ADDITIONAL EDUCATION FOR SOCIAL SPHERE SPECIALISTS AND THE NECESSITY OF ITS DEVELOPMENT.

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Abstract. The articles analyses the additional education for social sphere specialists and the necessity of its development. The authors stressed the importance of the problem of reorganization and development of additional professional education as part of the system of continuous education, among the priorities of the state and society.

Annotation. В статье анализируется дополнительное образование специалистов социальной сферы и необходимость его развития. Авторы подчеркнули важность проблемы реорганизации и развития дополнительного профессионального образования как части системы непрерывного образования в числе приоритетов государства и общества.

Keywords: social work, sociopathogenic space, self-care space, life-long education, further vocational education, additional professional education.

Ключевые слова: социальная работа, социопатогенное пространство, пространство самообслуживания, образование на протяжении всей жизни, дополнительное профессиональное образование.

Introduction
The development of permanent education in Russia is the basis of the present and future needs for the modern state. It as a system of the formation of intellectual capital of the nation and one of the main spheres of production is the basis of the rapid growth of markets through rapid updates of technologies and products. Therefore, the system of continuous education is the first component of the chain "education-research-venture projects-mass development of innovations" [11, p. 33]. M. D. Machlin emphasizes that "...continued professional growth of experts is intended not only to maintain a consistent level of training to the rapidly developing science and production, but also to avoid the process of depreciation and devaluation of knowledge acquired in the beginning" [7, p. 47]. This fact defines continuing education as a priority for scientists and practitioners involved in adult education.

Safety as a segment of permanent adult education.
In the Memorandum of the European Union the concept of permanent education is presented in such terms:
- "life-long education", emphasizing the time factor of lifelong learning;
- "education is width in life", reflecting, in addition to the constancy of the learning process, the diversity of its forms;
- "education is depth in the life", showing the sense in direction in education for a particular individual, the consistency of the educational program needs of the person [8, p. 5].

As can be seen from the above, the idea of the need to train specialists "through life", which has passed into the theory of "permanent education", adopted today throughout the world.

Permanent education serves as a necessary way of self-improvement, continuous professional personal growth of specialists educational potential. It enhanced the adaptability of the expert to the turbulence of the Russian reality, to the environment in which the more effective is the formation of professional skills, as well as his conscious participation in the educational process [4, p. 38].

One of the objectives of the Russian policy in the field of education, presented in Federal laws and regulations, is to ensure the high quality of specialists. Continuous education is the main condition for the development of any society, as well as the conditions of professional and life success of a single individual [11, p.36].

According to experts' forecasts, in the next decade more than 80% of the technologies implemented today will become obsolete, and 4/5 of the employees' knowledge will need to be seriously updated. In this regard, the Ministry of education of the Russian Federation has developed a Draft concept of continuing education until 2025. This Concept postulates continuous learning as a way of human life, the process of acquiring the necessary knowledge, skills, development of personal qualities. It helps to enrich the value orientations of different categories of professionals as the need arises. Lifelong learning requires the creation of conditions that ensure continuous learning. Adult education plays a leading
role in the Implementation of the concept of continuing education. It covers the longest period of human life (from 20 to 65 years) and the largest contingent (from 20 to 80% of the adult working population).

Educational activity of the adult population around the world is the basis of stability of development of society in all spheres: social-economic, political, social-psychological, moral, and the main tool of the solution of all global problems of the modern period: from personal to ecological [2, p.95]. It is no accident that the European Commission in its communiqué on adult education in September 2007 adopted a special action plan in this area, entitled "you can always learn" [15].

The Concept of continuing education in Russia defines the following functions: professional, social, personal. The professional function of continuing education ensures the formation of an adult's necessary professional competencies and qualifications, and, as a result, the acquisition of new professional opportunities by an adult, increasing his labor mobility. The social function of continuing education complements and enriches the process of interaction of an adult with society, the economic sphere, the state as a whole by getting acquainted with universal human values, language, culture, new activities, modern technologies of social interaction, including information. In the process of it is formed and developed functional adult literacy in various fields (financial, budget, language, information, environmental, legal literacy, literacy in the field of housing and communal services, business and others).

