

## **SOCIAL-PEDAGOGICAL SUPPORT TECHNOLOGY FOR UNIVERSITY STUDENTS: INDIVIDUAL SAFETY CONTEXT**

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### **Abstract**

The appeal to the security theme as a global human value determine of an increase in the intensity of the information traffic, a strong socio-economic pressure, adversely affecting the physical, mental and social health. One of the important factors of social progress is the readiness of the public and individual consciousness to change, to participate in live-changing move and to accept the new as a value. The paper examines the role of social-pedagogical support in the development of a future specialist and in a personal safety in modernizing the education system. Personality is considered as an active subject, capable of reform activities in various fields, which is possible if the person feels the vital interest security. Education modernization and internationalization affect, above all, the higher professional school, universities, the social and professional development of the future competent specialist. The student, his interests, needs and desires, his personal potential development aimed at the life development perspective and change, become the main educational guideline in the pedagogical work. All this requires new approaches to solving students' socialization problems, the renewal of theoretical views and practical actions for the social education of the younger generation in universities, calls for the creation of a guaranteed system of students' social and pedagogical protection and support. To the greatest extent this direction can be realized within the framework of university purposeful educational process, which is based on the ideas of the student subjectivity developing, self-organization on the basis of active inclusion in personal-environment interaction and socializing activity. One of the educational and social-professional formation benchmarks of the specialist in universities becomes a student-centered approach aimed at the personal potential development, and a system of student social and pedagogical protection and support. The means of implementation is a social-pedagogical support technology, its stages and directions are presented. The system of social and pedagogical protection and support is aimed at the recognition of priority students' personal safety in relation to other components of the teaching and educational process and to organize the educational institution safety. Some aspects of European experience with the social services in universities are shown. The paper notes can be useful for counselors and university faculty.

**Keywords:** education, student, university, social-pedagogical support, social-pedagogical support technology, professional development, social service

## **1 INTRODUCTION**

Current socio-economic, socio-cultural and other conditions require each individual digestion of a wide scope of knowledge that focuses on the educational system of training not only high-qualified specialist, but also multicultural personality capable of holistic and systematic analysis of reality and having humanitarian competence (Belogurov, A.Y., 2003) One of the important social progress factors is getting the readiness of the public and individual consciousness to participate in changes and to accept the new as a value. From this position, the personality is considered as an active subject capable of transformative developing activity in various fields, which is possible if the personality feels vital interests protected.

Education modernization and internationalization affect, above all, the higher professional school, the future competent specialist social and professional development. The ongoing transformations significantly change the role, tasks, structure and content of the university functioning as a social institution, one of the key tasks of which is the individual professional development (Fakhrutdinova A.V., 2012). The student, his interests, needs and desires, the personal potential development, aimed at the life development perspective and change, become the main educational guideline in the pedagogical work. The Concept of Long-Term Social and Economic Development of the Russian Federation (Strategy 2020) establishes an openness to public demands and dictates of time, as well as the satisfaction of the individual's needs for an appropriate education, the goal of which is the preparation of a qualified, competitive in the labor market, competent, responsible, ready for constant professional growth, social and professional mobility employee [9].

All this requires new approaches to solving the problems of the students' socialization, the renewal of theoretical views and practical actions for the social education of the younger generation in educational institutions, calls for the creation of a guaranteed social and pedagogical protection and support system for students. To the greatest extent this direction can be realized within the framework of the university purposeful educational process, which is based on the ideas of the student subjectivity developing, his self-organization on the basis of active inclusion in personal-environment interaction and socializing activity.

## **2 MATERIALS AND METHODS**

The task of professional development can be solved only through the realization of the person-oriented pedagogy of the educational process. The educational process should most fully meet the student's needs for educational services, enable favorable conditions for each student intellectual and creative potential development, therefore, should be personally oriented. Personally oriented education derives from the thesis that the personality is characterized by self-sufficiency, independence, a tendency to reflection, creativity, the need for self-improvement and constant working on oneself (Mukhametzhanova, G.V., 2010). Social-pedagogical support is a separate and specific technology for creating conditions for the individual social and professional development, for the students personal needs, abilities and opportunities realization. Social-pedagogical support provides facilitation, not the hyperprotection in various life situations; it is aimed at stimulating student conscious, purposeful activity in self-developing in the event of problems, difficulties.

