

Future Social Workers' Communicative Readiness Formation to Control Social Risks and Response to the Emergencies in the Aviation Industry

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Abstract: Communicative interaction implementation is one of the leading social worker's functions, formed in the process of education. A social worker is a specialist whose task is to identify social risks and respond to emergencies in a qualified manner. The aim of the article is to analyze the conditions and results of the future social workers' formation of communicative readiness to manage social risks and respond quickly to emergencies at airports; to test the validity of the hypothesis based on certain criteria. According to the results of the survey, there were identified three groups of students with signs of formation: stimulating motives for mastering communicative competence; communicative competence; communicative readiness for professional situation management. During the teachers' survey the main factors of students' communicative readiness formation are revealed as follows: practical activity, students' activity, their desire to qualitative professional characteristics acquisition and self-educational activity of youth. The disciplines of the educational program selective component of the general training cycle (100%) and the vocational training cycle (78.3%), as well as manufacturing practice (94.5%) are endowed with potential opportunities. The main conditions for ensuring the quality of communicative readiness formation process: 1) the development of attitude to the professional communication as a means of professional activity; 2) subject-subject interaction design and implementation in the educational process; 3) socio-psychological support of the professional readiness communicative component formation and the self-education throughout life implementation.

Keywords: *professional and communicative readiness; social worker; extreme situation; training of social workers.*

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Introduction

Modern systemic reforms and transformations lead to the emergence of social groups that need qualified help and support of specialists – aviation workers, rescue services, social sphere (Platash, 2011). Therefore, these specialties' graduates of higher education institutions have one of the requirements – the presence of a competencies system and willingness to quickly identify social risks and respond to the emergencies (Kanishevskaya et al., 2021; Manole, 2018; McCrystal & Wilson, 2009; Platash, 2011; Vasylenko et al., 2019). For many years, the tendency of the social worker's readiness for the communicative process with the client has remained unchanged. Moreover, the determined trend is relevant at the international level. Researchers S. Frunzã (2011), V. Sidenko (2017), Unguru & Sandu (2019), A. Petrov (2021) and others note about it. The authors of the found works note the responsibility of the social worker in determining the practice strategy, assessing one's own professional competencies, self-awareness of own ability to achieve effective results in working with the client.

Thus, in the period 1998-2014 in Ukraine 10177 cases of technogenic (4808), natural (2898), social (1071) nature were registered (Vyprytsky, 2011, p. 1), since the beginning of 2020 49 emergencies of various natures have been registered.

The concept of "emergency" (hereinafter - the E) is a prerogative – legal (Kapska, 2005; Savenkova, 2005) and social (Koval, 2013a; 2013b; Sanzharovets & Shatylo, 2020), as well as the prerogative of the state in support and public's social protection. An explanation of the concept of "emergency" is found in S. Jakowenko (1996), V. Skrebets (1997), A. Ljowotschkina (2003; 2015), A. Vyprytsky (2011), O. Kryvytska (2018) and others. Researchers refer emergencies as to: "critical", "difficult", "dangerous", "emergency", "special", "extreme", etc., because they "violate and complicate the professional tasks execution" and require formed skills (Bucãța & Rizescu, 2017; Budnyk et al., 2020; Malkina-Pykh & Pykh, 2013; Mashtalir & Leskiv, 2017; Sinyavsky, 2014; Stolyarenko, 2002). Social extreme situations include social conflicts, terrorist acts, civil disobedience, epidemics (for example, COVID-19) and others (State Emergency Service of Ukraine, n.d.). The basis of the social worker's professional activity is communicative readiness, the formation of which is carried out in educational institutions of different levels (Sanzharovets & Shatylo, 2020).

Social workers are called upon to "mitigate" the social insecurity of vulnerable groups by supporting, accompanying, assisting, advising and contributing them to obtain social security.

Similar occupational "risks" can be observed in the social workers' activities in educational institutions. The inadequacy of the special students' parents' and healthy peer's reaction, pedagogical conflicts, psychological incompatibility of the educational process' subjects and pedagogical communication can be characterized by urgency. The risks to which social workers in educational institutions are exposed carry a special psychological burden, which can complicate the communication process in subject-subject and subject-object educational interaction. In conditions of social risks, the specialist must mobilize their own resources and, while maintaining proper performance, tact and respect for the client, respond quickly and implement the necessary competencies and tools for positive stabilization of the existing social situation (Bourn & Hafford-Letchfield, 2011; Sanzharovets & Shatylo, 2020).

