

The genesis of foreign technologies in the practice of social work in Ukraine

Valentyna Benera^{1,*}, Svitlana Kolyadenko², Zhanna Shevchenko³, Iryna Onyshchuk⁴, Inna Litiaha⁵

¹Taras Shevchenko Regional Humanitarian-Pedagogical Academy of Kremenets, 47003 Kremenets, Ukraine

²Franko State University of Zhytomyr, 10001 Zhytomyr, Ukraine

³Lviv Polytechnic National University, 79018 Lviv, Ukraine

⁴Taras Shevchenko Regional Humanitarian-Pedagogical Academy of Kremenets, 47003 Kremenets, Ukraine

⁵Franko State University of Zhytomyr, 10031 Zhytomyr, Ukraine

* **Corresponding author:** Valentyna Benera, val_benera@ukr.net

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Abstract: The article emphasizes the dynamism of social processes in the world aimed at humanizing modern society. Social work in the third millennium became one of the priority topics in Europe and acquired the status of an independent field of science and research in terms of science and education. The possibility of extrapolation of innovative foreign technologies into the practice of social work in Ukraine was investigated. It was found that the process of implementation of innovative foreign technologies into the practice of social work in Ukraine has already begun and is ongoing. In the improvement of the domestic system of professional training of social workers, the authors of the article see an appeal to the experience of applying European innovative technologies and practices of social work, in particular in the Republic of Poland. The leading determinants of social technologies, which determine their specificity, are singled out: multidisciplinary, hierarchy, multidirectionality, flexibility, standardization. The need for effective and timely implementation of the integration of three groups of social support technologies in the conditions of the martial law in which Ukraine is today has been updated. The perspective of further scientific research is defined in the substantiation of the organizational and pedagogical conditions of their application in the process of informal and informal education.

Keywords: genesis of social work; innovative practices; technologies of youth social support; social work technologies; support technologies in martial law

1. Introduction

In the third millennium, social work became one of the priority topics in Europe and acquired the status of an independent branch of science and research in terms of science and education. The dynamism of social processes in the world is aimed at humanizing modern society. Social challenges in the conditions of global integration and strengthening of cooperation between countries actualize the issue of studying the experience of higher education institutions of the international educational and scientific space in the social sphere of Ukraine. Empirical data of international comparative studies are taken into account when modeling social processes and evaluating the effectiveness of state and international socially oriented programs.

The strategy of reforming socialization institutions should now be connected with the understanding of the world pedagogical heritage, based on cultural traditions and European values.

In Ukraine, social workers, who, as a separate professional group, were formed quite recently (at the beginning of the 90s of the XX century), are professionally engaged in solving social problems and providing social assistance, along with

numerous public organizations and initiatives. That is why, in our opinion, for Ukraine, where the system of training specialists for the social sphere is at the stage of its formation, it is extremely important to take into account positive trends in the development of social education abroad and to introduce innovative approaches to the process of practical training of future social workers.

The problem of the quality of the provision of social services in today's conditions is updated. The gradual integration of modern national higher education to European requirements concerning the implementation of innovative social work practices is governed by the need for improving the functions of social work in the state of war, the aftermath of war on the deoccupied territories, global and social challenges (unemployment support, mitigating the outcomes of poverty, social services for some categories of population (lonely people, orphans etc.); social help and rehabilitation for the participants of war and the members of their families, temporarily relocated individuals etc.) in Ukraine.

In order to properly evaluate which practices of social work and help are effective, we should take into consideration the starting points in other countries that abide by different models of social politics. The demonstration of international experience of social work implementation is an additional intellectual "load" that broadens our knowledge about social decisions in other countries aimed at the general welfare of their citizens.

To date, in European countries, in the Republic of Poland in particular, education for social professions is widespread, which take different forms (from the basic system of university education) and have different methods of regulation and financing (from centralized systems controlled politically to associations of educational institutions, local and private authorities, volunteer or religious organizations).

In improving the domestic system of practical training of social workers, we consider it expedient to refer to the experience of the Republic of Poland. The priority vector of the work of Polish scientists and practitioners in order to intensify the practical training of social workers in higher education is the integration of a new paradigm, which is defined in the strategy of Poland until 2030 as a paradigm of a welfare society. It is aimed at: further development of the social assistance system; solving social problems in the conditions of internationalization and globalization of European society; development of the image of the work of a social worker and the formation of the identity of a specialist in the social sphere; provision of quality practical social services (Standards in Social Work Practice meeting Human Rights, 2024). We also see practical expediency in the study of sociocultural factors in the development and functioning of modern systems of practical training of social workers in higher education in Poland. Care and support, socialization, and national-state and religious values are the dominant accents in the practical orientation of the training of specialists in the social sphere.

The purpose of the article is to investigate the genesis of the formation and development of the "social work" phenomenon at the interdisciplinary level, to outline the goals of innovative practices applying of social work in the Republic of Poland, to actualize the implementation of various types of social support technologies into the national practice of social work.

The expediency of the study is determined by:

- gradual integration of modern domestic higher education into European requirements for quality provision of social services;
- the necessity of training social workers for the successful performance of social work functions in Ukraine in the conditions of modern challenges;
- expansion of the “window of opportunity” for the professional self-realization of a graduate of social work on the international labor market.

2. Literature review

The origins of the practical training of social workers are determined by the humanistic ideas of philosophers, educators and psychologists of the past (F. A. Disterweg, J. Dewey, I. Kant, J. Craik, J. S. Mill, S. Smiles, G. Spencer, S. Frene, V. Hosmer), who considered a person and the development of his abilities to be the center of education; theories of J. Piaget, B. Skinner, Z. Freud; key ideas of A. Bander, K. Levin, Houmans; the position of scientists (E. Hoffman, M. Zald, R. Kanter, R. Merton, M. Folletti) regarding the managerial aspects of social work and recognition of the importance of the independent level of its practice.

