ON THE FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE SOCIAL PEDAGOGUES

Aigerim Nurgaliyeva
Pavlodar State Pedagogical University, 60 Mira Street, Pavlodar, 140000, Kazakhstan

Fauziya Sametova
Kazakh National Women's Pedagogical University, 99 Aiteke bi Street, Almaty, 050000, Kazakhstan

Gibadat Orynkhanova
Kazakh National Women's Pedagogical University, 99 Aiteke bi Street, Almaty, 050000, Kazakhstan

Natalya Kolyeva
Chelyabinsk College of Law, 290 Victory Avenue, Chelyabinsk, 454112, Russian Federation

ABSTRACT
The article explores the process of formation of professional competence of future social pedagogues in the prevention of drug addiction. The essence and content of the professional competence of future social pedagogues in the prevention of drug addiction of minors in the context of the modernization of teacher education are disclosed. The components and specifics of the prevention of drug addiction of minors as the subject of socio-pedagogical activity are determined. A model was developed and tested for the formation of professional competence of future social pedagogues in the prevention of drug addiction in minors, consisting of targeted, stimulating-motivational, substantive-active, technological, and control-effective components and its pedagogical effectiveness was revealed. The methodic and criteria for assessing the professional competence of future social pedagogues in the prevention of drug addiction in minors are determined. Conclusions and recommendations on the formation of the competence of future social pedagogues in the prevention of drug addiction in minors are proposed.

Keywords: formation, professional, competence, future social pedagogue, prevention, drug addiction.
1. INTRODUCTION

Prevention of drug addiction is one of the tasks of the state social policy [1]. The issues of prevention of drug addiction of minors are at the center of the pedagogical work of educational institutions. Issues of the formation of professional competence of future teachers have been studied today [2-6]. The issues of deviant behavior and drug addiction have been studied in psychological and pedagogical science and practice such as Milbauer B. [7], Botvin, GJ, et.al. [8], Bachman, J.G., et.al. [9], Zholdasbekov, A.A., Sakenov, J.Zh., et.al. [10]. According to researchers (Flatter Charles H., McCormick Kathleen [11], Bachman, J.G., et.al. [9], Nurgaliyeva, A.K., Sakenov, J.Z. [12], signs of drug addiction in minors develop in this way as in adults. Either under the pressure of society, or because of their own curiosity. In the group of friends, they convince a child that it is completely safe and no one will know about it (Zhumasheva, A.S., Sametova F.T. [13]; E. Luludova, G. Orynchanova [14]. This is the first stage in the development of addiction, which has not yet had time to properly manifest itself. Because of it, there is still a chance to prevent a serious addiction in time. Signs of drug addiction in minors in the second stage of development begin with real self-confidence in the soul of a teenager. He thinks since nothing bad happened after the first time, then he can safely take risks further. Teenagers want to appear adults very early. Psychological dependence is formed from the very beginning, which is supported by temporary euphoria and the satisfaction of one’s own ego. Such deceptive self-confidence begets the third stage. Signs of drug addiction in adolescents in the third stage just appear on the physical level. The body, as before, does not receive euphoric satisfaction. On the contrary, body demands it as something natural. Since that moment, the narcotic substance has become related to the body. In the absence of drugs, the patient experiences the most disgusting sensations. In other words, drug withdrawal symptoms begin. Signs of drug addiction in teenagers most often develop due to inability to control the dose of the drug. Because of this, young people develop addiction very quickly and then end their lives with an overdose (Bachman, J.G., et.al. [9], G. Zhanzakova, T. Kenzhebayeva, Bibenur Baidalinova [15]). However, despite the attention of scientists to this problem, the issues related to the formation of professional competence of future social pedagogues in the prevention of drug addiction are poorly known. An analysis of the literature revealed a contradiction between the need to form the professional competence of future social pedagogues in the prevention of drug addiction and the insufficient development of this issue in educational science and practice. This contradiction determined the research problem, which consists in determining the content of the preparation of future social pedagogues for the prevention of drug addiction in minors.

The purpose of the research is a justification of the formation process of professional competence of future social pedagogues in the prevention of drug addiction and the development of its model, and assessment of its effectiveness.

Research hypothesis. If the process of preparing students at university is implemented on the basis of a competency-based approach, then the formation of professional competence of future social pedagogues for the prevention of drug addiction will be effective. Because of it, the unity and interconnection of the content components of the preparation of future social pedagogues for the prevention of drug addiction in minors will be ensured.
On the Formation of Professional Competence of Future Social Pedagogues