The personal function of continuous education provides satisfaction of individual cognitive needs of an adult, his interests, Hobbies and, as a rule, accompanies everyday life. The President's address to the Federal Assembly of the Russian Federation reflected his understanding of the importance of the global trend, the transition to lifelong continuous education. In this address, he stressed the importance of the problem of reorganization and development of additional professional education (hereinafter – APE), as part of the system of continuous education, among the priorities of the state and society. The system of continuous education leads to the fact that VET is constantly evolving. This situation is due to the attention of specialists to update not only the existing knowledge, but also the ways to obtain them and, most importantly, the application in the new socio-economic conditions. APE plays an important role in the development of modern Russian society, as the reforms carried out in the country require flexible professional reorientation of citizens, mastering new professional knowledge and specialties.

The analysis of foreign experience in the organization of additional professional education on the example of the Swedish model shows that this model is based on the requirements of employers who define and approve the main components of the funded programs. The main objective of the Swedish model is to promote the development of professional education programs that are aimed at meeting the needs of employers in the necessary competencies.

In the Swedish model of VET, both the state and employers rely on educational institutions. Their role is to transform the demand of employers into the supply of a specific educational program. If the program receives funding, the educational institution implements the program on behalf of the employer and the state. The system is designed in such a way that programs can be prepared in a short period of time between the emergence of the need for competence and its implementation (in the educational program) [10, p.35]. The responsiveness of the Swedish VET model to the needs of employers is a key indicator of the effectiveness and the need to apply this experience in the Russian VET system. The main objectives of the Russian VET system are to obtain new and strengthen existing professional knowledge, improve the business qualities of students and prepare them for new job functions. APE is designed to help a specific specialist to orientate himself / herself in a new socio-economic environment, to present and protect his / her interests, respecting the interests and rights of other people.

E. I. Kholostova is considering an APE as:

- an adaptation tool for personal growth and change settings specialists as their experience with the profession and understanding of its problems;
- channel of influence on motivation of employees, especially managers and specialists, to high-performance and creative work;
- effective mechanism for mutually beneficial relations produce-La, and consumer;
- element of development of innovative technologies, including social;
- the way to meet the needs of the individual;
- factor of career (including material) success of a specialist [12, p. 757].

The essential features of APE are:

- focus on the satisfaction of social needs in a non-discontinuous development of human potential;
- interrelation of course training, self-education, life and professional experience of students;
- interdisciplinary nature of the training content;
- the construction of learning through the study and consideration of professional needs and educational interests of the specialists, their officials functions, service status and professionally significant qualities of the person.

APE carries out the following socio-pedagogical functions: acmeological , service, diagnostic, compensatory, innovative mixture, predictive, specializing, consulting, consultative [9, p. 111]. In its essence, it characterizes the versatility, dynamism, advanced nature of development in relation to the objects of professional activity of various categories of students, taking into account the real needs of each of them and production.

It is important to emphasize the openness of the system, further vocational education, its orientation to the co-activity the result associated with the solution of actual professional problems, the flexibility is determined by the possibility of taking into account the
objectives needs of experts in their individual professional development. A feature of the APE sphere is the participation in it of a specific category of adult students with basic professional education and experience of professional activity, interested in professional and personal growth.

The Foundation of a safe learning environment for more professional education specialists of social sphere

The need to study the problems of a safe environment is dictated by the realities of modern educational policy, setting General theoretical guidelines and directions of practical search for ways to implement the environmental approach in the educational process in the APE.

Analyzing the problems of organizing the educational process,

G. M. Kodzhaspirov reveals the essential characteristics of pedagogical safety of educational environment. It defines as a dominant its state in which the safety and satisfaction of all participants is determined by the presence of the subjects organizing the educational process and the educational environment, psychological and pedagogical culture and skills of implementation of technologies and humane teaching activities in accordance with the interests of each individual and society as a whole [3, p.21].

In the context of our study, an important aspect in the improvement of professional activity of specialists in the social sphere today are their retraining and advanced training in the framework of the APE. Professional retraining of specialists is an integral part of continuous professional education of specialists in the social sphere. The development of professional retraining is based on two main reasons:

- first, higher educational institutions engaged in training corner professionals today are not able to meet in full the needs of social services in skilled workers given the needs of their development;
- secondly, in social service organizations of the population, a significant part of specialists do not have specialized professional education, which, of course, does not allow this part of specialists to achieve a high level of professional skills and further professional development.