The theoretical and methodological understanding of the problem of social work of the future specialist is presented in the works of foreign scientists, such as: H. Browns, K. Gianetto, M. Dowell, J. Kelly, M. Clarin, V. Kolkov, D. Kramer, A. Minahan, A. Maslow, R. May, A. Pincus, J. Raven, G. Rogers, V. Slastyonin. The relevance of the issue is argued by the statements of scientists that the basic principles of social work are common to many countries of the world and are determined by the social education specifics and general requirements for the social workers' competence.

The experience of foreign scientists regarding the training of social workers for professional activity is important for the study: I. Wallimann (Switzerland), G. Wilfing (Austria), B. Wool (USA), L. Gourier (France), E. Norlann (Germany), E. Potulitska (Poland), S. Ramon (Great Britain), R. Lynch, S. McCarley (USA), L. Pytka, E. Materna (Poland), and others regarding the formation of the theory of volunteerism. Studying the works of foreign scientists made it possible to use the valuable experience of practical activities of social workers. In the works of Western European scientists, the main requirements that European society sets for the process of personality formation are analyzed. According to the research of foreign authors, the basic qualities of a social specialist are his personal focus on self-actualization, lack of egocentrism, readiness to provide assistance.

National scientists emphasize the need to improve the practical training of social workers in Ukraine: Abramovych (2018); Benera (2023); Doronina (2019), Karpenko (2008); Kolyadenko (2023); Polishchuk (2010); Shevchenko (2023); Sheremet (2019) and others.

Comparative and substantive analysis of information sources made it possible to substantiate the essence of the basic concepts of the study and contributed to the systematization of sources that have conceptual significance in the study of the outlined problem.

A comparative analysis of the experience of training specialists for the social

sphere in foreign countries was carried out (O. Baibakova, L. Vinnikova, N. Sobchak—USA; O. Zagayko, O. Pichkar—Great Britain; N. Hayduk, O. Olkhovich—USA and Canada; N. Mykytenko—Canada; T. Kharchenko, G. Leschuk—France; O. Pavlishak—Austria; S. Kogut, M. Perfilieva, E. Neroba, U. Novacka, Zh. Shevchenko, L. Yurchuk—Poland; N. Yaksa—Ukraine and Poland; A. Kulikova—Sweden, etc.) testified the need for a constructive combination of national practice and world experience, improvement of practical training technologies with mandatory consideration of regional needs and opportunities of national social education application and social work practice.

The focus of modern scientists is on the issue of modernization and intensification of the future social workers training to work with different clients categories: differentiation of the content, forms and methods of working with children left without parental care (Abramovich, 2018; Chubuk, 2016; Dzyubynska, 2015; Stepanets, 2017; etc.); social education of children and youth with disabilities (Perfilyeva et al., 2013); organization of socio-pedagogical work with “street children” (Vainola, 2024 et al.); prevention of negative phenomena (Orzhekhovska et al., 2014); educational and recreational activities (Milyutina and Pashchenko, 2022) and others. In the process of training a future social profile specialist, two aspects are clearly visible: practical training and personal development.

The analysis of scholarly and pedagogical research studying the educational systems of foreign countries indicated that the problem of implementing new social work practices in the educational dimension on the background of modern globalization processes, on the one hand, and the state of war and social challenges in Ukraine, on the other hand, has not gained proper attention and investigation. The elements of positive experience from foreign countries’ practical dimensions of social support that could be relevant for Ukraine have not been singled out as well as with this aim, the possibilities of extrapolating the innovative foreign technologies to social work practice in Ukraine.

The carried out logical and systematic analysis of scientific works allows us to conclude that in order for the contribution of the higher school to the personnel support of restructuring to be effective and influential, it is necessary to implement new social programs in the theory and practice of social education of a modern specialist on the pre-vocational training line and continue in professional practical training.

Therefore, the actualization of the appearance of new social risks, the variability of international (social, economic, political) relations, consideration of the stated problem through the analysis of the theoretical and methodological base activate researchers to develop effective approaches to solving new social challenges, actualize the need for a constant search for effective means and modern innovative practices for their solution.

3. Research methods

The research was conducted continuously for 10 years.

In accordance with the goal of scientific research, a complex of interrelated and complementary research methods was used:

a) general scientific methods: analysis, comparison and interpretation for the purpose of studying scientific works of national and foreign scientists in the field of social education and social work; systematization and generalization of the processed materials for the purpose of formulating conclusions, understanding the results and prospects for their further application;

b) concrete-scientific methods: historical-pedagogical method—for retrospective analysis of literary sources on the research problem; search and bibliographic method—for the study of archival, library funds and bibliographic publications, methodological and historical literature, dissertations on the topic of research; logical-systemic method—to determine internal and external relationships, comprehensive research of a complex of socio-cultural factors, identification of the causal conditioning of the practical component development of the professional training of social workers in higher education in Poland; comparative pedagogical and comparative analysis—to analyze and compare the current state of national and Polish practical training of specialists in the social sphere; prognostic - to outline the possibilities of extrapolation of positive foreign experience of practical training of social workers into the higher education system of Ukraine.

The level of development of social work on the basis of empirical data of international studies is being analyzed by the authors. The tools of comparative analysis are used to examine the system of social work at the level of different countries and regions of the world. The unparalleled value of comparative studies in the study of educational systems of the world, which allow analyzing the social work phenomenon at the interdisciplinary level, is emphasized.