2. METHODS
We used the next research methods: theoretical: analysis of the literature on the research problem of identification, theoretical justification of the formation of professional competence of future social pedagogues for drug prevention. This method was chosen as a way of accumulation, systematization of scientific material characterizing the process under study, its understanding, choice of research direction, defining a goal, developing a methodology and research methodic. Empirical methods were chosen as a way of developing and substantiating the discipline “Social pedagogy” as a tool for shaping the professional competence of future social pedagogues for the prevention of drug addiction and ensuring a qualitatively new level thereof by conducting a stating and formative pedagogical experiment in the process of building professional competence for future social pedagogues for the prevention of drug addiction. The content of the model for the formation of professional competence of future social pedagogues in the prevention of drug addiction has been developed. Formative experiment conducted; the constructed model is implemented. Revealed the effectiveness of the implementation of the model for the formation of professional competence of future social pedagogues in drug prevention; interpreted and summarized the results of the study; statistical processing of data has been carried out; conclusions are formulated; the study was conducted at Pavlodar State Pedagogical University in the period from 2016-2020. In total, 82 students of the specialty Pedagogy (P) took part in the study. All students were divided into groups: control (CG) and experimental (EG) with the number of participants of 41 people in the control group (CG) and 41 people in the experimental group (EG). We used the F-test $\phi$, as the possibility of comparing two samples by the frequency of occurrence of the effect of interest to the researcher. The F-test $\phi$ evaluates the significance of differences between the percentages of two samples in which the effect of interest to us is recorded. The essence of the angular F-test transformation $\phi$ is to convert percentages to the values of the central angle, which is measured in radians. A larger percentage will correspond to a larger angle $\phi$, and a smaller percentage to a smaller angle $\phi$, with an increase in the difference between the angles $\phi 1$ and $\phi 2$ and an increase in the number of samples, the value of the criterion increases. The larger the value of $\phi$, the more likely that the differences are significant. The results of our research were statistically processed using the $\phi$ – angular Fisher transform. The reliability of the changes is 95%.

3. RESULTS
Subject to the views of the authors Davoud Masoumi, et.al. [16]; Maaleki, Ali [17]; Flatter Charles H., McCormick Kathleen [11]; Mirza, N.V. [18]; Dimoff Timothy & Carper Steve [19]; Kalra R.M. [20]; Omarov Y.B., Sakenov, J. et.al. [21], the professional competence of future social pedagogues in the prevention of drug addiction of minors is a combination of theoretical knowledge about drug addiction of minors, the causes of its occurrence, practical skills in dealing with drug addicted minors, practical experience in working with drug addicted minors, personal characteristics and formed professional competencies(Aliya Mombek [22], Gulzhan Gauriyeva [23].

To determine the system for the formation of professional competence of future social pedagogues in the prevention of drug addiction of minors, we have built a model for the formation of professional competence of future social pedagogues in the prevention of drug addiction of minors (Fig. 1).
The choice of this model is due to the fact that revealing the essence of any object is impossible without revealing its structure. The need to identify the essence of the formation of professional competence of future social pedagogues in the prevention of drug addiction of minors led to the choice of not only the structural, but also the functional type of the model being created.

Based on the model we have developed, the professional competence of future social pedagogues in the prevention of drug addiction of minors is being formed. The professional competencies of future social pedagogues as potential subjects for the prevention of drug addiction of minors are defined:

- **Key competencies (KC):** knows the sources of information, including the sources of socio-pedagogical activity on the prevention of addictive behavior; knows the ways to establish and support professional and socio-pedagogical contacts with partners of preventive activities; possesses the ability to predict the influence of risk factors on the behavior of a minor; owns the ability to process social and pedagogical information; promotes the value of health and socially beneficial employment.

- **Basic competencies (BC):** knows the causes, consequences of drug addiction; analyzes and evaluates the impact of socio-legal, pedagogical, psychological, economic and other factors contributing to the development of drug addiction of minors; carries out the construction of the content of professional functions of a social pedagogue with the aim of preventing drug addiction of minors; develops a plan of activities aimed at drug addiction prevention, taking into account the specifics of the institution.

- **Special competencies (SC):** diagnoses the primary signs of drug addiction in minors; compiles a socio-pedagogical description of a minor drug addict; conducts a survey of the living...
On the Formation of Professional Competence of Future Social Pedagogues

conditions of the family of a minor registered; participates in the development and implementation of an interdepartmental program of individual preventive work with a minor and his family at the place of residence; monitors the activities and behavior of the minor, taking into account the specifics of the institution.

The criteria for assessing the formation of professional competencies of future social pedagogues differ in the following levels: high level (fully formed, manifested in educational and socio-pedagogical situations constantly at the level of self-development, self-correction); medium level (mostly formed, but characterized by instability of manifestation), low level (poorly formed, their manifestation depends on the emotional state of the subject).

82 students of the specialty Pedagogy (P) took part in the study at the ascertaining stage of the experimental work. All students were divided into groups: control (CG) and experimental (EG) with the number of participants of 41 people in the control group (CG) and 41 people in the experimental group (EG). Before the introduction of the model, stating sections were performed that did not reveal differences in the control group (CG) and in the experimental group (EG). The formative stage of the experiment included the implementation of the developed model and assessment of its effectiveness in the educational process.

The implementation of the model helped to increase the level of development of key, basic and special competencies among future social educators. The work carried out ensured the achievement of the results, which are clearly reflected in table 1.

