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Scientific foundations of assessment of future social pedagogue's willingness to pedagogical activity

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Abstract

Relevance. The relevance of the research is conditioned upon the need to assess the compliance of social pedagogues' training programmes in Kazakhstan with modern professional challenges.

Purpose. This research is designed to identify the content of educational programmes and to identify the relationship between the level of training of future social pedagogues and their effectiveness in pedagogical activities.

Methodology. The leading method of research on this problem was a survey and interviews. In addition, the following methods were used: system analysis, logical analysis, method of comparison, synthesis, deduction and classification.

Results. The research presents the theoretical foundations that disclose the essence and significance of social pedagogy for modern society. It provides information about the training of social pedagogues in Kazakhstan and describes the most important aspects of training students in this specialty. It also reveals the specific features of social pedagogues' work in Kazakhstan, including the multicultural environment, the development of a professional network, adaptation to changing social situations, and cooperation with other professionals. Additionally, the research identifies and justifies various approaches to defining the profession.

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Conclusions. The research disclosed the true attitudes, opinions and experiences of students of social pedagogy, and obtained valuable feedback from experienced specialists in this field. The materials of the research can be used to improve the educational programmes of educational institutions in Kazakhstan that train specialists in the field of social pedagogy.

Keywords: quality of higher education; professional competences; didactics; innovative teaching methods; education actualisation; educational programmes.

Introduction

In the modern educational context, supporting students with special educational needs and helping them adapt, resolve conflicts, and develop social skills are becoming increasingly important. Therefore, research on the level of training of future social pedagogues and its impact on the effectiveness of pedagogical activity is a relevant and significant subject. In addition, social pedagogues play an important role in establishing and ensuring a favourable social environment by working with vulnerable groups in society (e.g. orphans, children from low-income families, people with disabilities), counselling and supporting young people, establishing a safe and supportive environment for students and their families. Understanding the relationship between student preparation and pedagogical success opens new perspectives for improving educational practices and ensuring better outcomes for all future social educators.

The problem of the relationship between the level of training of future social pedagogues and the effectiveness of their pedagogical activity became relevant in Kazakhstan with the emergence of new challenges and changes in the educational system in recent decades when the country began to strive to establish an inclusive educational environment and provide quality education for all categories of students [1]. The current situation is characterised by the need to adapt to the complexities caused by the COVID-19 pandemic, which has affected the educational process and requires new approaches to teaching and supporting learners [2; 3].

The role of information and communication technologies (ICT) in the development of acmeological competence of future social pedagogues in Kazakhstan was considered in the work of K.M. Yessenamanova et al. [4]. In the course of the research, scientists concluded that using ICT in education can contribute to the development of acmeological competence in future social teachers, as new technologies can provide access to various educational resources, promote independent learning, and develop critical thinking and self-organisation abilities.

The research by A.S. Magauova and Zh. Makhambetova [5] was designed to determine the willingness of future social pedagogues to work in inclusive educational environments based on the Kazakh National University named after Al-Farabi. The authors analysed the level of willingness of future social pedagogues, who are studying in the field of social pedagogy, to include and support students with special educational needs. The work described the methods and tools used for data collection and identified key aspects that influence the willingness of future social pedagogues to work in an inclusive environment. Analysing the results of the research allowed the authors to draw conclusions about the current level of willingness of future social pedagogues and highlight areas that require further development and training.

The research of A.I. Akhmetova et al. [6] is devoted to the issues of training future social pedagogues for spiritual and moral development of students. The authors analysed the methods and teaching strategies that are used to develop spiritual and moral aspects in students-future social educators and described the content of educational programmes that contribute to the development of spiritual values, ethical standards and responsibility in future social educators. Summarising the results of the research, the researchers drew conclusions about the significance of such training for social pedagogues and the effectiveness of its impact on the spiritual and moral development of students.

T. Imasheva et al. [7] conducted a comparative analysis of professional self-development of future social pedagogues in Kazakhstan and abroad. The authors of the research analysed various approaches and methods used in the educational programmes of the reviewed countries to develop professional skills of future social pedagogues specialising in social pedagogy and compared them, focusing on the differences and similarities in approaches to professional self-development of future social pedagogues. The research identified specific features of practices and methods that contribute to the successful development of future social pedagogues.