The historiographical analysis of the source base facilitated the understanding of the general research picture, revealed the relevant aspects of the practical training of social workers in higher education in Poland.

Based on the comparative analysis of the research results, the authors concluded that innovative practices of social work, based on the concepts of practical learning through experience, under the guidance of experienced teachers and managers, tend to implement actively and manifest positive trends in the national social sphere.

4. Results

According to the purpose of the research, it is necessary to investigate the genesis of the formation and development of the phenomenon of “social work” at the interdisciplinary level.

On the basis of the historical-pedagogical method, a retrospective analysis of literary sources on the research problem was carried out. Also, the general tendencies of social work in Europe have been researched.

Education in the sphere of social work is an established tradition in Europe. Institutions focused on preparing social workers were founded between 1896 (England, the Netherlands) and 1990 (Slovakia). Initially, only social work volunteers were educated, whereas later, education in this sphere gained a status of a special specialization, having been raised to the level of academic education. Finally, it received a separate scholarly status (**Figure 1**).

This evolution was accompanied by a progressive process of circularization,

meaning an increase in educational programs on social work that are conducted by national universities and similar educational establishments as opposed to educating religious institutions (Brauns, Kramer, 1991). As is evidenced in the literature, the understanding of education in the sphere of social work in Europe is diverse. In some countries, the qualification of a social worker is well-defined and solidly integrated into the system of higher education, whereas in others, social work is a relatively new sphere (Hussein, 2011).

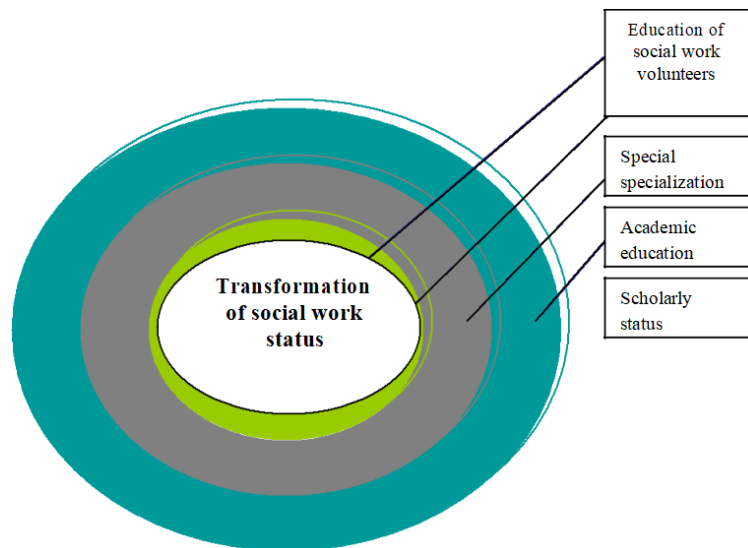


Figure 1. Evolution of the process of teaching social work in Europe: general tendencies (modified from source: Reis-Jorge and Ferreira, 2013, p. 113).

Over the past three decades, most European countries have been gradually integrating social work education and training. This trend is, among other things, a consequence of the growing importance of global knowledge in all aspects of social work, as well as changes in higher education structures caused by the Bologna process (to strive for greater comparability of European qualifications). The European Union Directive on the Recognition of Professional Qualifications sets out the procedures that national governments must follow when assessing the qualifications of qualified social workers in different European countries (Reis-Jorge and Ferreira, 2013).

It has been studied that three-year bachelor's and master's degrees are typical qualifications in most European countries. Levels of education and training in social work in Europe are defined in regulatory documents.

The trends related to the unification of education and personnel training in the field of social work are of a structural and basic nature, with a special emphasis on: (1) increasing the emphasis on education at the academic level, (2) creating educational programs based on integrated modules, (3) International/European orientation.

As a result of scholarly search, there has been traced a tendency to implement practical education of social workers in practice that is based on progressive approaches of practical experience in the social sphere of European countries and the USA.

Historical premises, tendencies in the sphere of social politics and pedagogy, interdisciplinary relations, and politics in general all have an impact on the form of teaching people who strive for the social work profession in different countries. However, during the past three decades, in the majority of European countries, there has been a gradual unification of education and preparation of social work specialists. This tendency, among others, is a result of the growing significance of global knowledge on all aspects of social work, as well as changes in the structures of higher education (striving for larger comparability of European qualifications). Today, social work has become one of the priority topics in Europe. In scholarly and educational dimensions, it has gained the status of an independent field of science and research. At present, in European countries, education of various forms for social professions is widely spread (from a basic educational system in a university), in different forms of regulation and financing (from centralized systems that are controlled politically to associations of educational institutions, local and private governmental power, volunteer, and religious organizations). In the sphere of regulation between 22 members of the European Union covered in the research, 12 out of them consider social work as a regulated profession according to Article 3.1 (a) of the Directive of European Union (2005/36/EU) (which was enacted in October 2007). Data from eight countries indicates that social workers have to register with appropriate regulatory organizations before starting their work. In five out of ten countries where this profession is not regulated, there are forms of education and preparation in the sphere of social work and norms that promote the selection of social work employees' (Hussein, 2011). Along with that, in each country, the accompaniment in social work in Europe has conceptual and structural specifications.