The retraining need not only specialists of the social sphere with engineering, technological and military education. Professional social work in organizations social protection systems involves changing or redefining the system of knowledge, the degree of reaction and attitudes of health and education workers, passed into the service in the delivery of social services, from education and healthcare [12, p. 596].

Currently, training on additional professional programs of retraining of specialists in the social sphere has not yet become widespread. This is due to the fact that there is a shortage of funds everywhere. At the same time requires pre-scientific and scientific-methodical work related to the development of innovative programs of additional vocational (training and skills), new curricula and educational materials focused on the needs of the professionals and social services [12, p. 597].

The analysis of experience of functioning of professional development of specialists of the social sphere allows to comprehend its appointment. It is aimed primarily at:

- increment of knowledge and skills on the basis of existing, basis, obtained in higher or secondary professional educational institution;
- ensuring that specialists rethink the existing system of knowledge, skills and experience;
- adjustment of attitudes and approaches in solving particular problems of professional activity;
- mastering the latest technologies of social work.

At the same time, it should be emphasized that the quality of the process of professional development is due to the age, psycho biosocial characteristics of specialists in the social sphere, their life experience and professional training, attitude to their professional activities and the need to improve their qualifications.

According to the Federal Executive authorities, which have subsystems of social services, the formation of the subsystem of training takes place both at the Federal, regional and local levels.

With an acute shortage of funds provided for the training and retraining of specialists in the social sphere, and the growing need for high professional skills of employees of social services, the role of the subsystem of training through meetings, seminars, schools of social work in the daytime, evening and correspondence forms of training has increased significantly.

Various forms and methods periodic refresher training to stimulate the willingness of social workers to learning and adaptation within the profession and the social service of the population [14, p. 27]. At the same time, the updated knowledge and skills of specialists is an investment for the future, the subsystem of professional development stimulates the development of a professional in the field of social work and ensures the formation of the intellectual potential of social services.

Diversification of additional professional education specialists in the context of a safe learning environment

Modern aspects of socio-economic development of the country cause changes and form new objective requirements for the modernization of the system of VET specialists in the social sphere. In search of an answer to the question: "What should be today APE specialists in the social sphere, able to improve the level of professional competence of working professionals?" we should call the diversification of modern APE [6, p. 158]. As the goals of diversification for the APE system of specialists in the social sphere, we have identified its main targets:

- achieving sustainable development;
- providing conditions for improving the professionalism of various categories of social professionals;
- flexibility of the VET structure to meet the needs of social services and different categories of professionals.
The achievement of these goals, due to the needs of diversification of the VET system of specialists in the social sphere as a whole requires:

- changing the image of social sphere specialists and its target orientation;
- create personal developing environment of the educational space of the APE given adragogical approach to training of specialists of social sphere;
- a rapid response of the APE to the social changes and needs for different professionals;
- the necessary funds to meet the needs Konst-structural development APE;
- organization of new types of educational services in the field of VET;
- development of content-methodical basis of new additional educational programs;
- transformation of educational technology and educational structures tailored to the needs of different professionals and social services;
- variety of forms of learning in the APE;
- development of social partnership in order to ensure the quality of the work of the APE.

Let's take a closer look at some of the requirements listed above.

Development of the content-methodical basis of new additional educational programs should:

- maintain an optimal balance between their General and special components;
- to be prognostically oriented;
- contain different levels of difficulty and allow the teacher to find the best option to work with a particular group of students of the social sphere or an individual listener;
- to be open type, i.e. oriented to expansion, certain change taking into account specific pedagogical tasks, to differ in variability, flexibility of use.

The development of content and methodical basis of a new additional professional education programmes of specialists of the social sphere includes the following steps:

- modeling based on marketing research and multi-factor analysis of prospective social order for specialists in the social sphere of different skill levels;
- development and justification (with the use of mathematical methods) of the system of different types of invariant and variant competences of social sphere specialists, which should be formed in the new programs of APE;
- definition of perspective requirements to professionally important and personal qualities of specialists of the social sphere in accordance with the social order, requirements of state standards of specialties of the social profile, qualification characteristics;
- definition and justification of the new content of VET programs on the basis of formed requirements, ensuring the development of professionally important qualities and specific types of competencies necessary for professional activities in the social sphere;
- the formation of a fairly wide range of variability additional professional additional professional education programmes in accordance with the special-ficou the predictable contingent of adult learners, characteristics of training of a particular specialist, levels, profiles, and levels of training in the system APE [13, p. 151].

