

Людинознавчі студії. Серія «Педагогіка»
Human studies. Series of «Pedagogy»
8/40 (2019), 131–145

*Optimization of cooperation between social work specialists
and pedagogues of pre-school educational establishments*

<https://doi.org/10.24919/2413-2039.8/40.164417>

ПЕРХАЙЛО Неля – кандидат педагогічних наук, старший викладач кафедри соціальної педагогіки і соціальної роботи, ДВНЗ «Переяслав-Хмельницький ДПУ ім. Григорія Сковороди», вул. Сухомлинського, 30, Переяслав-Хмельницький, 08400, Україна

PERKHAILO Nelia – Candidate of Pedagogical Sciences, Senior Lecture of the Social Pedagogy and Social Work Department, Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University, Sukhomlynskyi Str., 30, Pereiaslav-Khmelnytskyi, 08400, Ukraine

E-mail address: ne-la@ukr.net

ORCID: <http://orcid.org/0000-0002-3332-6256>

ResearcherID: <http://www.researcherid.com/rid/C-2384-2019>

РОЖКО-ПАВЛИШИН Тетяна – кандидат педагогічних наук, викладач кафедри педагогіки і методики початкової та дошкільної освіти, Тернопільський національний педагогічний університет імені Володимира Гнатюка, вул. Максима Кривоноса, 2, Тернопіль, 246027, Україна

ROZHKO-PAVLYSHYN Tetiana – Candidate of Pedagogical Sciences, Lecture of the Pedagogy and Methods of Primary and Pre-school Education, Ternopil Volodymyr Hnatyuk National Pedagogical University, Maksym Kryvonos Str., 2, Ternopil, 246027, Ukraine

E-mail address: tana.rzhk@gmail.com

ORCID: <http://orcid.org/0000-0003-2781-5982>

ResearcherID: <http://www.researcherid.com/rid/C-2370-2019>

Бібліографічний опис статті: Перхайло, Н., & Рожко-Павлишин, Т. (2019). Optimization of cooperation between social work specialists and pedagogues of pre-school educational establishments. *Людинознавчі студії. Серія «Педагогіка»*, 8/40, 131–145. doi: 10.24919/2413-2039.8/40.164417.

To cite this article: Perkhailo, N., & Rozhko-Pavlyshyn, T. (2019). Optimization of cooperation between social work specialists and pedagogues of pre-school educational establishments. *Liudynoznavchi studii. Seriiia «Pedahohika» – Human Studies. Series of «Pedagogy»*, 8/40, 131–145. doi: 10.24919/2413-2039.8/40.164417.

Історія статті

Одержано: 10 листопада 2018

Прорецензовано: 10 січня 2019

Подано до редакції: 18 лютого 2019

Доступ он-лайн: 22 квітня 2019

Article history

Received: November 10, 2018

Received in revised form: January 10, 2019

Accepted: February 18, 2019

Available online: April 22, 2019

Journal homepage:

<http://lssp.dspu.edu.ua/>

p-ISSN 2313-2094

e-ISSN 2413-2039

© 2019 The Authors. *Human studies. Series of «Pedagogy»* published by Drohobych Ivan Franko State Pedagogical University & Open Journal Systems. This is an open access article under the CC BY-NC-SA 4.0 license (<http://creativecommons.org/licenses/by-nc-sa/4.0/>).

УДК 36-051:373.2.011.3-051

ОПТИМІЗАЦІЯ СПІВПРАЦІ ФАХІВЦІВ ІЗ СОЦІАЛЬНОЇ РОБОТИ ТА ВИХОВАТЕЛІВ ЗАКЛАДІВ ДОШКІЛЬНОЇ ОСВІТИ

З огляду на необхідність змістово-технологічного оновлення системи соціальної роботи, яка має відповідати викликам часу, запитам соціуму, виникає потреба в пошуку шляхів її оптимізації, зокрема, на етапі первинної соціалізації молодого покоління – у закладах дошкільної освіти.

Пропонована стаття присвячена актуальній нині проблемі налагодження партнерської взаємодії, конструктивної професійної комунікації педагогів закладів дошкільної освіти та фахівців із соціальної роботи у формуванні всебічно розвиненого, соціально захищеного дошкільника, покращення співпраці з батьками вихованців, попередження професійного вигорання працівників тощо.

Наведено результати вивчення практики реальної співпраці педагогів закладів дошкільної освіти в процесі соціального виховання дітей, соціально-педагогічної роботи з батьками вихованців, встановлено типові недоліки та труднощі в діяльності фахівців названої сфери: відсутність соціальних педагогів у штаті дошкільних закладів, недостатність наявних у них ресурсів, обмеженість використовуваних стереотипних форм і методів, слабкий зв'язок із працівниками соціальних служб тощо.