<table>
<thead>
<tr>
<th>Professional competencies</th>
<th>Indicators</th>
<th>High level</th>
<th>Middle level</th>
<th>Low level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EG CG</td>
<td>EG CG</td>
<td>EG CG</td>
</tr>
<tr>
<td></td>
<td>% %</td>
<td>% %</td>
<td>% %</td>
<td>% %</td>
</tr>
<tr>
<td>Key competencies</td>
<td>AE</td>
<td>42 40</td>
<td>40 37</td>
<td>17 22</td>
</tr>
<tr>
<td></td>
<td>FE</td>
<td>73 37</td>
<td>17 42</td>
<td>8 20</td>
</tr>
<tr>
<td>Growth rate</td>
<td></td>
<td>+31 -3</td>
<td>-23 +5</td>
<td>-9 -2</td>
</tr>
<tr>
<td>Basic competencies</td>
<td>AE</td>
<td>20 22</td>
<td>31 30</td>
<td>48 47</td>
</tr>
<tr>
<td></td>
<td>FE</td>
<td>40 20</td>
<td>22 35</td>
<td>37 45</td>
</tr>
<tr>
<td>Growth rate</td>
<td></td>
<td>+20 -2</td>
<td>-9 +5</td>
<td>-11 -2</td>
</tr>
<tr>
<td>Special competencies</td>
<td>AE</td>
<td>13 15</td>
<td>17 20</td>
<td>68 65</td>
</tr>
<tr>
<td></td>
<td>FE</td>
<td>42 17</td>
<td>35 25</td>
<td>22 57</td>
</tr>
<tr>
<td>Growth rate</td>
<td></td>
<td>+29 +2</td>
<td>+18 +5</td>
<td>- 46 -8</td>
</tr>
</tbody>
</table>

Keywords: CG – control group, EG – experimental group; AE – ascertaining experiment; FE – formative experiment.

The results of our research were statistically processed using the φ – angular Fisher transform. The reliability of the changes is 95%.

4. DISCUSSION

As a qualitative analysis of the process of formation of professional competence of future social pedagogues shows, the low growth rate in the control group is associated with traditional approaches to the educational process (the predominance of lectures and seminars, work in the
“teacher – student” system). In the experimental group, a model for the formation of professional competence of future social pedagogues in the prevention of drug addiction of minors was fully implemented. Throughout the entire experimental work, not only teachers leading educational disciplines worked with future social pedagogues, but also curators of student groups, specialists from the centers of social and psychological health of the university’s youth, which led to a significant positive result.

Thus, the results allow us to conclude about the effectiveness of the developed model for the formation of professional competence of future social pedagogues in the prevention of drug addiction in minors. The novelty and originality of our work is obvious in that, in contrast to the studies of Johnston, L.D., et.al. [24], Gengishkhan A. Arsamerzaev, Janat Zh. Sakenov, et.al. [25], Olesova, A.P. [26], Irina M. Puchkova [27], Osipova S.V., et al. [28]; Kenzhebayeva, T.B. [29], we determined the essence and content of the professional competence of future social pedagogues in the prevention of drug addiction in minors. Unlike studies, Robinson, M.A.; et.al. [30], Henner, E.K. [31], Davoud Masoumi et al. [16], Sakenov, J.Zh. et al. [32], Marzhan Kenenbaeva, Baglan Zhaparova, Aliya Mombek, et al. [4], Sue David, et.al. [33]; Shavalieva, Z.S., Sakenov, D.Z. [34]; Zhienbayeva, S., Zhubandykova, A. [35], the originality of the results of our work lies in the fact that a model is developed for the formation of professional competence of future social pedagogues in the prevention of drug addiction in minors, which ensures the interconnection and unity of students’ educational, scientific and educational activities and its implementation in the educational process of a pedagogical university as an open socio-pedagogical system.

5. CONCLUSION
The results of the research led to the following conclusions:

1. The concept of professional competence of future social pedagogues in the prevention of drug addiction of minors has been clarified, combining a certain level of specialist competencies (basic, key, special) ensuring its effectiveness.

2. It is proved that the designed and tested model for the formation of professional competence of future social pedagogues in the prevention of drug addiction in minors, including stimulating-motivational, meaningful-active, technological, and control-effective components, has shown high efficiency.

3. The main results of the research can be used in the practice of institutions of higher professional pedagogical education, searching for ways to improve the training of future social pedagogues in the field of prevention of drug addiction in adolescents.

Thus, the results of the research allow us to consider the goal of the research achieved, and the hypothesis put forward confirmed.

Our study does not pretend to be an exhaustive solution to the problem of the formation of professional competence of future social pedagogues for the prevention of drug addiction in minors, but represents one of the aspects of its solution. Promising areas of socio-pedagogical work are associated with the study of the specifics of training undergraduates for the prevention of drug addiction in minors.
REFERENCES


Aigerim Nurgaliyeva, Fauziya Sametova, Gibadat Orykhano, Natalya Kolyeva, Yelena Vedilina, Janat Sakenov and Alexey Lyuft


