workers' readiness for professional activity in accordance with the requirements of a personally oriented educational paradigm in higher educational institutions.

Current state of society development has been characterized by a number of negative trends associated with the aggravation of socio-economic, socio-pedagogical problems and, as a result, social and psychological disadaptation has been observed in its life. In such conditions, It is necessary to qualify social workers who can contribute to the development of the educational space, the integration of social institutions and the harmonization of people's relationships. Consequently, the need for a new generation of social work specialists has been a priority in the educational process of higher educational institutions and has been reflected in the National Strategy for the Development of Education in Ukraine until 2021 and in the Law of Ukraine "On Education".

The success of the future social worker has been observed due to the formation of his positive motivation for personal development and value attitude to social work. Therefore, the author has analyzed the content and structure of readiness of the future specialists in social sphere for their professional activity; characterized motivational-value, informational-cognitive, organizational-activity, personal-reflexive components; conducted Questionnaires and discussions with students on the identified issues. It has been proven that the motivational-value component of the readiness of future social workers for professional activity is a sensory component, since it involves the formation of a steady aspiration of the student to master the knowledge, skills and abilities and to acquire awareness of practical significance of social work.

In order to determine the influence of the motivational and value component on the formation of the future social workers' readiness for professional activity, author conducted a finding study (questionnaire "Self-assessment of the readiness of future social workers for professional activity" students of the first year of the specialty "Social work" of Kremenets regional humanitarian humanities. Shevchenko).

The analysis of the results obtained at this stage made it possible to distribute the students according to the level of expressiveness in them of the motivational-value component of the studied readiness. Overall, a high level was recorded in 25.65% of the studied, average - in 52.60%, low - in 21.75%.

In order to form a stable desire of the future social worker for personal development, to realize their value and practical importance of professional activity, author prepared pedagogical situations for the discussion.

During the discussions, the opinion of the teacher was important, which was expressed at the end when the students substantiated their views as comprehensively as possible. During the discussion, the teacher did not take either side, trying to activate the maximum number of students.

To determine the effectiveness of the study conducted a second questionnaire, the results of which showed an increase in the level of formation of the motivational-value component, namely: a high level was recorded in 30.65% of the studied, the average - in 62.60%, low - in 6.75%.

The author expresses the opinion that at the same time the statements of scientists A. Zaika and M. Tchaikovsky on the development of the psychological qualities of the future social worker as an important component of the motivational and value component of readiness for professional activity are not in doubt, as the human and professional qualities will promote social work.

The study found that stable motivation of the future social worker for professional activity, the need to effectively use the acquired theoretical and practical experience of social work and personal sense of obtaining professional knowledge - a guarantee of a high level of motivation-value component of the willingness to professional activity of future social workers.