Висвітлені причини й наслідки зниження виховного потенціалу сім'ї, якості спілкування в ній, пов'язані з недостатнім рівнем соціального досвіду батьків, їхньої комунікативної культури, неготовністю до конструктивного діалогу з педагогами та фахівцями соціальної сфери.

Автори визначили умови оптимізації співпраці фахівців із соціальної роботи та педагогів закладів дошкільної освіти, що передбачають обов'язкове введення до штатного розпису дошкільних закладів посади соціального педагога; формування в педагогічних і соціальних фахівців позитивної мотивації до співпраці й ефективного професійного спілкування; підготовка майбутніх фахівців (вихователів та соціальних працівників) до соціального партнерства; урізноманітнення технологій такої співпраці.

Логіка якісного перетворення професійної співпраці педагогів закладів дошкільної освіти та фахівців із соціальної роботи передбачає цілісне переосмислення змісту та способів їхньої діяльності: від мотивації, усвідомленої потреби у такій взаємодії – до оволодіння відповідними інструментами, алгоритмом дій та творчого їх використання, що передусім повинно забезпечуватися в процесі професійної підготовки майбутніх фахівців, а безперервно вдосконалюватися – шляхом саморозвитку працівників.

У публікації окреслені перспективи вирішення проблеми вдосконалення взаємодії фахівців у напрямі соціалізації дітей дошкільного віку, взаємодії, координації зусиль суб'єктів соціального впливу, власного професійного розвитку. Розкриті особливості найбільш продуктивного освітнього дискурсу, що об'єднує й підсилює можливості інноваційного, інтегрованого, контекстно-го, активного навчання.

Ключові слова: вихователь; фахівець із соціальної роботи; заклад дошкільної освіти; соціальне партнерство; професійне спілкування; умови оптимізації співпраці фахівців.

OPTIMIZATION OF COOPERATION BETWEEN SOCIAL WORK SPECIALISTS AND PEDAGOGES OF PRE-SCHOOL EDUCATIONAL ESTABLISHMENTS

Considering the need for a substantive and technological upgrade of the social work system, which should meet the challenges of the time, to the demands of society, there is a need to find ways for its optimization, in particular, at the stage of primary socialization of the younger generation – in pre-school establishments.

The proposed article elucidates the current problem of establishing a partnership, constructive professional communication between teachers of pre-school establishments and specialists in social work in the formation of a fully-developed, socially-protected pre-school child, improving cooperation with parents, preventing professional burnout of workers, etc.

It presents the results of study of the existing cooperation between teachers of pre-school establishments in the process of social upbringing of children, social-pedagogical work with their parents; identifies typical drawbacks and difficulties in the activity of specialists of the mentioned sphere: lack of social pedagogues on the staff of pre-school institutions as well as resources available to them, limited nature of the stereotyped forms and methods used, weak link with social workers, etc.

The reasons and consequences of reducing the educational potential of the family, the quality of communication in it, are related to the inadequate level of social experience of parents, their communicative culture; lack of readiness for a constructive dialogue with teachers and specialists in the social sphere. The authors determined the conditions for optimizing cooperation between social work specialists and teachers of pre-school establishments, which requires introduction of a social teacher's position in the pre-school establishments; formation of positive motivation for cooperation and effective professional communication in the pedagogical and social specialists; preparation of future specialists (educators and social workers) for social partnership; diversification of technologies for such cooperation.

The logic of qualitative transformation of professional cooperation between teachers of pre-school establishments and specialists in social work involves a holistic rethinking of the content and methods of their work: from the motivation, the conscious need for such interaction – to mastering the relevant tools, algorithm of activities and their creative use, which must be first and foremost provided in the process the professional training of future specialists; and continuous improvement – through the self-development of employees.

The publication outlines the perspectives of solving the problem of improving the interaction of specialists in the direction of socialization of children of pre-school age, interaction, coordinating efforts of subjects of social influence, personal professional development. It reveals features of the most productive educational discourse that unites and strengthens the possibilities of innovative, integrated, contextual, active learning.

Key words: *educator; specialist in social work; pre-school establishment; social partnership; professional communication; conditions for optimization of cooperation of specialists.*

Acknowledgments. Sincere thanks to pedagogues of pre-school educational establishments and social work specialists in the cities of Pereyaslav-Khmelnysky and Ternopil, Pereyaslav-Khmelnysky and Ternopil districts.

Funding. The authors received no financial support for the research, authorship, and/or publication of this article.

No potential conflict of interest was reported by the authors.

Introduction

Among the topical issues of a number of socio-economic sciences, the problem of proper upbringing of the younger generation, the formation of a conscious, socially-active, fully-developed personality occupies a prominent place. In practice, these tasks are implemented by a number of social institutions – the family, institutions of education and culture, social services, public organizations, etc. However, as convinced by experience, their goals and methods often differ significantly. Moreover, due to the inconsistency of positions they sometimes even contradict, for example, in seeing ways of juvenile development, shifting each other's responsibility for problems in raising children, etc.