Social-pedagogical support implies purposefulness, complexity, continuity, durability, motivation stimulation, predictable result. Social and pedagogical support for the students professional development in the educational space of the university is carried out through a system of diverse types of activities aimed at adapting students to the university educational space and saturated with professional relations, because an activity subject personal and professional becoming depends on the relationships that arise and strengthen in the activity. As diagnostic methods, we chose: the study of the motivation for learning in the university and the motives of the students' learning activities, as well as the methodology for studying the student's professional motivation.

## **3 RESULTS**

In all spheres of human activity in connection with the trends in the development of the world educational process, the changes in the educational paradigm the process of changing value orientations is taking place, connected with the active search for ways to create the future anthropogenic civilization. In the context of these processes, the new system of competent specialists professional training presupposes the personality development and formation throughout life and, therefore, should:

- meet the needs of the individual and society as a whole in educational services;
- to enhance the prestige of universities;
- intensively and timely update the content of education, education organizational forms and technologies, taking into account the development of new social and professional technologies;

- to create various educational paths both for the personality and an individual, competitive path for the university development;
- to provide an individual with the freedom to choose educational path in accordance with abilities, requests and opportunities (Tregubova T.M., 2010).

The technology of social and pedagogical support has its purpose depending on the object and the life situation that has developed in it. For the disclosure of the structure and content of the activity of the supporting subject, it is necessary to take for example an individual definite part of social-pedagogical technology conditioned by the person's life situation, for example, the student adaptation to the university studying. As a technology, social-pedagogical support implies the allocation of a certain algorithm. But the real practice of activity shows that all the technologies flow into each other, and in a "pure form" none of them exist. The technology of social and pedagogical support takes on the features of support, prevention, assistance, etc. In a new type of socio-pedagogical technologies, relations are built not on hierarchy and subordination, but on the recognition of the parties equal rights. Social and pedagogical support expands the boundaries of social experience and increases adaptive opportunities, thus contributing to successful socialization.

The main stages of this technology will be common, and the content and specifics of the social-pedagogical activity for its provision are as follows.

I stage - diagnostic and prognostic - evaluation of the current situation in the student due to his appearance in the university, the adaptation to new learning conditions, often - to new living conditions, to a new rhythm of life, to new requirements. As in practical life, as well as in the study of theoretical material, the student faces problems with which he has not yet met. On this route the student needs social and pedagogical support. It is necessary to forecast the prospects for the successful adaptation. When studying the subject of support, it is necessary to reveal his well-being-activity-mood in a new environment, the feeling for adaptation in it. The content of the forecast includes the need and principles of targeted assistance to create and ensure the most appropriate adaptation in the university and self-expression in overcoming problems, difficulties in the development situation, possible behavior in the new environment, the opportunity to see the arising problems, possible encourage actions to entry into the new environment.

II stage - definition of the purpose and tasks of support in the current situation. The goal of social and pedagogical support in this situation is to stimulate the student's adaptation in the university. The tasks are aimed at inducing the appropriate activity in the adaptation process.

III stage - the choice of technology for the tasks practical solution to achieve the goal and its implementation. Implementation is carried out in accordance with the developed plan and the dynamics of the student's adaptation in the university.

IV stage - analysis of the support technology implementation results and the definition of prospects.

Social and pedagogical support involves the following areas:

1. Creation an educational environment enriched with a variety of activities;
2. Creation of a self-realization support center for students, including psychological counseling of students by a professional psychologist, development and stimulation of student science.
3. Creation of a structure that deals with the students educational work and aimed at stimulating the students activity, on self-education;
4. Interaction subjects expansion in social and pedagogical support, involvement of psychologists, undergraduate students (curators), etc. A special role is assigned to the student council, which is a full-fledged subject of the educational process.
5. Practice-oriented educational process organization that allows breaking the gap between theory and practice and contributing to the subjective position formation in educational activities.

The experience of creating a system of social and pedagogical support shows that the professional development process effectiveness can be achieved only when the initial and final goals of the activity in relation to the student's personality are interrelated and interdependent. The initial goal of interaction is the determination and formation of students' readiness for studying in the university through intellectual, emotional, motivational, behavioral influences, the identification of their individual characteristics as the basis for the development of competence in the first stage of education in the university. In the process of the personality developing as a future specialist, the initial stage of education in a university plays a special role. Its complexity lies in the restructuring of the entire system of the student's personality value-cognitive

orientations, the mastering of new ways of cognitive activity and the formation of certain types and forms of interpersonal relationships. The main characteristic of this stage is the students personality adapting process to the new social conditions associated with the studying in the university. Effective adaptation in many ways determines the motivation, focus and character of right out of undergrad educational activity, psychological comfort, moral satisfaction with oneself and studying in a university. The ultimate goal of interaction is the formation of social, professional, psychological, creative readiness for the forthcoming professional activity, professional development.