Comparative research of educational programmes focused on training social pedagogues on the example of universities in Kazakhstan, Lithuania and Germany was conducted by A. Magauova et al. [8]. The authors of the research analysed the content and structure of educational programmes in each of the countries and described in detail their main aspects, such as academic subjects, courses, practical classes and trainings offered at universities in each country. The results of the research highlighted similarities and differences in the approaches to training social pedagogues in Kazakhstan, Lithuania and Germany, and allowed evaluating of the effectiveness of educational programmes and identifying best practices that can be used to improve the training of future social pedagogues.

Despite the significance of the social pedagogy profession, there are limited studies that deeply analyse the relationship between the level of training of social pedagogues and the outcomes of their pedagogical activities, and describe the specific competencies, skills and knowledge that are crucial to the successful work of social pedagogues and their impact on academic and social outcomes for students. Thus, the purpose of this research is to assess the level of training of future social pedagogues and its relationship to pedagogical effectiveness in Kazakhstan. In addition, the research intended to analyse existing training programmes and provide recommendations to improve educational practices and enhance the quality of social pedagogy training.

Materials and Methods

To achieve the purpose of the research, namely, to identify the relationship between the level of training of future social pedagogues and the effectiveness of their pedagogical activity in social pedagogy, a mixed approach was applied, including the following methods of scientific knowledge: system analysis, logical analysis, method of comparison, synthesis, deduction, classification, survey and interview.

The empirical part of the research was based on the survey and interview method and included two stages. During the first stage survey of future social pedagogues allowed evaluating of how well future social pedagogues assimilate the knowledge and skills offered by educational programmes, and their general opinion about the quality of education. During the second stage the interviews of working professionals provided information from experienced professionals about current requirements and expectations for specialists in social pedagogy, which helped to identify current skills, knowledge and qualities that are considered important. The survey and interviews were conducted online under conditions of anonymity. All participants were informed of the purpose of the research and consented to participate in the survey. The first sample included 163 students from various educational institutions in Kazakhstan pursuing higher education in the field of social pedagogy. The age of the participants ranged from 18 to 24 years old, and among them 67% were women. The following questions were posed during the survey of future social pedagogues:

1. Indicate your grade point average for the last academic period.
2. Rate your current academic performance (from 1 to 5, where 1 is very low and 5 is very high).
3. Rate your motivation for learning activities (1 to 5).
4. How much significance do you attach to your academic achievements? (1 to 5).
5. Describe your most effective strategies for academic success (free-form response).
6. Rate your ability to self-organise and plan learning tasks (1 to 5).
7. What can influence your academic performance? (Personal motivation/Quality of teaching/Level of preparation of teaching materials/Level of support from teachers/Quality of teaching material/Stress level/Other).

In addition, 20 working social pedagogues with work experience ranging from 5 to 20 years were interviewed. The average age of the teachers was 34.7 years. The number of women in the sample was 55%, men – 45%. The interview was conducted in an individual format using the Zoom Internet resource and allowed identifying current requirements and expectations for specialists and assessing the effectiveness of the current level of training of future social pedagogues and their compliance with the requirements of professional activity. Logical analysis was used to make sense of the data obtained from the student survey and interviews of specialists. This method allowed identifying regularities between different aspects of the level of training and effectiveness of social pedagogues. During the research process, the classification method was used to group the data and identify the main categories and factors that influence the level of students' training and the

effectiveness of their pedagogical activity. Classification allowed structuring the information and identifying the key aspects of the research.

A comparative analysis was conducted to determine the compliance of educational programmes and standards with the requirements of the professional environment. The content of educational courses and training programmes was compared with the actual requirements and needs identified during interviews with professionals. Synthesis and deduction methods were used to develop general patterns and conclusions about the importance of certain skills, knowledge and qualities for the successful work of social pedagogues. The research used system analysis to explore the links and interactions between various factors that influence the level of students' training and their effectiveness in pedagogical activities. The system analysis was used to identify the relationships between academic performance, motivation of future social pedagogues and the quality of the learning process, and their impact on the final professional performance of social pedagogues.