The outlined tendencies are intensified by complex social processes associated with economic, cultural and spiritual crises, thus increasing the number of material-domestic problems caused by impoverishment and war, decline of the intellectual potential of the nation, its outflow abroad, low social activity of citizens, etc. In this context, a special attention needs to be given to raising children of pre-school age as the most vulnerable stratum, to timely and comprehensive solution of their problems at the stage of pre-school establishments.

A detailed study of these issues involves changing the methodological approaches, going beyond the traditional boundaries of a particular branch, own theories, models and methods of which do not meet today's practical purposes any more (Halian, 2018, p. 106). That is, there is a need to highlight the issue of establishing a partner cooperation, coordinating the efforts of the entities involved in ensuring the optimal conditions for harmonious development, education, social protection of preschoolers – families, educators of health centers and specialists in social work.

Analysis of recent research. Today, changing the vector of scientific research in the field of pre-school education is linked with: update conceptual approaches, content of pre-school education; education on the basis of personality-oriented pedagogy; the formation of life skills of pre-schoolers, responsibility, independence, partnership.

Research on theoretical substantiation and practical solution of the problem of socialization of a child in a pre-school institution, updating the needs of integration of the efforts of specialists of various spheres – pedagogy, psychology, philo-

sophy, sociology, physiology – is a special place in the scientific work. Modern studies open up the prospect for creating synthetic, complex approaches, theories and concepts (Frodeman, Klein, & Mitcham, 2010), in a single focus dwelling on education and personal development, transforming pedagogy into poly-paradigm science (Snopkova, 2015, p. 112).

In the context of social discourse, the phenomenon of child upbringing is comprehended by the authors of the works on the peculiarities of social and pedagogical activity in pre-school institutions (T. Alekseenko, O. Bezpalko, and others); theoretical and practical principles of socialization of pre-school children (T. Ponimanska, I. Rogalska-Yablonska, etc.); the preparation of future educators for the socialization of children (N. Havrysh, N. Sayko, etc.), social-pedagogical work with orphans (S. Kurin), etc. However, the wide range of problems studied still leaves out the issue of partnership between Pre-school Education Institution (PEI) educators and social work specialists. An interdisciplinary approach to analyzing the pedagogical reality of pre-school education extends the boundaries of knowing the essence of cooperation between different professionals – educators and social workers (Halian, 2018).

The purpose of the article is to determine the conditions for optimizing the cooperation of specialists in social work and teachers of pre-school establishments.

Presentation of the main research material. Modernization of pre-school education as the first stage of the formation of a child's personality, a powerful institute of its socialization, becomes of great significance today. This is evidenced by a number of normative and legal documents, among them: the National Strategy for the Development of Education in Ukraine for the period up to 2021, the State Target Social Program for the Development of Pre-school Education for the Period until 2017, the National Program for the Education of Children and Students in Ukraine, the Laws «On education» and «On pre-school education» (Art. 7), updated basic component of pre-school education, etc. According to them, the institution of pre-school education is responsible for increasing the children's status in society, protecting their interests, realizing needs and requests, preparing for functioning in society, adapting to its conditions, developing resistance to negative factors – formation of the principles of social competence of the juveniles. The task of pre-school children's socialization integrates into a holistic complex the various activities of the PEI, among them: preservation and strengthening of the physical, mental and spiritual health of the child; the respect for the national traditions and customs, the language (state, regional, minority languages), national values, self-conscious attitude, environment and environment; formation of the child's personality, development of their creative abilities, acquisition of their social experience; ensuring social adaptation and readiness to continue education; implementation of social-pedagogical patronage of a family, etc. («Zakon Ukrainy», 2018).

A prerequisite for the successful self-realization of the personality in life is readiness for productive communication. V. Pomyliuko defines this quality as a social and communicative competence, that is, the ability to relate one's own aspirations with the interests of other people and social groups through the establishment of

partnerships and effective communication within the framework of socially-acceptable behavior (Pomyliuko, 2017, p. 179). A. Koch notes that children in pre-school establishments are faced with adult rules and norms to create a status of peer group and at the same time they seek to form a social identity and maintain a positive relationship with their mentors. A child, who manages to balance the expectations of adults and their peers, feels happiness and comfort surrounded by others (Koch, 2018).

According to I. Lutsenko, in a pre-school institution it is necessary to form children's skills of productive communicative interaction, which is realized through spatial, emotional, speech and interactive contacts. For this purpose, educators should be able to organize communication with the child in the format «Equal to Equal»; satisfy its needs in the process of verbal and non-verbal (touching, stroking, caressing) interaction; to support emotional, empathic communication due to attention to the emotional state of the pupils, the influence on them, the awakening of confidence, openness, the exchange of positive emotions; to form skills to analyze and predict conditions, course, results of communication; it is advisable to change the motivational sphere of pre-school children, to involve them in joint speech and practical actions, collective activities, etc. (Lutsenko, 2012).