Organization of new forms of educational services in the field of VET. Traditionally, the VET provided for two forms of training – retraining and advanced training. Additional professional programs of retraining (680 academic hours) and advanced training (72 hours) form the basis of the educational process of social sphere specialists. However, the market of educational services in this area shows that the models of short-term training courses in the amount of 16 to 36 hours, as well as workshops, trainings are in demand.

Thus, one of the means of diversification is the active development of training models for relevant educational programs for specialists in the social sphere.

A variety of forms of training in the conditions of VET involves full-time, part-time, distance learning with the use of information and digital technologies. As the practice of the Russian system of APE is currently actively developing distance learning.

Transformation of educational technologies and educational structure. APE is training working professionals in the social sphere and to replace the traditional lectures come active and interactive educational technologies, such as training, business and role-playing games, case studies, quests, workshops, round tables, etc. The solution of situational tasks of professional activity of social sphere specialists allows modeling practical situations in the field of social work in classrooms. Interactive educational technologies assume an active listening position APE during the training period, the ability to openly and freely Express their own point of view, to broadcast your professional experience [5, p. 58]. Creating a safe environment for educational space APE taking into account the andragogical approach.

APE students are social specialists who have their professional and life experience, a certain level of education, as well as features of motivation of educational activities and certain educational needs. Andragogy, as a science of adult education, contributes to the creation of personality-developing educational environment in the APE, taking into account the andragogical approach [1, p.26].

The presence of a certain level of subjectivity in the listener is in this case not only an essential parameter in determining the ways of organization, but also should be considered as a significant resource potential of the environment, which should be used in the construction of the educational process. On the other hand, in terms of the method of organization of the educational environment, the development of subjectivity is a necessary condition for the construction of the social component, being the anthropological basis for the meeting of the participants of the educational process.

It should be noted that the organization of educational activities of the subject (in our case, a specialist in the social sphere), it created conditions conducive to constructive self-transformation and transformation of the educational environment. This
transformation cannot be unambiguously predicted because of the unique contribution of each subject to the formation of the environment. Therefore, the methods of organization of the environment should provide an opportunity to identify and block destructive actions in relation to the "external conditions", the role of which in this case is performed by the educational environment.

The level of subjectivity of each person is different and is expressed by the ability to implement his personal basic values in interactions with other people. This is due to the fact that subjectivity itself is the ultimate form of manifestation of human reality to others.

Conclusion.

Thus, the diversification of APE specialists in the social sphere is the expansion of the system of continuous education, associated with the formation of a new paradigm of the educational function of APE. The content component of the modernization system of social sphere specialists involves the development of a wide range of additional professional programs, taking into account the state educational and professional standards, socio-economic forecasting of the social sphere and the data of socio-pedagogical foresight.

Effective implementation of the processes of diversification of social sphere specialists is impossible without a detailed analysis of this qualitatively new socio-pedagogical phenomenon. First of all, it is necessary to identify the essence of the diversification process, clarify the conceptual apparatus, determine the scope and content of the concept of "diversification of APE ", its essential features. Need to study the real process of diversification in the Russian system of additional professional education.

The implementation of the objectives of diversification APE Pisano to provide a variety of levels, shapes, models, teaching methods, educational programs, flexibility of educational institutions. Diversification is the main vector of modernization of APE of specialists in the social sphere is aimed at improving the professional and personal development of specialists of the new formation.

The above allows us to draw conclusions that determine the requirements that must be taken into account in the design and organization of the educational environment, providing psychological, acmeological and andragogical conditions for the development of professionalism of specialists in the social sphere in the APE. These requirements are due to both the subjectivity itself and the presence of it to a certain and varying degrees in the audience. These include:

- the educational environment in the conditions of APE of specialists of the social sphere should not be in conflict with the level of subjectivity available to the listener, but provide opportunities to consolidate the achieved level of subjectivity and its development in the most characteristic types of its manifestation: involvement in educational activities, building their own educational trajectory, self-transformation through;

- educational environment APE should create conditions for the implementation of personal basic values of students of social sphere in cooperation with other participants;

- the educational environment should be capable of development, conditioned by the development of subjectivity of students in terms of additional professional education.

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