Results

Social pedagogy is a scientific discipline that is concerned with the research and practical application of pedagogical principles and methods in working with people in difficult life situations. It focuses on helping and supporting individuals who face social, emotional, behavioural or developmental problems. Social pedagogy is based on the principles of humanism and social justice. It seeks to establish an environment in which each individual can develop their potential and well-being. The purpose of social pedagogy is to develop the self-awareness, self-determination and social competence [9].

Social pedagogues work in various fields such as social services, education, health care and juvenile justice. They provide individual and group work to help people overcome difficulties, develop social skills, increase self-efficacy and achieve personal purposes [10]. Key tasks of a social pedagogue include identifying social groups' needs, developing individual support programmes, organising social pedagogical activities, counselling and coaching. In addition, social pedagogues actively collaborate with other professionals, including psychologists, social workers and medical staff, to achieve an integrated approach to working with social groups [11]. Ethical principles and professional standards are important aspects of social pedagogy [12]. Social pedagogues must honour the principles of confidentiality, respect for autonomy and non-violence. They must also continually develop their professional skills and knowledge through continuous learning and reflection.

In this research, designed to assess the level of training of future social pedagogues and explore its relationship to the effectiveness of the pedagogical activity, it is important to consider the basic concepts and principles of social pedagogy, as they are the foundation for understanding the role and functions of social pedagogues in professional practice. In Kazakhstan, social pedagogues are trained in higher education institutions and colleges that offer specialised education programmes. One important aspect of social pedagogue training is practical training. Future social pedagogues can undergo practical training in

specialised institutions such as boarding schools, rehabilitation centres, social assistance centres and other organisations, where they can gain practical experience working with children and apply their knowledge in real-life settings.

Training programmes for social pedagogues in Kazakhstan are intended to develop key competencies that are essential for successful practice in this field. These include: interaction and communication skills with children, the ability to adapt to different social and cultural contexts, an understanding of basic social work principles and methods, the ability to analyse and assess situations, empathy, tolerance and effective use of resources. In addition to basic training, social pedagogues can take additional courses and trainings to expand their knowledge and skills. Professional certification programmes and seminars are offered in Kazakhstan to help social pedagogues improve their qualifications and follow modern requirements in the field of social pedagogy. The most important aspect of social pedagogy training for this research is the aspect of educational plans and programmes. Educational plans and programmes for training social pedagogues in Kazakhstan are comprehensive and include a variety of disciplines that provide in-depth study of theoretical and practical aspects of social pedagogy. These programmes are designed to comply with the current challenges and requirements of the profession, providing future social pedagogues with the necessary knowledge and skills for a successful career in social pedagogy.

As part of their curricula, future social pedagogues are introduced to such disciplines as social pedagogy, psychology, and sociology, which allows them to gain a deep understanding of the basic principles and theories underlying social work. Exploring the specifics of working with different target groups helps future social pedagogues develop unique approaches and methods of interaction with each of them. Educational programmes focus on the practical training of future social educators, during which they study law and ethics to learn how to work according to legislation and professional standards [13]. Crisis management techniques, organisation of social pedagogical work and other subjects help future social pedagogues acquire practical skills needed to work effectively in difficult situations. Educational plans and programmes for the training of social pedagogues in Kazakhstan represent an educational system that contributes to the development of competent and qualified specialists. A wide range of disciplines and practical orientation provide in-depth and comprehensive training and prepare future social pedagogues to meet the complex social tasks and challenges of their future professional life.

In addition to the main aspects of training social pedagogues, several other features should be noted in the context of social pedagogy in Kazakhstan:

1. Multicultural environment. Kazakhstan is a multinational state with a diverse cultural environment. Training of social pedagogues in Kazakhstan considers this feature, paying attention to the development of intercultural competencies and the ability to work with different socio-cultural groups.
2. Development of a professional network. There are communities in Kazakhstan that bring together social

pedagogues and social work professionals. These communities play an important role in developing the professional network, exchanging experience and promoting standards of professional practice [14].