In such a way, the educator realizes socially necessary positions for children through a personality-oriented communication, such as understanding, recognition and acceptance. Upon mastering them each one of us learns how to interact with the environment, to function in society. In addition, scholars point out, that the formed knowledge and skills of preschoolers are subsequently transformed into such socially important characteristics as: the desire to communicate or avoid it, readiness for cooperation, mutual help, being open to people (Magnuson et al, 2016). In the absence of these qualities, the person is inclined to conflict, isolation, aggression, etc. In other words, with the help of a communicative component, not only the purpose, content and technological provision of pre-school education, but also its social role, to which every teacher should be ready, is expressed. As the effectiveness of the process of socialization of minors to a large extent depends on the child's social environment, it is necessary to establish productive interaction with the parents of the pupils, bringing together the efforts of various specialists and the family.

The family is the first and most important medium in which the child acquires vitality, primary social experience. Full-scale family upbringing is possible on the condition of the spouses' readiness for conscious paternity, the desire and opportunity to provide financial support for the child, a high educational potential of the family, the culture of communication, etc. This creates the necessary eco-social conditions for the development of a physically, mentally and spiritually healthy child, the atmosphere of emotional safety, love, mutual understanding, sensitivity, benevolence, attention and respect for the feelings of the children, creating personal and social responsibility.

However, the experience shows that not all families have a set of mentioned preconditions for successful upbringing, and, even if they had, most of them are still not able to fully realize their tasks. As a rule the reasons are: 1) lack of parents

readiness for this social role (lack of experience, in particular, family upbringing, life competence, low general, communicative, conflict resolution culture, etc.); 2) deviations in the health or behavior of parents, the presence of bad habits, immoral way of life, etc.; 3) unhealthy psychological atmosphere, conflicts, violence, indifference, etc.; 4) use of excessive severity towards a child (physical punishment, psychological pressure, grudging) or indulgence, impunity, «extra-care»; absence of unified requirements for raising a child, inconsistency in their implementation; 5) parents' unwillingness to overcome difficult life circumstances (loss of work, illness, material difficulty, etc.). It should be noted that paternal mistakes in the upbringing of children do not only have short-term consequences (insults, conflicts, alienation), but also long-term negative life prospects, changes in the emotional sphere, and social experiences of children.

The above mentioned confirms that pre-school education implies close cooperation with parents, and often – upbringing of the parents themselves, providing them with the necessary assistance in order to restore the social and educational potential of the family. One of the major tasks of the institution of pre-school education is to correct the negative effects of the environment of the child if any, especially the family, which may restrain the process of its socialization. We emphasize that it is not only about carrying out educational activities with parents, it is important to provide comprehensive assistance of various specialists for in-depth study of the situation in the family, comprehensive support of parents and children. It underlines the need for cooperation and coordination of the institution of pre-school education with the efforts of specialists from various fields: psychologist, social teacher, social work specialists.

To study the real state of the problem, a survey of practitioners of pre-school and social service institutions was conducted to identify difficulties and disadvantages in their joint activities. The survey was conducted among 56 educators of PEI and 47 social work specialists in the cities of Pereyaslav-Khmelnysky and Ternopil, Pereyaslav-Khmelnysky and Ternopil districts (Kyiv and Ternopil oblasts respectively).

Among the problems (other than educational) the educators face in their work, teachers of pre-school establishments named:

1) the aggravation of behavioral problems of children due to problems in the family, where the first place, according to educators, is psychological stress in the family (79 %), lack of proper parental care (63 %) material disadvantages (51 %), actual difficulties in the development of pre-school children (37 %);

2) lack of contact with parents (unwillingness to cooperate, concealment of problems, transfer of responsibility for the child to the institution of education, low communicative culture, etc.) – 84 %;

3) 86 % of respondents named improper support of social services specialists in solving social problems of the families of pupils (the exchange of information is the only form of interaction between services and PEI);

4) the indifference of the public to the problems of organized upbringing of children, their stay in the PEI till the moment of the maximum aggravation of the situation, occurrence of unpleasant precedents (46 %).

At the same time, as the poll showed, a significant part of the teachers of pre-school establishments did not know the functional duties of social pedagogues, identifying them with the tasks of the psychological service (38 %), as well as the directions of activity, the specialization of social services, their location in their city/district (49 %). In addition, we were unpleasantly surprised by the lack of awareness among many educators (76 %) of the social categories of children raised in their institutions. Therefore, the position of 82 % of teachers seemed logical, according to which the social work in the PEI should be organized and implemented personally by the head.