From **Table 1**, it is evident that the results of research performed in 22 European countries indicate that the main tasks and directions of social workers' activity are the evaluation of individuals' and families' needs, collaboration of specialists from different institutions, provision of support and managing risks, as well as consulting. Based on research (Hussein, 2011), such directions of social workers' duties as accompaniment, practical education, and social development occupy approximately 50% of importance and are in the 11th and 12th positions of the rating. As can be seen from the table, such a tendency toward social workers' roles' significance in the European dimension is only satisfactory. Along with that, an interesting finding for researchers is the growing interest in the social work profession in Europe, which is most likely driven by the educational reforms due to the Bologna process.

In most of the 22 European countries included in Hussein's (2011) research, practical work occurs during the educational course, while in some of them, the internship takes place after the course finishes. As for respondents' characteristics, 2050 participants were engaged in the survey: 1817 females (88.6%) and 233 males (11.4%). This ratio is not accidental, as the job of a social worker is highly feminized. Research carried out in Europe demonstrated a difference between the aims of practical education and surveillance goals. Almost everywhere (except for Belgium and the Netherlands), practical education goals are formulated based on key effectiveness indicators rather than competencies, which can be developed and

checked by managers and students (Agten, 2007).

Table 1. Social workers’ activities in Europe (Based on the source: Hussein, 2011, p. 89).

Directions of social workers’ activities	%	Indicator number
Evaluating individuals, families, caregivers’ risks, needs, and circumstances	90.9	20
Collaborating with specialists from different institutions	90.9	20
Supporting people, identifying their needs, views, and circumstances	86.4	19
Managing the risks of individuals, families, and caregivers	86.4	19
Consulting	81.8	18
Collaborating with other specialists	77.3	17
Planning, reviewing, and evaluating social work practices	77.3	17
Case management	77.3	17
Working with the penitentiary system	68.2	15
Managing the packages for children, families, adults/the elderly	59.1	13
Being responsible for people with whom they work (also for their children and families)	59.1	13
Research and project work	54.5	12
Supervision and practical education	54.5	12
Social development	50.0	11
Statute responsibility for the individuals they work with, including those with limited educational possibilities and psychiatric disorders	36.4	8

Researchers (Reis-Jorge, 2013) note that social work has become one of the priority topics in Europe. A study performed at the request of the General Assembly on Social Protection and the Center of Care and Development Coordination offers relevant information about the status and social regulation of social workers’ duties in Europe.

In Europe, supervision does not follow a single theory (model). In primary research on the accompaniment of social work education in Europe (Geissler-Piltz and van Hees, 2010; van Hees, 2011), three social work concepts were described (**Figure 2**).

It has been found that in the experience of social work specialists’ preparation in foreign countries (the USA, the UK, France, Belgium, Austria), including Poland, the role of a social worker is actualized as the main structural element of preparation under the condition of a constructive combination of national practice and world experience.

It has been researched that the directive of the European Union regarding the recognition of professional qualifications determines the procedures that national governments must adhere to while evaluating the qualifications of qualified social workers in various European countries (Types of education in the sphere of social work in Europe) (Agius, 2010).

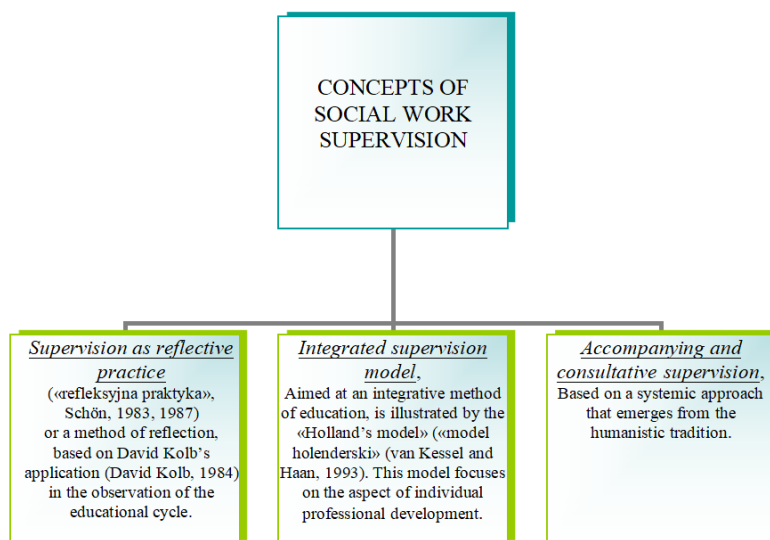


Figure 2. World models of social work supervision (Benera and Shevchenko, 2020, p. 271).

A positive experience includes the implementation of the following models in the practice of social work: personal development and growth, a “student” model, a management model, and a model of structured learning. Innovative practices and technologies of learning are being implemented, especially the imitation and activity ones (learning “in a team”) (Benera and Shevchenko, 2020).

As the analysis of scholarly studies and experience indicate, the social worker’s choice of an innovative social work practice depends on the accepted model of practical learning. Based on the results of the analysis of foreign social work experience, as well as personal observation during practice, we can note that within the past few years, the management model has been gaining attention and is considered the most effective one. Not less important, or, in fact, even more important, than structural changes, is the transition from the pedagogical paradigm centered on the process of learning to an orientation toward the ability to learn (od pedagogicznego paradygmatu skoncentrowanego na nauczaniu do zorientowanego na uczenie się) (Benera, 2020, 2021).

Both scholars and practitioners agree that in the process of transformation, a transition must be made from education aimed at passing on knowledge and scaffolding to education based on understanding, autonomy, and acquiring competencies for learning throughout life. To cope with all these goals and be updated on the new forms of the spread of knowledge, social workers must learn to understand better what is going on around them based on the theories broadening their knowledge (Karvinen-Niinikoski, 2005), as well as get to know the requirements to social work. The educational function of supervision over the work of supervisors and the supervised should be carried out on the basis of lifelong learning and respect of the rights and needs of people (superwizowanych jako uczących się dorosłych) who are being supervised, both adults and children.