3. Adaptation to the changing social situation. Due to the rapid social changes and challenges facing society, the training of social pedagogues in Kazakhstan pays attention to the issue of adaptation to new social conditions and challenges and includes the study of topical issues such as migration, domestic violence, addictions and other social phenomena.
4. Co-operation with other professionals. Coordination and cooperation with other professionals such as social workers, psychologists, medical staff and other professionals is important in the work of a social pedagogue in Kazakhstan. The training of social pedagogues focuses on developing skills to work in interdisciplinary teams and understanding the principles of collaborative working.

The training of social pedagogues in Kazakhstan is focused on the development of professionals who can work effectively with people in difficult life situations. There are several approaches to determining the effectiveness of pedagogical activity. One of them is the achievement of the set educational purposes and learning outcomes of students. In this case, the result can be expressed in the form of the level of knowledge, skills, and competencies achieved by students. Another approach is related to the overall satisfaction of students and their parents/guardians with the relationship with teachers and learning outcomes [15].

The effectiveness of teaching activities can be influenced by various factors:

1. A teacher's competence in professional knowledge, teaching methods, pedagogical design and using assessment methods can have a significant impact on their effectiveness. A high level of training and skills of an educator contributes to more effective learning and the achievement of desired outcomes.
2. Different teaching approaches and methods, such as active learning, problem-based learning, and collaborative learning, can influence the effectiveness of pedagogical activities. The adaptation of methods to the characteristics of students and the learning context can increase the effectiveness of the educational process.
3. The quality of interaction between teacher and students plays a significant role in the effectiveness of pedagogical activities. Mutual understanding, support, encouragement of active participation and emotional support contribute to more productive learning.
4. Establishing a favourable and supportive social-emotional atmosphere in the classroom or educational environment can have an impact on the effectiveness of teaching. Respectful attitudes, trust, teamwork and the promotion of social adjustment can have a significant impact on students' success in learning.
5. Pedagogy based on continuous reflection and the development of professional skills can be more effective. Pedagogical reflection allows educators to analyse their methods, adjust their practice and strive to improve learning outcomes.

This research considered these factors and approaches in defining and measuring educators' effectiveness, thus identifying key aspects of social pedagogy training that can significantly influence their effectiveness in pedagogy in the empirical part of the work.

Table 1 summarises the results of the survey of future social pedagogues according to the developed questionnaire.

Table 1. Academic performance and factors influencing the learning process of social pedagogy students

Question	Average score/response
Average academic grade for the last academic period	84
Self-assessment of academic effectiveness	3.8
Self-assessment of motivation to learn	4
Assessing the significance of learning achievements	4.3
Assessment of self-organisation and planning	4.1
Factors affecting academic performance	Teaching quality – 43% Personal motivation – 39% Level of support from teachers – 31% Level of preparation of training materials – 28% Quality of teaching material – 24% Stress level – 14% Other – 12%
The most effective strategies for academic success	Organising timetables and time management. Regular repetition and consolidation of material. Co-operation with other students. Active participation in the learning process. Using a variety of educational resources.

Note: average academic grade is presented on a 100-point scale.

Source: compiled by the authors.

Table 1 presents the results of the survey of social pedagogy students, in which they evaluated various aspects of their academic performance. The average academic score for the last academic period indicates a fairly high level of academic performance of future social pedagogues. Self-assessment of academic performance and motivation to learn demonstrated positive results, indicating that future social pedagogues assess their abilities and interest in academic activities at a sufficiently high level. The assessment of the importance of academic achievement among future social pedagogues is quite high, indicating that they strive for academic success and recognise the significance of academic achievement for their future professional development. When considering the factors influencing academic achievement, notably, the quality of teaching and personal motivation occupy an essential place. The majority of future social pedagogues identified these factors as the most significant. The level of support from teachers and the preparation of teaching materials have a significant impact on the academic

performance of future social pedagogues. When considering strategies for academic success, notably, future social educators emphasise organising their time and planning, actively participating in the learning process, and collaborating with other students. It indicates that future social pedagogues strive to use a variety of methods to achieve academic success.