The questionnaire for social work specialists (employees of the services for children and family, centers for social services for the family, children and youth, social protection departments of the population, social educators working with/collaborating with the PEI, etc.) showed that: 1) the most complex social category in the work of social workers is the children of pre-school age, since they are not able to provide self-assistance, ask for help, truthfully, objectively tell about their problems (89 % of respondents); 2) the reason for many problems of preschoolers (emotional, cognitive, behavioral, communicative, etc.) is the problems in their families that are extrapolated to the child, inhibiting their upbringing, training, socialization in general (86 % of respondents); 3) the reason for belated occupational intervention by social workers in difficult living conditions of many families is often an untimely statement, inattention, inability of educators to detect in PEI disturbing symptoms of deviations, neglect, problems in the family, etc. (88 %); 4) 86 % of those polled believe that mandatory introduction of social pedagogues to the PEI staff and the systematic cooperation of teachers with social workers are especially urgent; 5) 67 % admit complications of social work in PEI, the reluctance of teachers and parents to talk sincerely about urgent problems to the relevant authorities and services; 6) 81 % of respondents think that the quality of work and motivation of social workers is significantly affected by the low prestige of the profession, the shifting of responsibility from parents or teachers to social workers.

Thus, the survey conducted allows to identify a number of difficult problems in the activities of pre-school institutions, which require active participation of social workers, namely: difficulties in communication between parents and children; non-readiness of parents and teachers for the upbringing of children with special (especially educational) needs; the growth of the number of single-parent families, the inability of parents (mainly mothers) to provide children with proper gender education (especially boys); an increase in the number of juveniles with deviations in behavior, children from families in difficult living conditions, where they are not well taken care of, suffer from conflicts between parents, material and domestic problems, are subjected to violence (physical, psychological, economic, etc.) that require

a special approach, live in families affected by war, temporarily relocated from occupied territories, with specific needs and problems, etc.

The above is proved by the lack of cooperation between PEI teachers and specialists in social work, which needs to be optimized by introducing a number of conditions, among which: 1) mandatory introduction of the position of social teacher on the PEI staff as a link between pupils, their parents and teachers, specialists from social work, society; 2) formation of a positive motivation for cooperation and effective professional communication in the pedagogical and social professionals; 3) preparation of future specialists (educators and social workers) for social partnership; 4) diversification of the forms and methods of such cooperation.

According to the Order of the Ministry of Education and Science of Ukraine dated November 4, 2010, No. 1055 «On Approval of Typical Staff Standards for Pre-school Educational Institutions», the position of a social teacher was introduced into the PEI staff from 01.09.2011. However, practice convinces that, for the sake of economy of money, heads of educational institutions are inclined to maintain only psychological service, the work of a psychologist, illegitimately trying to partially implement, but in fact, replace the functions of a social teacher. The position on the psychological service in the system of education of Ukraine (2018) clearly specifies the specific functional responsibilities of a social teacher, which is called in PEI: to identify interests, needs, abilities of gifted juveniles, difficulties and problems, deviations in the behavior of children; to form responsible behavior in preschoolers, to promote healthy way of life; to carry out social and pedagogical support of educational process, social and pedagogical patronage of socially unprotected categories of pupils; to coordinate the activity and interaction of all subjects of social education, democratic interactions in the pre-school and family environment; to protect the rights of children from all kinds and forms of violence; prevent conflicts during the educational process; the interaction of institutions of education, family and society in the upbringing of children, their adaptation to the conditions of the social environment, to provide advisory assistance to parents (legal representatives), etc. («Polozhennia», 2018).

In other words, the socio-pedagogical work in the PEI should include three components: educational (upbringing, education, development); psychological (support, correction, rehabilitation) and intermediary (coordination, informing and organization). Thus, a social teacher at a pre-school institution performs a number of professional roles: «An intermediary that promotes mutual understanding between separate children, adults and their environment; lawyer, defender of interests and legal rights of the child; assistant in solving problems, which helps to expand the competence and ability of their own to solve certain problems; a social therapist and mentor for children, families, surrounding people who care about family health, its moral universal values, timely resolution of emerging issues; a counsellor, who helps to predict, avoid, and, if necessary, resolve conflicts that arise in children; expert in the formulation of social diagnosis and determination of methods of competent intervention; the organizer of individual and group social education of the individual» (Alienko, 2011, p. 20).

The necessary component of cooperation within the PEI is the educational work of a social teacher with parents including conversations at meetings, individual consultations, social and pedagogical rehabilitation of parents and their children who need social protection, etc.

It should be mentioned separately that the active involvement of social work specialists in addressing the acute problems of social upbringing and protection of children, which will accelerate the provision of timely targeted professional assistance to pupils and their families, will promote familiarization of teachers and parents with the infrastructure of social work in the region, the network of social institutions, institutions and organizations, providing the participants with the educational process of specialized consultations, etc. Particularly relevant in this connection is the counseling of parents concerning communication with their children; diagnostic help to the family; implementation of psychological and pedagogical correctional work; assistance to parents in solving problem-communicative situations with children (teaching elements of self-analysis and the basics of communication in different situations); organization of conversations, communicative trainings; organization of cultural and leisure activities; the formation of a positive attitude of parents and the public towards the professional role of a social pedagogue/employee in solving social problems.