This new educational profile is grounded in the ability to reflect in practice the experience and skills of acquiring the newly gained point of view. For students and caregivers, this means that they should be able to predict changes and be ready for

them. New competencies and skills should be included in the program of social work.

In the process of research, it has been found that to increase professional competencies of social workers, the most important theoretical and practical achievements of Western Europe and the USA in the sphere of innovative concepts and methods of conducting social work have been presented. The mentioned approach will promote the increased quality of social workers' activity in direct contact and work with clients, and thus will improve the quality of functioning of the institute of help and social integration, and, as a result, the acceptance in society both social work institutions and their employees.

The purpose of the next task was to investigate the practical implementation of European approaches of social work in the Republic of Poland.

It has been found that the major contribution during the period of integration and intensification of practical preparation of social workers in higher education of the Republic of Poland according to the national social inquiry and world tendencies into the practical preparation of Polish social workers to the future profession was made in a series of works on social work by authors from various countries in the world (Barszczewski et al., 2014; Grewińskiego et al., 2013; Grewińskiego, et al., 2011) and others.

Polish scholars Grewiński and Skrzypczak (2014), unanimously support the idea that has been propagated by the European Union for many years to show appropriate practices and guides abroad in the resolution of broad social politics, including social work. It has been established that supervision over social work is one of the major challenges emerging before the system of social provision in Poland. This is both a theoretical and a practical problem. This concerns both the selection of a conception and the model of supervision, as well as practical principles (standards) of its realization (Grewiński and Skrzypczak, 2014).

It has been found that the effectiveness of practical education of future social workers depends to a great extent on the content and nature of social collaboration between a student and a teacher-mentor of higher education (in the role of mentor, tutor, coach, facilitator, advisor, consultant) on the basis of student-centeredness; from educational technologies and practical implementation of social work methods in the educational process, supervising the growth of a future specialist by an individual program of education and a motivated evaluation of the results; effective conditions of practice.

A condition of successful social provision in a country is, according to Trawkowska (2012), a good practice of social work. She notes that each innovative practice of social help is defined in accordance with the current experience of the professional environment, for instance, social workers, managers, coworkers, and volunteers, representatives of the third sector, managers of social work centers in relations with local authorities and governmental organizations (legal and control requirements) represent practice as innovative.

A noticeable implementation of such practices by the systems of support for children and families, in particular, as a means of supporting family assistants working in the PSR model, street workers, specialists in the sphere of the homeless, disabled, and unemployed. Polish scholars and practitioners remark that to make

“good practice” carry out the additional requirement of utilizing scholarly knowledge, which means that the practicing social workers “practice” theory with certain purposes (Krzyszowski, 2011).

Goals of innovative practices of social work in the Republic of Poland:

- Combining knowledge of social problems and their effects on individual, family, and group biographies of clients of social provision with the implemented criteria of evaluating personal actions of professionals-social workers, family assistants, and other specialists of social work with the aim of the reflexive depiction of work standards;
- Providing a possibility of collaboration between social workers to create and develop new models of social work, flexibly apply local needs and concrete social conditions of beneficiaries;
- Supporting the community of social workers in the understanding of determinants and outcomes of arising dilemmas and complications that extend beyond the limits of modeling the relationships with clients, colleagues, and partners.
- As scholars note, other determinants of proper practice (surveillance) can be formulated, which will always be connected with the reflection of personal actions and the actions of others, in the context of specific functioning of Polish social work and social work at local, regional, and global levels (Trawkowska, 2012).

Upon carrying out scholarly research, a tendency of the implementation of practical education through experience in the practice of Polish social workers on progressive approaches of practical experience in the social sphere of European countries and the USA. The results of the study allow declaring that practical preparation will be successful if it is performed by the model of constant practical preparation, contents and logic of which are conditioned by the functional assignment of the future specialist (Shevchenko, 2019).

The analysis of practical achievements of implementing the practical preparation of social workers in Poland at the licentiate and master’s level in current circumstances has been carried out, which is provided with a complex of basic grounds of learning on the concept of self-regulated and student-oriented approaches and principles of academic freedom, is regulated by the legislative provision and is constituted on the realization of:

- Multi-vector implementation of modern practice-oriented technologies of learning to solve social problems in practice;
- Active technologies;
- Training technologies (Trening integracyjno-motyacyjny);
- Dramatical techniques (group psychodrama, psychotherapeutic stories, doll therapy, masque therapy, fairytale therapy etc.);
- The phenomenon of transactional games (gry transakcyjne) and transactional game plays (individual and collective);
- Games on decision making as an active method of teaching the consultants;
- Supervision sessions (Sesje superwizyjne)—as the most crucial element of the supervision process over social work, the scheme of which has been defined by;
- An individual plan of action as the method of consultants’ work);

- Solving the problems and experience of academic career bureaus;
- Modeling practical skills: solving social problems and constructive decisions in interpersonal conflicts etc.

A positive aspect of professional reality is the constant development of social services standards, as well as the standards of social work education with the consideration of international requirements to the formulation of competency of social work specialists.

It has been found that the reformation of practical preparation of social sphere specialists in the Republic of Poland is provided by a series of works written by the most distinguished Polish scholars and practitioners. “New social work” indicates an innovative character.