Table 2 presents the results of interviews with 20 specialists on various aspects of social pedagogy. Percentages reflect the frequency of mentioning each aspect in the interviewees' answers.

Table 2. Results of interviews with social pedagogues regarding the skills and qualities necessary for effective work

Social pedagogy aspects	Percentage of mentions
Key skills and attributes	
Effective communication with children and young people	85%
In-depth knowledge of psychology and social work	75%
Ability to develop individualised support plans	70%
Knowledge of child and adolescent psychology	60%
Knowledge of social issues and methods of working with social groups	65%
Key personality traits	
Patience	80%
Empathy	90%
Tolerance	70%
Listening skills	75%
Willingness to change	60%
Methods and approaches	
Personalised approach	70%
Creative and playful methods	75%
Working with families	60%
Difficulties and challenges	
Working with troubled families	85%
Insufficient funding	60%
Limited co-operation with other social services	70%
Recommendations	
Organisation of regular activities for future social pedagogues and specialists	75%
Using digital technology and online resources	80%
Continuous professional development and training	90%
Improved coordination and communication between organisations	65%
Increasing the practical component of training	75%
Establishing mentoring programmes and practical support for future social pedagogues	70%
Development of new educational resources	60%
Increased public awareness of social pedagogy	80%

Source: compiled by the authors.

The survey of professionals identified that essential skills for successful work in social pedagogy are effective communication with children and adolescents, in-depth

knowledge of psychology and social work, and the ability to develop individualised support plans. Regarding knowledge and specific knowledge considered critical for effective work, the majority of interviewees emphasised the significance of knowing child and adolescent psychology, methods of working with various social groups. Important personality traits that professionals considered essential to the profession were patience, empathy, tolerance, listening skills, and a willingness to change. The interviewed professionals noted that the most effective and successful methods and approaches are the individual approach, creative and playful methods, and working with families. As for the challenges and difficulties encountered in working in the field of social pedagogy, the majority of interviewees highlighted difficulties in working with troubled families, insufficient funding and limited cooperation with other social services.

The interviewed specialists suggested improving interaction between educational institutions and social pedagogy practitioners through the organisation of regular events, such as seminars and master classes, which would allow future social pedagogues to exchange experience with specialists and receive advice and recommendations for successful adaptation to professional activities. When asked about modern methods and tools that specialists recommend to improve the effectiveness of pedagogical activities, many of them mentioned using digital technologies and online resources to establish interactive lessons and interaction with students. The interviewed specialists emphasised the importance of continuous professional development and training for successful work in the field of social pedagogy. They recommended participation in seminars, trainings and courses that would help to develop new skills and update their knowledge. In terms of collaboration with other professionals and social services, many interviewees noted the need for better coordination and communication between different organisations to better address complex social groups' problems.

When asked about possible changes in educational programmes for better training of future social pedagogues, many experts suggested increasing the practical component of training, paying more attention to working with social groups and teaching future social pedagogues to adapt to different situations in practice. Regarding support and guidance for future social pedagogues during their training and the beginning of their professional careers, many experts considered it important to establish mentoring programmes and provide practical assistance in the implementation of educational and career purposes. When asked about the need for the development of new educational resources for the training of social pedagogues, many respondents highlighted the importance of establishing platforms for exchanging experiences and best practices and developing training materials to meet the current challenges and requirements of the profession. An important point highlighted by the professionals interviewed was the need to improve public awareness of social pedagogy and its role in education.

This analysis provides valuable information about the correspondence between the level of training of future social pedagogues of social pedagogy and their effectiveness in pedagogical activity. From the survey of

future social pedagogues, a conclusion can be made that they have high academic efficiency, which is confirmed by the average score for the last academic period (84 out of 100). In addition, future social pedagogues assessed their motivation for learning activities at the level of 4 out of 5, which indicates a high degree of interest in learning and achieving success. Interviews with social pedagogues demonstrated that existing requirements and expectations for specialists include such key skills and competencies as the ability to communicate effectively with children, knowledge of psychology, the ability to work with different target groups and the ability to apply knowledge in practice. In addition, specialists stressed the significance of organising schedules and time planning, regular repetition of material, cooperation with colleagues and active participation in the learning process.