In our opinion, the key to the systematic and productive interaction of pedagogical and social professionals is to develop a positive motivation for them to cooperate. Awareness by all subjects of social partnership of its purpose, tasks, advantages, forms and methods of realization will ensure maximum efficiency of each link and the synergy of their efforts. The factor of motivation is an effective motive for the professional advancement of specialists, significant qualitative changes in the individuals and their activities, faster formation of skills, etc. Even at the stage of professional training in higher education institutions it is important to develop the students' readiness for teamwork, openness to the thoughts of others, effective professional communication, productive listening intensified by positive motivation. It is possible to work it out only in a contextual learning, which «ensures transformation of the students' educational activities into professional activities of a specialist, which is explained by this fundamental principles: understanding the influence of the subject and social contexts of future professional activity on the process and the result of the student's educational activity; theoretical generalization of various experiences, which is formed by active teaching methods; activity approach in organizing the process of learning and personal development» (Maikovska, 2017, p. 158), it is with the help of contextual education an integrated, interdisciplinary approach is implemented.

The proper preparation of the subjects of cooperation, that is, the formation of the necessary knowledge and skills in the process of studying in institutions of higher education should be facilitated by the optimization of the content of educational and social work in the healthcare system, and the improvement of the quality of professional activity of educators and social workers. For example, while

preparing for future professional activities, students have to master the essence of partner interaction, which requires knowledge of its structure: the target component (the search for common goals and the final mutually beneficial result, the similarity of the motivation of the participants in the cooperation, their professional enrichment, positive changes in the object of influence); meaningful – joint planning and summing up, high level of awareness among subjects of each other, efficiency and intensity of information exchanges, wide range of interaction, joint organization of joint activities and mutual relations; qualitative – positive relations between actors of interaction, trust in each other, engagement of as many participants as possible; procedural – management of interaction, functioning in a single space and time, systematic contacts of subjects of interaction, flexibility, division of the process of activity into separate actions, distribution of responsibility for their implementation among all actors of interaction.

The researchers describe in different ways the results of professional training (competence, readiness, social intelligence, etc.), the main components of which are: 1) the ability to perceive a person carefully and adequately ... to be prepared for rapid orientation in the situation of social interaction; 2) the ability to understand deeply the internal properties and characteristics of man (we mean penetration into the spiritual world, intuition); 3) ability to empathy (compassion, kindness, respect, willingness to help); 4) the ability to analyze the behavior of another person (reflection); 5) the ability to control oneself and the process of subject-subjective communication (self-control) (Mykhalchuk & Ivashkevych, 2018).

The study conducted by Weiss-Gal and P. Welbourne made it possible to determine the professional features of social work in the ten countries (USA, UK, Chile, etc.). Social work in these countries is discussed from the point of view of the eight features selected as signs of a profession based on «attributes» and «power» approaches to professionalization: public recognition, monopoly on types of labor, professional autonomy, knowledge base of vocational education, professional organizations, the existence of codified ethical standards and, finally, the prestige and payment of social work (Weiss-Gal & Welbourne, 2008).

That is, realize in practice the technology of partnership interaction only on the condition of awareness of the possibilities of cooperation of all participants in the educational process, for the benefit of everyone and everyone, in particular, to coordinate, converge the content on the spot, functions and principles of profile activities of social actors in various spheres of public life; be prepared to accumulate, strengthen resources of other subjects of education and social sphere for establishing interagency cooperation, partnership in the activity of pre-school establishments, provide a legal basis and outline prospects for cooperation in changing social conditions; to promote the technology of partnership in various spheres of life of our society. At the same time, future teachers and specialists in social work need to develop a range of professional competences, among which: «the ability to communicate with representatives of other professional groups at different levels, to establish interaction between state, public and commercial organizations on the basis of social part-

nership; ability to professional reflection; evaluation of the process and the result of the work performed, development and implementation of a program for ensuring the quality of social services; the ability to organize joint activities, to initiate team formation, to promote cohesion and group motivation, to facilitate the processes of making group decisions; the ability to facilitate the acquisition and improvement of specialists and specialists of special knowledge and skills in the field of social work, the establishment of partnership interaction; ... to form a positive image of the profession in the process of social partnership ...» (Perhailo, 2018, pp. 6–7) and others. Such an approach in the training of a modern specialist O. Snopkova rightly calls the transition from mono- to poly-scientific substantiation (Snopkova, 2015, p. 112).