Thus, the Center of human resource development is the executant of the systemic project “Trainings on electronic learning of new methods of social work and publishing specialized literature in the sphere of social politics and social work” (“Szkolenia e-learningowe z nowatorskich metod pracy socjalnej i publikacja specjalistycznej literatury z zakresu polityki społecznej i pracy socjalnej”), which is being realized within the scope of European systemic preparation of Institutes of social help and integration (Instytut Pomocy Społecznej i Integracji) (POKL), which is co-financed by the European Union within the scope of the European social fund (Jorge and Ferreira, 2013).

The general aim of the project is knowledge and the expansion of knowledge among the employees of the institutions providing social help and integration of innovative methods and practices of social work. The project is addressed to the employees of the Institute of help and social integration (**Figure 3**). Along with that, it is necessary to note that for quality changes in the Polish school of social work, it is crucial to carry out certain tasks, such as the acceptance of social work supervision, the creation and implementation of the model and standard of supervision in different conditions of exploitation in the formats of urban and rural social work, consolidation of a dispersed professional environment of managers of social activities, creation of the ways to certify the work and provide its realization, development of consultations on practice and quality of education in the sphere of supervision and in a tight and direct contact of education with practice.

A comparative analysis of research on practical preparation of future specialists in the Republic of Poland and Ukraine, carried out by Novatska (2002) demonstrated that solutions are needed for the problems of methodological nature in the organization of practice and that both countries lack research on the problems of practical preparation of future specialists and the flow of the professional education process in practice.

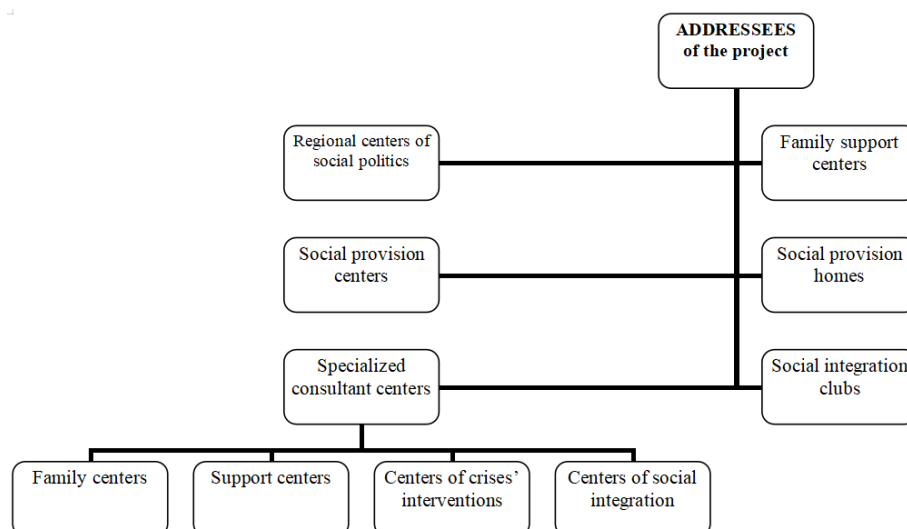


Figure 3. Address direction of the project (“Szkolenia e-learningowe z nowatorskich metod pracy socjalnej i publikacja specjalistycznej literatury z zakresu polityki społecznej i pracy socjalnej”) (Barszczewski et al., 2014).

Based on the research, progressive ideas of the experience of the Republic of Poland concerning the practical preparation of social workers have been singled out (Benera et al., 2021):

- realization of a social strategy that is manifested in the fundamentalization of social education in relation to its practical direction, variability, dynamics of contents, and mobility of forms and methods;
- transition from the pedagogical paradigm focused on the process of education to an orientation toward the ability to learn to gain success;
- implementation of the theory of individualized practical learning through experience, the success of state programs, and the work of international funds and community organizations and committees in the Republic of Poland, and the possibilities of their creative application in the national higher education system have been outlined (the creation of conditions for the development of a practical component of future social workers' preparation). We consider that a purposeful, consolidated solution to the basic tasks predicted by the statutes of funds and community organizations of individuals with limited abilities is only possible on condition of effective government. Hence, the executive power organs responsible for social protection should be oriented toward collaboration with the funds and community and charity organizations in Ukraine;
- application of positive experience of implementing the innovative practices in Polish higher education institutions and community organizations in the preparation of volunteers, rehabilitation center employees, who help the participants of the operation of united forces and temporarily relocated individuals with the application of modern forms and methods of resocialization, implementation of active training technologies, drama techniques, transactional games for solving and preventing social problems and managing interpersonal conflicts etc.

At the third stage of scientific research, we were projecting positive foreign

experience of innovative technologies and methods regarding the opportunities of their adaptation and implementation in the national practice of social work.

To develop modern Ukrainian society, it is necessary to move from a “state-centered” model to a “person-centered” one, which stimulates a reevaluation of the individuals’ and elites’ role in the development of society, expanding the individual space of freedom to choose oneself and one’s life. That is why a special emphasis is made on the generation and self-realization of exactly a young person the sensitive period of whose development coincides with student years.

The educational process in Ukrainian higher educational establishments is being actively enriched by the European approach of innovative social work practices and engaging students in participation in European educational programs.

A positive aspect of professional reality is the constant development of standards of social work and standards of social work education with the consideration of international requirements to form the competency of social work specialists.

According to national scholars (Benera et al., 2023; Karagodina and Baidarova, 2013; Litiaha, 2021; Sheremet, 2019), the reality of social work in Ukraine as a sphere of specialized education currently is aimed toward international standards. Along with that, in the country’s present conditions (military state, aftermath of occupation of some regions of Ukraine, people’s migration, the status of temporarily relocated individuals), program activity of governmental social work organizations is not able to provide a qualitative evaluation of services.