The analysis of educational plans and programmes for training social pedagogues in Kazakhstani educational institutions demonstrated that they provide extensive knowledge and skills that meet the requirements of professional activity. Programmes include a variety of disciplines such as social pedagogy, psychology, and sociology, which help students gain a comprehensive education and understanding of social work principles. Comparing the results of the survey of future social pedagogues, interviews with specialists and information about educational plans and programmes, it can be concluded that educational programmes for training social pedagogues in Kazakhstan successfully meet the needs and expectations of professionals in the field, but some aspects could be improved to even more effectively train future specialists.

To improve the effectiveness of social pedagogues' pedagogical practice, opportunities for more extensive practical experience should be provided. Practice and work with social groups will help social pedagogues to be more confident in applying social pedagogy methods and better understand the needs of social groups. Particular attention should be devoted to improving the level of education and quality of professional training of social pedagogues. In-depth knowledge of social pedagogy, teaching methods and psychology will help educators to achieve better results in their work. Empathy, tolerance, effective communication behaviour and the ability to work with diverse groups of people are essential aspects of successful social pedagogy. It is recommended to pay attention to the development of these personal qualities in future social pedagogues in the learning process.

It is important to keep future social pedagogues highly motivated to work in the field of social pedagogy. Organising activities and programmes that promote dedication to helping people and professional development will help to increase the effectiveness of social pedagogues' pedagogical activities. To ensure optimal performance of social pedagogues, factors such as management support, availability of resources and cooperation with other professionals should be addressed. Establishing a favourable working environment will help to stimulate pedagogical activities and improve their effectiveness. It is important to systematically monitor and evaluate the pedagogical effectiveness of social pedagogues. It will help to identify successful practices and aspects that need to be improved to further improve

educational programmes. The implementation of these recommendations in the educational programmes for social pedagogues will contribute to the improvement of their training and, consequently, the effectiveness of their pedagogical activities in the social environment. These measures will help to train effective professionals who can work with different social groups and solve their problems in a qualitative and empathic manner.

Discussion

The relationship between education and social pedagogy has been explored by P. Moss and P. Petrie [16]. The authors explored the nature and nature of the interaction between the two fields to identify key aspects that unite or differentiate them. The study analysed the role of social pedagogy in the context of educational practices, considering what approaches, methods and values of social pedagogy can be applied to the educational field. In addition, the authors of the article considered how educational practices influence the development of social pedagogues and their training, and what positive effects may arise from this relationship. Similar to the authors' study, the research focused on the impact of educational practices on the development of future social pedagogues: both analyse the role of social pedagogy in the context of educational practices, including the possibilities of applying the methods, approaches and values of social pedagogy in education. Nevertheless, this research explored in more depth and practice how specific methods of training social pedagogues influence their professional skills and success in the pedagogical field.

The work of R. Braslauskienė et al. [17] examined the development of social-emotional competencies in the process of training future teachers. The authors of the study surveyed students – future teachers – and explored their opinions on the importance of social-emotional competencies in the role of a teacher. In the course of the research, the authors found that future social pedagogues recognise the significance of developing such competencies and have a positive attitude towards the inclusion of these aspects in the educational programmes and training practices of future teachers. The work concluded that it is necessary to improve educational programmes and practices to better develop the social-emotional competencies of future teachers. In addition, the conducted research focused on the development of socio-emotional competencies in social pedagogy students. Both studies confirmed the importance of these competencies for future teachers, which allowed stating that the development of socio-emotional competencies is a relevant and important task in educational programmes for future teachers.