A significant condition for optimizing cooperation, professional communication between educators and social workers is the diversification of its forms and methods. The results of pedagogical activity and social work depend to a large extent not only on the professional competence and skill of the employees, but also on their ability to interact in the process of cooperation, in the situation of team work. S. Grechanyuk, S. Kopylova and other scholars propose a number of effective forms of partnership cooperation, among which for the participants of the educational process and social work in the PEI we choose the following: coordination of activities, approval of plans, forms and methods of social work; conclusion of cooperation agreements; holding joint meetings of managers; exchange of information, provision of information upon request; joint visits to the pupils' families; creation of interdisciplinary groups for integrated work; carrying out joint target events, public events, conversations, lectures, polls, sports competitions, competitions, etc.; conducting training seminars, scientific-practical conferences, round tables; development of methodological recommendations, studying and dissemination of positive experience, etc.; creation of the institution partners' council (public, non-profit organization, which unites volunteers of individuals and legal entities interested in implementing social activities); a resource center for social partnership that integrates socialization opportunities of the society; territorial interagency coordination council, which manages the development and implementation of joint social programs, etc. The following forms are useful in this regard: coordination (consultation), discussion board, «brainstorming», reflexive seminar, collective bargaining, groups for case discussions, groups for resolving acute problems, etc.

Particularly, one should say about the possibility of a wider use of cross-functional interaction in the process of cooperation between teachers of pre-school establishments and specialists in the social work (R. Beyron, D. Greenberg, etc.) – joint activities of specialists of different units, providing their coordination, rapid and complex interaction for the implementation of complex tasks, providing common results. The purpose of such teams is to address issues related to various aspects of social and pedagogical work, the creation of new programs, projects and their improvement, the exchange of ideas in the process of solving the complex social problems of children and their parents. Such teams are extremely effective in situations requiring prompt response to the problem by integrating and coordinating

the efforts of specialists of various profiles, comprehensive social and pedagogical work, and achieving common goals. Cross-functional teams are called to increase professional motivation, flexibility and creativity of teachers and social workers, their professional synergy. The mentioned teams intensify cooperation by combining specialists with different levels of professional competence, experience, strengthening of professional competition, deepening in the problem, rapid, operative, non-standard solution, counteracting the formalization of educational process and social work, and increasing the efficiency of the individual specialist and the team as a whole. Attention should be drawn to the ability of the cross-functional teams to combine different views on the same problem, to reconsider the familiar problems in a new way, to stimulate innovation and openness to change, to establish interaction between specialists of different units, to increase the competence of team members, to find modern technologies, etc. (Perhailo, 2018).

The modern strategy of professional training is based on active learning, mastering the content, forms and methods of cooperation and interaction through the introduction of personally-oriented interactive technologies (cooperative, creative, situational, group, game training, etc.) that promote self-actualization and self-realization of future specialists, production initiative, skills of cooperation, ability to solve problems in a non-standard, integrated way, etc.

Another positive aspect of the cooperation of teachers of pre-school establishments and social work specialists is the counteraction to their professional burnout. Due to the synergy of efforts, the search for non-standard ways of solving problems, flexible thinking, readiness and openness to changes, mutual support and mutual enrichment of cooperation participants, the specialists achieve a higher level of professionalism that meet the needs and demands of modern society, retain professional activity for longer.

Conclusions

Thus, the most perfect form of joint activity of various participants in the educational process is the partnership of educators of PEI and specialists in social work aimed at achieving a single goal, mutual benefit, mutual assistance, mutual responsibility, first of all, before a child. One of the ways to improve such cooperation is to introduce conditions for optimizing cooperation of representatives of various spheres of activity.

The high level of professional and communicative competence of teachers and social workers ensures: 1) the formation in preschoolers of «... various forms of language expressions, adequate to the situation and partner environment, provides the child with the realization of the needs of communication, further development and complication of business and cognitive forms of interaction, development of methods and processes of thinking, creativity in language communication» (Pirozhenko & Soroka, 2018); 2) activation of the socialization of the juveniles; 3) increasing the effectiveness of joint activities on social upbringing and child protection; 4) improvement of the partnership interaction of subjects of social work with parents, the public, etc. Productive educational space in the professional training of

future specialists in the pedagogical and social sphere is provided by innovative, integrated, contextual, active training.

At the same time, it seems promising to specify the content, forms and methods of practical implementation of the partnership of the mentioned subjects; creation of integrated programs of activity (local and regional levels); study of the positive experience of cooperation between the PEI staff and social services.