On the other hand, in the professional social sphere, there exists a real need for educating social workers with the use of control-supervision work on professional preparation. To solve the defined problems, according to researchers’ opinions and practitioners’ demands, it is necessary to provide a number of options for the development of social work in Ukraine. Factors of developing the supervision of social work in Ukraine: practice of “psychotherapeutic supervision” in the work with individual clients; informal collaboration between students and teachers in the process of completing practical assignments, research, analysis, and setting professional tasks for working students; monitoring and evaluation of project work; understanding the need for supervision, acquiring skills, and creating an environment where supervision becomes necessary and possible (Karagodina and Baidarova, 2013).

The authors consider that the reality of social work in Ukraine as a sphere of specialized education requires improvement on the way to European standards. Suggested services in the governmental sector connected with access to social services are concentrated more on providing financial help and other benefits rather than on striving to activation, representativeness, and consulting.

As of present demand, as current research findings indicate (Benera et al., 2023), the vast majority of European, including Polish, innovations of implementing social practices in education, is totally acceptable, and the process of implementing innovative foreign technologies in the social work practice of Ukraine has already started and is going on.

Along with that, the need in technologization of social activity has risen, which is caused by:

- complications of social processes and aggravation of social problems;
- progressive development of social and humanitarian sciences, which enables the use of their achievements in social work practice.

The main determinants of social technologies that define their specificity are multidisciplinary—social technologies utilize not only their own theories, concepts, forms, and methods but also the ones borrowed from other sciences; a tendency toward hierarchy—social technologies are used by the technologies of lower ranks as separate methods and forms; multi-directiveness—social technologies strive to affect different objects, which intensifies the changes’ tendency to reach the results; flexibility—high variability of forms, methods, procedures, and criteria of social technologies’ evaluation; standardization—a constant search for standards and evaluation of social technologies’ effectiveness (Koliadenko, 2023).

Social technologies are technologies directed at gaining the goals of social development, solving social problems, and governing social processes. They correspond to all requirements for technologies in general, but they possess specific objects of impact: individuals, social groups, and societies. These objects give the process of constructing social technologies a certain imprint and entitle them to specific characteristics.

Modern social work researchers in Ukraine view the technology of social work as a way of solving the problems of both society and a concrete young person’s individuality. The structure of social work technology includes social prevention, social rehabilitation, and social support (**Figure 4**).

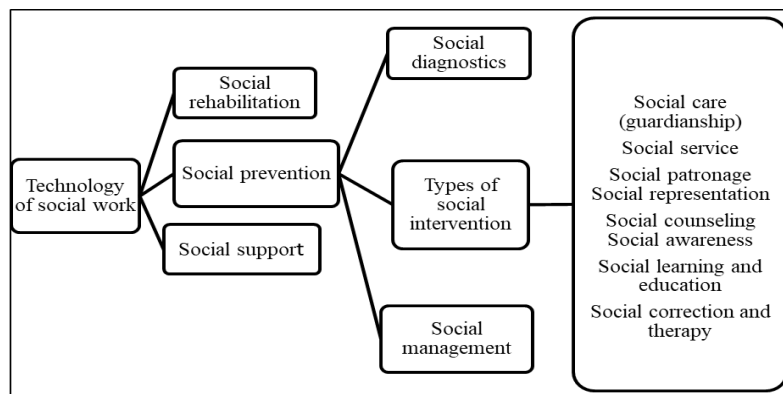


Figure 4. Vectors of implementing social work technologies (Benera et al., 2023).

For us, the main among these technologies is the social work technology as a means of solving the problems of society and an individual. The structure of social work technology comprises social prevention, social rehabilitation, and social support. In particular, social prevention is the activity aimed at preventing the individual’s (social group’s) problems and overcoming their causes. Social rehabilitation is the activity directed toward overcoming the outcomes of problems, restoration of the state of full life activity and social functioning of an individual or social group. Social support is the activity aimed at compensating the individuals’ (social group’s) resources that have been lost due to problems.

Social entrepreneurship is not only economical but also a social activity that promotes an increase in social welfare and enhancement of those individuals who are

excluded or under threat of social exclusion, thus joining the sphere of helping social integration (**Figure 5**).