The research by R. Maussumbayev et al. [18] explored the impact of digital technologies on the development of research competencies in future social pedagogues. The authors examined the role of digital tools and methods in improving the research skills of future social educators studying social pedagogy, and the digital resources and technologies used for research, including data analysis software, online surveys and digital libraries. The work highlighted the potential benefits and barriers associated with integrating digital technologies into the research process for future social pedagogues studying social

pedagogy. As a result of the research, the researchers provided recommendations to utilise digital technology as a method of improving research competencies to enable future social pedagogues to be more effective and innovative in their research practice.

The reviewed and conducted studies have the common purpose of improving the training of future professionals. However, they differ in their areas of focus. The work of the researchers focused on the role of digital technologies in the development of social pedagogy students' research competencies, while the conducted research focused on determining the relationship between the level of training of future social pedagogues and their success in professional practice. Both studies highlight the importance of innovation in education: through the potential benefits of digital technologies for developing research skills in future social pedagogues or modern teaching methods, using new pedagogical approaches and improving educational programmes to optimise the training of social pedagogues, which confirms the need to integrate digital technologies and innovation in the educational process.

A systematic review of research on digital competencies for teacher professional development was conducted by J.M. Fernández-Batanero et al. [19]. The authors analysed various studies focusing on the role and relevance of digital competencies in teacher professional development and identified areas of potential development where digital competencies can enhance teachers' professional development. These include: effective teaching methods, better interaction with students and using innovative educational resources. The results of the review emphasise the significance of developing teachers' digital competencies in their professional learning and suggest that teachers with well-developed digital skills become more successful and competent teachers in today's digital educational context. Comparing the results of the conducted research with the work of the mentioned authors, it can be observed that both studies emphasised the importance of developing specific skills and competencies for successful teaching activity. The work identified a link between the level of training of social pedagogy students and their effectiveness in professional work, while the authors of the reviewed study focused on the role of digital competencies in the professional development of teachers. Thus, both studies recognised the significance of competence development in enhancing professionalism in education.

To explore such aspect of education as the relationship between teachers' pedagogical competence and students' academic achievement, researchers Y. Sudargini and A. Purwanto [20] analysed the level of teachers' pedagogical competence and, as a result, identified the key aspects and skills that are most important for the successful training of future social pedagogues. The following pedagogical approaches were identified as the most effective: active learning, collaborative learning, interactive lessons, use of technology, and project-based learning. In addition, the research examined key teacher skills that contribute to improving the learning outcomes of future social pedagogues, such as effective classroom management, student motivation, personalised learning, assessment and feedback. This research confirms the significance of

specific pedagogical approaches to improve the academic performance of future social educators, and effective teaching methods such as active learning, cooperative learning, and interactive lessons, and the significance of using technology in the educational process. In addition, both studies identified key teacher skills that contribute to improving the learning outcomes of future social pedagogues, such as effective classroom management, student motivation, personalised learning and assessment.

Research by C. Kedraka and C. Kaltsidis [21] was designed to analyse the extensive effects that the COVID-19 pandemic has had on the learning process in universities. The authors of the research focused on the experiences of future social pedagogues to better understand the impact of these changes on the educational environment and the quality of education. The research covered many aspects of university pedagogy, including the transition to distance learning, using online platforms and technologies, changes in course structure and class organisation, and changes in the interaction between lecturers and future social pedagogues. By analysing the experiences of future social educators, the authors developed a deeper understanding of the difficulties and challenges faced by future social educators during the pandemic and described successful strategies and approaches to improve the current situation and enhance the quality of education. In contrast to the research conducted, which focused on the professional preparation of educators, the authors' study covered various aspects of university pedagogy, such as the transition to distance learning, using online platforms and technologies, changes in course structure and class organisation. Both studies, however, highlighted the significance of adapting educational processes and emphasised the significance of developing successful strategies to ensure high-quality education in crisis conditions.

The reviewed studies confirm the significance of high-quality and focused teacher training and the need to apply innovative methods and technologies in the educational environment for effective student learning and development.