Vocational education is considered as a basis for the professional readiness formation of future educational employees (Bakhmat, 2021; Koval, 2013a; 2013b; Platash & Daneliuk, 2011), employees in the legal field, internal affairs authorities, military personnel, engineers (Boyko, 2008; Bershedova, 2013; Bogomolova & Fedotov, 2021; Didenko & Motorna, 2018;), aviation workers, rescuers, firefighting workers, morflot (Batukov, 2011; Bezpalko, 2009; Bodrov, 2001; Shtefan. 2002; Yankovych & Polishchuk, 2004) and others emphasize the extremity of specialists' conditions in various fields (Sanzharovets & Shatylo, 2020). According to scientists, the main factors in the professional readiness' formation are the educational environment microclimate, the teachers' and students' psychological attitude to the quality of educational activities, profiling disciplines, and others.

We understand the professional and communicative competence of the future social worker as a complex integrative personal formation, which is a set of sufficiently formed professional and communicative knowledge, skills and abilities, emotional and value orientations of a social worker, which ensure the effectiveness of his communicative interaction with clients and other society members, based on the analyzed scientific works of modern researchers (N. Kuzmina (1995), V. Sanzharovets (2016), I. Savelchuk (2016), A. Slozanska (2016), V. Polishchuk (2016), A. Karapuzikov (2019) on the approaches to the definition of "professional and communicative

competence of the future social worker", its content, basic features and applications.

The works of Kuzmina (2005), Arkhipova (2011), Polozenko (2013), Godlewska-Werner et al., (2020), Sanzharovets & Petrenko, (2019). and others are dedicated to communicative professional competence and peculiarities of its formation in students of relevant specialties. The authors emphasize the need to form a "communicative competence professionalization" of future social workers. A. Kapska persuades that the individual communicative qualities manifestation occurs during education in the educational interaction process. Therefore, it is important to form the communicative readiness of students to master the professional communication knowledge and skills (Kapska, 2005, p. 57-58). At the same time, the orientation of specific educational information on the social problem "determines the structure and content of future social workers' professional and communicative training" (Vainola, 2010, p. 64). It is necessary to distinguish between the concept of "development" ("knowledge, skills and experience acquisition") and communicative competence "formation" ("the use of a set of tools focused on the development of subject-subject productive personal aspects of communication, and its subject-object reproductive, irrational components" (Koval et al., 2020a, pp. 28- 31; 2020b).

Results of foreign researchers like Social work supervision (2017), Bolton (2010), Badenhorst et al. (2016). Unguru & Sandu (2018; 2019), Frunză (2017; 2018), Buzducea (2018) and others give us the reason to assert that the reflexivity and effectiveness of social work practice depends on personality of employees, as well as the conditions created by the manager for this work. Of course, the quality of the formed readiness to act in risk situations is an important message here.

However, the direction of studying the communicative readiness formation issues of students majoring in "Social Work" to effectively carry out professional social risk management and response in emergencies. Therefore, emerge questions about the nature and features of the readiness formation for rapid response and communication skills' implementation in professional and extreme/emergency situations in the aviation industry.

The aim of this study is to analyze the conditions and results of the future social workers' communicative readiness formation to manage social risks and respond quickly to emergencies; based on certain criteria to test the validity of the hypothesis.

The main criteria of future social workers' communicative readiness are the degrees of formation:

- 1) stimulating motives for mastering communicative competence (motivational component);
- 2) communicative competence (communicative component);
- 3) communicative readiness for professional management of social risks and response to emergencies (component of communicative readiness).

The hypothesis is that under the appropriate psychological and pedagogical conditions for the implementation of the students' professional readiness formation model to work in emergencies will provide quality and sustainable readiness to implement professional readiness to respond quickly in emergencies.

Achieving the goal is possible provided the implementation of the following tasks:

- 1) outline the model of readiness and test it in the future social workers' training for rapid communicative response in professional activities in emergency situations in the aviation industry;
- 2) to check the methodology and of rapid communicative interaction formation model and response in professional social activities in emergencies effectiveness.