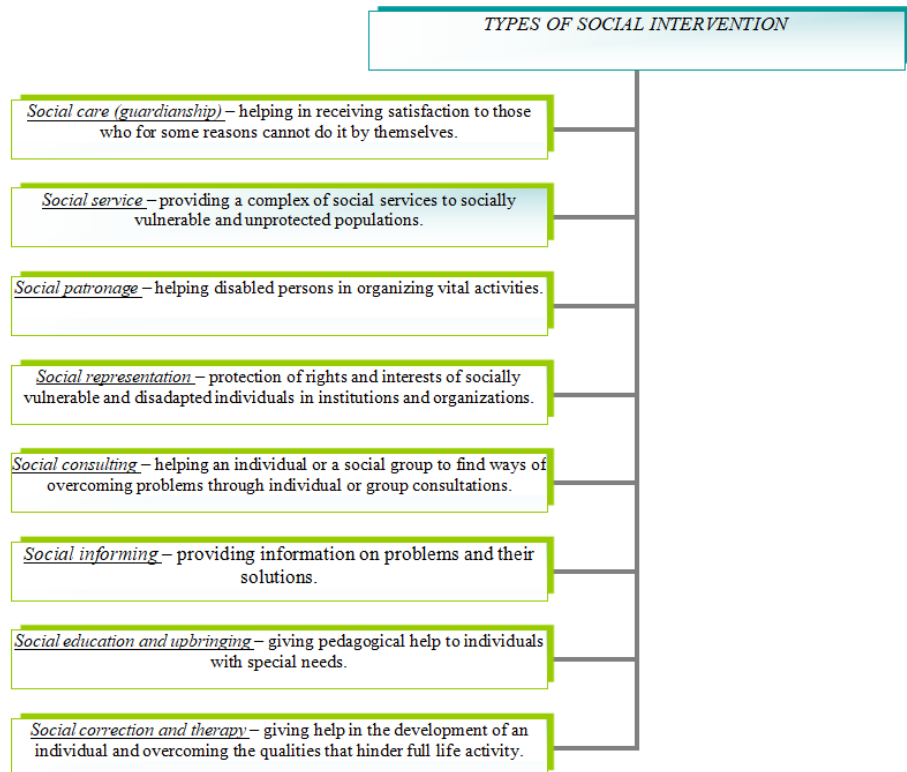


Figure 5. Types of social intervention in Ukraine (Source: Authors’ own conception).

Social support is carried out by means of various technologies. Some scholars distinguish between pedagogical, psychological, socially medical, spiritually cultural, and other technologies on providing society’s social functioning.

We view social work technology as a compilation of social work methods that are aimed at various social problems of the population. Technologies of social work directions and social work types are basic, general technologies. On their basis, special technologies for solving concrete problems of separate client categories are created, as well as universal technologies, which are used in different directions of social work, at its different stages, considering different client groups. One of the many population groups that actively utilize social technologies is the youth (Benera et al., 2023).

We hold the following definition of the technology of social support of the youth: it is a complex of methods of influence and work with the youth aimed at helping young people to fully function in society and satisfy their needs in the optimal conditions for solving their own social needs and unlocking their potential. Social work technologies have their own classification.

Correctional technologies: psychological and pedagogical technologies, socially economical technologies, social work technologies, consultation technologies, organizational and managerial technologies, career guidance technologies, information technologies.

In the conditions of a military state, in which Ukraine currently finds itself, it is of utmost importance to provide an effective and timely implementation of social

technologies of support. Such support technologies should be combined in groups depending on their aims (Figure 6).

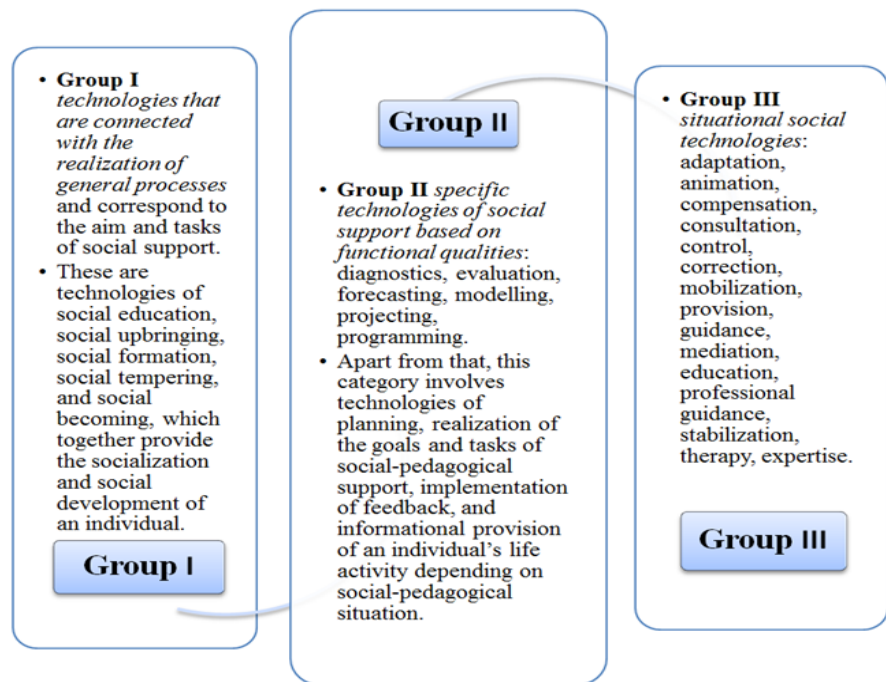


Figure 6. Integration of support technologies in groups depending on the aim (Kolyadenko, 2021).

Social technology of support is the most optimal sequence of mutual collaboration between the social teacher (the supporting one, subject of support) and the object of support (student, teachers, academic groups), which enables providing a rational self-expression of the object in a concrete situation necessary for the successful realization of the educational process, life and professional self-determination.

Such a tandem of collision between the foreign and national reflections, as well as the integration of theoretical innovations and innovative practices of social provision, promotes the inclusion of control on social services quality in the direction of improvement of forms and methods of social help and provides the effectiveness of an important route of supporting the professionalization of professional social workers in Ukraine.

5. Conclusions

Based on research, we came to the conclusion that innovative practices of social work based on European grounds of practical education through experience under the guidance of experienced mentors and managers have a tendency to active implementation in the conditions of the present social sphere in Ukraine.

The variety of directions of social work technologies is gradually implemented in the national practice of social work, but it needs active mobility and autonomy at the regional level. In the national practical preparation of volunteers, and rehabilitation center workers, who help the participants of the united forces operation and temporarily relocated individuals to rehabilitate, it is possible to use the positive

experience of Polish higher educational establishments and community organizations pertaining to the implementation of modern forms and methods of communicative resocialization aimed at the implementation of active training technologies (in particular, integrative-motivational training), dramatic techniques, transactional games, and games on decision making, solving social problems, solving interpersonal conflicts etc.

We see the study of their application in the conditions of non-formal and informal education as prospects for further scientific research.

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