Interest in the profession takes on new meaning if the student is guided by a suitable program, where he is a "manager" of your own educational path, and the main mechanisms of the knowledge process are self-appointed reflexive processes of activity during the interaction with the digestion object (Mutlaq A.F., 2013).

The demand for social and pedagogical support is explained by its strategic focus on ensuring the student's life success, on identifying the conditions and ways of developing a young person as an individual. Social service as a separate organizational unit of the university is the main and most desirable way to achieve the goal of approximating education to optimal conditions for the individual self-realization and professional development (Tregubova T.M., 2011).

Analysis of university education practice and the authors' observation show that students often realize themselves at the everyday level, solving problems that are not related to the sphere of education, this is indicated by low indicators of personal and professional development, self-realization of students in the educational process is spontaneous and episodic in connection with personal growth is not purposeful. Thus, in order to a professional specialist development will be more effective, his social and pedagogical support in the educational space of the university is necessary.

Social and pedagogical support in the university is not a tribute to fashion, but an important necessity, which requires the concept of the university development. The purpose of this support is the student's subject position formation, which allows overcoming all difficulties in the process of adaptation and socialization, successfully master the learning material, expand social experience, and realize his own activity in various forms. The university educational environment not only affects the educational process subject, translating the value priorities, but also demonstrates the importance of each individual in the system of the university values. Students involvement in the university educational environment is carried out through his awareness of this environment, provides interactivity and a positive psychological effect, in the conditions of which students respond to the arising problems, offer a personally significant decision.

In addition, the entry of Russian universities in September 2003 into the Bologna Process, whose goal is to create a single European educational space, requires additional commitments for the domestic universities: they must become attractive; a positive image must be formed for people of different countries who want to expand the educational opportunities. This will require action at the institutional, national and regional levels. Specific measures will include not only the adaptation of programs, degrees, the necessary means of ensuring the quality of education and marketing, but also the "welcoming service" for Russian and foreign students and teachers, which will require the establishment of a system of social support and protection of subjects of the educational process in the educational institution, adequate modern requirements and available international experience in this field (Tregubova T.M., 2002). These measures should be aimed at recognizing the students' personal safety priority in relation to other components of the educational process and the educational institution safe functioning organization. This system implies the organization of a "personal assistance service" for students managed by faculty, social educators, curators, and social and psychological workers. All this actualizes the importance of studying and adapting the European and international experience in organizing and managing social and pedagogical work in universities in the context of a single educational space.

A comparative analysis of the social services activities in various universities participating in the Bologna Process, studying their documentation made it possible to identify the main characteristics of such a service (social services agency) in universities:

1. Formal organization: the services provided to students are clearly defined and differ from informal assistance.
2. Social responsibility and accountability: agencies exist for purposes sanctioned by society, the state, a particular university and are responsible for their implementation.
3. Lack of motivation for profit as the main goal: social agencies exist outside the free enterprise system and do not base their activity on fee-based services, although a partial fee on a sliding scale from some students may be levied; the main source of funding is the state and private subsidies.

4. Social agencies are designed specifically to meet the needs of the university community through the processes of socialization, social control and social integration (the preservation of deprived groups of students with special needs as full members of society) (Tregubova T.M., 2002).

Social and pedagogical work in European universities covers many types of social assistance and professional activities (teachers, psychologists, doctors, lawyers), but the key place belongs to social workers who realize the basic functions of the social welfare system in many ways. The role of social services in helping students grows with the years. Expansion of the "field" of their activities is associated with the realization that many of the students problems are generated by the situation in which they are and not their personal characteristics; the effectiveness of student decisions is largely determined by the alternatives provision. Hence the social pedagogue desire to improve a university, create a favorable psychological climate (Tallman I., Marotz-Baden R., Pindas P., 2007).

#### **4. CONCLUSION**

The leading strategy for the modernization of professional education has been the orientation of the potential and resources of the professional school to the development of a future specialist as a person capable of self-determination, self-education, self-actualization and possessing axiological, general cultural, social and professional competencies as the integral characteristics.

Social and pedagogical support possibilities of the student professional and social development process contribute to the acquisition or change of the social status, as well as the personal-individual style of life and professional plans implementing, since higher education today is aimed at solving the most important tasks: preserving and multiplying the society cultural heritage, developing value personality orientations at crucial stage of formation, achieving a high level of willingness to work.

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