References

- Alienko, O.** (2011). Napriamy roboty sotsialnoho pedahoha v doshkilnomu zakladi [Directions of the work of a social teacher in a preschool institution]. *Teoriia ta metodyka navchannia ta vykhovannia – Theory and Methods of Teaching and Upbringing*, 29, 16–22 [in Ukrainian].
- Halian, O.** (2018). Spetsyfika interdystyplinarnoi spivdii v interpretatsii subiektnosti osobystosti yak pedahohichnoi realnosti [The specific nature of an inter-disciplinary cooperation in the interpretation of the subjectivity of a person as a pedagogical reality]. *Liudynoznavchi studii. Seriiia «Pedahohika» – Human studies. Series of «Pedagogy»*, 6/38, 105–115. doi: [10.24919/2313-2094.6/38.119516](https://doi.org/10.24919/2313-2094.6/38.119516) [in Ukrainian].
- Frodeman, R., Klein, T., & Mitcham, C.** (Eds.). (2010). *The Oxford Handbook of Interdisciplinarity*. Oxford: Oxford University Press.
- Koch, A.** (2018). Children’s perspectives on happiness and subjective well-being in preschool. *Children & Society*, 32 (1), 73–83. doi: [10.1111/chso.12225](https://doi.org/10.1111/chso.12225).
- Lutsenko, I.** (2012). *Pidhotovka maibutnikh vykhovateliv do formuvannia komunikatyvno-movlennievoi diialnosti ditei doshkilnoho viku [Preparation of future educators for the formation of communicative-speech activity of pre-school children]*. Kyiv: NPU imeni M.P. Drahomanova [in Ukrainian].
- Magnuson, K., Kelchen, R., Duncan, G., Schindler, H., Shager, H., & Yoshikawa, H.** (2016). Do the effects of early childhood education programs differ by gender? A meta-analysis. *Early Childhood Research Quarterly*, 36, 521–536.
- Maikovska, V.** (2017). Orhanizatsiia praktychnoi pidhotovky maibutnikh fakhivtsiv na zasakh kontekstnoho pidkhotu [Organization of practical training of future specialists on the basis of a context-based approach]. *Liudynoznavchi studii. Seriiia «Pedahohika» – Human studies. Series of «Pedagogy»*, 4/36, 156–165. doi: [10.24919/2313-2094.4/36.98593](https://doi.org/10.24919/2313-2094.4/36.98593) [in Ukrainian].
- Mykhalchuk, N., & Ivashkevych, E.** (2018). Psycholinguistic features of the development of social intelligence of the teacher. *Psykholinhvistyka. Seriiia: Psykhohiia – Psycholinguistics. Series of «Psychology»*, 23 (1), 242–258. doi: [10.5281/zenodo.1211618](https://doi.org/10.5281/zenodo.1211618).
- Perhailo, N.** (2018). *Partnerstvo subiektiv sotsialnoi roboty [Partnership of the subjects of social work]*. Pereiaslav-Khmelnyskyi: FOP Dombrovska Ya. [in Ukrainian].
- Pirozhenko, T., & Soroka, I.** (2018). Tendency and dynamics of the communicative-speech development of a preschool age child. *Psykholinhvistyka. Seriiia: Psykhohiia – Psycholinguistics. Series of «Psychology»*, 24 (1), 289–304. doi: [10.31470/2309-1797-2018-24-1-289-303](https://doi.org/10.31470/2309-1797-2018-24-1-289-303).
- Pomyluiko, V.** (2017). *Diahnastyka rozvytku sotsialno-komunikatyvnoi kompetentnosti doroslykh [Diagnostics of development of social and communicative competence of*

- adults]. *Psykholingvistyka. Serii: Psykholohiia – Psycholinguistics. Series of «Psychology»*, 22 (1), 175–186. doi: [10.5281/zenodo.1088144](https://doi.org/10.5281/zenodo.1088144) [in Ukrainian].
- Polozhennia pro psykholohichnu sluzhbu u systemi osvity Ukrainy [Regulations on the psychological service in the education system of Ukraine]*. (2018). Retrieved October 23, 2018, from <https://zakon.rada.gov.ua/laws/show/z0885-18> [in Ukrainian].
- Snopkova, E.** (2015). Relevance of interdisciplinary approach in pedagogical researches: scientific substantiation. *Integration of education*, 19 (1), 111–117. doi: [10.15507/Inted.078.019.201501.111](https://doi.org/10.15507/Inted.078.019.201501.111).
- Zakon Ukrainy «Pro doshkilnu osvitu» (Iz zminamy, vnesenymy zhidno iz Zakonamy) № 2581-VIII vid 02.10.2018 [The Law of Ukraine «On Pre-school Education» (As amended in accordance with Laws) № 2581-VIII from October 2, 2018]*. (2018). Retrieved October 23, 2018, from <https://zakon.help/law/2628-III> [in Ukrainian].
- Weiss-Gal, I., & Welbourne, P.** (2008). The professionalisation of social work: a cross-national exploration. *International Journal of Social Welfare*, 17 (4), 281–290. doi: [10.1111/j.1468-2397.2008.00574.x](https://doi.org/10.1111/j.1468-2397.2008.00574.x).