Conclusions

This research was designed to explore the relationship between the level of training of future social pedagogues and the effectiveness of pedagogical activity of social pedagogues in Kazakhstan and identified that there is a significant correlation between educational preparation and success in the professional activity of pedagogues. The results of surveys and interviews demonstrated that future social pedagogues of social pedagogy for the most part have a satisfactory level of knowledge and skills, which favourably influences their success in future pedagogical practice. In addition, the analysis identified that extensive practical experience and quality professional training of future social pedagogues contribute to their effectiveness in working with social groups and solving their problems. However, on the background of positive results, aspects that require additional attention and development were

identified. Future social pedagogues indicated the need to improve educational programmes and materials to provide a deeper understanding of social problems and improve practical skills, and update and conform to modern challenges and trends in social work. Curricula should be more flexible and able to adapt to changes in society and the needs of future social pedagogues.

An essential factor influencing the success of future social pedagogues is the quality of teaching. The research identified that using innovative methods and technologies in the teaching process contributes to more effective learning and development of students. The research had the purpose of assessing the level of training of future social pedagogues and its relationship with the effectiveness of pedagogical activity. The work exposed information about what pedagogical approaches and qualities have the greatest impact on the effectiveness of social pedagogues. Analysing the results of surveys and interviews with experienced professionals identified several successful practices that contribute to more effective pedagogy: teaching future social pedagogues through active and collaborative learning proved to be an important factor in the success of social pedagogues. Using interactive lessons and technologies proved to be important. These approaches allow future social pedagogues to actively participate in the educational process, and exchange experiences and ideas, which contributes to deeper learning of the material and development of practical skills.

The development of personal qualities is an important aspect of improving the effectiveness of future social pedagogues. The significance of empathy, tolerance and communication skills is supported by the research findings. Educational programmes should include instruction in emotional literacy, interpersonal relationships, and the development of intercultural competencies, thus, enabling students to interact effectively with diverse social groups and create a supportive educational environment. Based on these findings, it can be concluded that successful pedagogical approaches and qualities play a key role in developing highly qualified social educators. However, to further improve the quality of social pedagogy education and training, further research needs to pay attention to some additional aspects, such as the development of educational programmes oriented towards modern technological challenges and needs of society. This will enable graduates to be more competent and successful in their professional activities and ensure quality and responsible training of social pedagogues who can successfully cope with the challenges and demands of social work.

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Conflict of Interest

The authors have no conflict of interests to disclose.

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Наукові основи оцінювання готовності майбутнього соціального педагога до педагогічної діяльності

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Анотація

Актуальність. Актуальність дослідження зумовлена необхідністю оцінки відповідності програм підготовки соціальних педагогів Казахстану сучасним професійним викликам.

Мета. Дане дослідження покликане виявити зміст освітніх програм та виявити взаємозв'язок між рівнем підготовки майбутніх соціальних педагогів та їхньою ефективністю у педагогічній діяльності.

Методологія. Провідним методом дослідження даної проблеми було опитування та інтерв'ю. Крім того, були використані такі методи: системний аналіз, логічний аналіз, метод порівняння, синтезу, дедукції та класифікації.

Результати. У дослідженні представлені теоретичні основи, які розкривають сутність і значення соціальної педагогіки для сучасного суспільства. У ньому подано відомості про підготовку соціальних педагогів в Казахстані та описано найважливіші аспекти підготовки студентів даної спеціальності. Також розкриваються особливості роботи соціальних педагогів у Казахстані, включаючи мультикультурне середовище, розвиток професійної мережі, адаптацію до мінливих соціальних ситуацій та співпрацю з іншими професіоналами. Крім того, у дослідженні визначено та обґрунтовано різні підходи до визначення професії.

Висновки. Дослідження виявило дійсні погляди, думки та досвіди студентів соціальної педагогіки, а також отримало цінні відгуки досвідчених фахівців у цій галузі. Матеріали дослідження можуть бути використані для вдосконалення освітніх програм навчальних закладів Казахстану, що здійснюють підготовку фахівців у галузі соціальної педагогіки.

Ключові слова: якість вищої освіти; професійні компетенції; дидактика; інноваційні методи навчання; актуалізація освіти; освітні програми.