The study used methods: theoretical (analysis, synthesis, generalization, systematization, comparison), applied (observation, questionnaire, pedagogical experiment, interview), mathematical and statistical.

Materials and Methods

In order to confirm the pedagogical conditions for the future social worker's professional and communicative competence formation, empirical and formative experiments were conducted using methods of studying and analyzing the literature, the students' and teachers activity results; questionnaires, observations, surveys, interviews, design and research work, quantitative and qualitative analysis of assessments and self-assessments; methods of mathematical statistics. The bases of the research are: the Department of Pedagogy and Social Work of Yuriy Fedkovych Chernivtsi National University (hereinafter - YFCNU), the study covered 45 students of III – V courses and 17 teachers, the researcher was Larysa Platash; Department of Humanities and Social Work, Lviv State University of Life Safety (hereinafter - LSULS), attended by 34 students of III – V courses and

11 teachers, the executor of the study was Anna Koval; Department of Social Technologies of the National Aviation University (hereinafter – NAU), involved 36 students of III – V courses and 9 teachers, researcher was Valentina Sanzharovets. The total number of students covered by the experiment – 115 (hereinafter - students), teachers – 32 (hereinafter – teachers).

Data presented herein were obtained at the Socio-psychological center, which is operated as a scientific partnership among the Yuriy Fedkovych Chernivtsi National University, the Lviv State University of Life Safety, and the National Aviation University.

The purpose of empirical and formative experiments is to identify the state of developed future social worker's communication skills and the formed skills to quickly organize communication with clients in emergencies. A set of valid methods was used (study of the structure of V Rusanov's temperament; the Tapping test motivation; professional communicative knowledge, skills and abilities formation; self-regulation V Morsanov's style method, etc.). The choice of diagnostic tools was determined by the need to adhere to the basic principles: informativeness, economy, accessibility, ergonomics. The calculations were performed using indicators of descriptive statistics (Zamfir, n.d.), correlation analysis based on the Pearson rank coefficient, as well as factor analysis.

Concomitant study objects were the components of future social workers' professional readiness, such as responsibility, independence, determination, self-control, self-regulation, etc., as well as factors that hindered the successful future social workers' professional and communicative readiness formation to respond quickly in special conditions.

Research and experimental work was based on scientific works on the methodology and pedagogical research methods. Identifying the level of educational process orientation on the future social workers professional and communicative readiness formation involved the questionnaires implementation during the experiment. During the empirical experiment (September 2019), students were surveyed to identify the communication skills level. Teachers were involved as educational process subjects in the future social worker's communicative readiness formation to respond quickly to emergencies. The questionnaire consisted of 20 questions, the answers to which gave the opportunity to identify students attitudes to professional communication in the communication skills values system that further determine the successful students activity. In particular: "Do you

consider it appropriate for a social worker to work on the communication skills self-development?", "What skills and personal achievements are essential for the successful interaction of a social worker with a client in emergencies?" etc.

The second part of the empirical study was focused on identifying the motives and needs for the development of professional communication skills. The test was used to determine the need for communication (Orlov et al., 2005). Students were offered a questionnaire consisting of 33 questions, which had to be answered "yes" or "no". The results were calculated on a special scale, according to which the following results could be obtained: up to 22 points – low level, 23-25 points – below average, 26-27 points – average, 28-29 points – above average and 30-33 points – high. Since in our study there are only three levels – high, medium, low – we reformatted the research results: up to 22 points – low, 23-29 – medium and 30-33 – high.

Determining the level of professional and communicative readiness formation on the basis of motivational and value criterion – the presence of a stable interest in professional communication, a stable need for systematic communication was using the test "Self-assessment of professional motivation" (Fritsyuk, 2016). The purpose of the test was to find out whether students are aware of themselves as a future social worker and whether they are able to self-assess their own professional and creative communicative readiness for competence. The composition of students was differentiated on the basis of insufficient formation of certain professional knowledge, skills and abilities. This made it possible to take into account the individual characteristics of students during classes. Students were offered a questionnaire consisting of 18 questions. If the number of points scored 5 or less a low level of professional motivation was diagnosed, 10-6 – an average level of professional motivation, and 11 or more points – a high level of professional motivation.

Determining the desire for self-improvement and increasing one's own level of professional and communicative competence was carried out as follows. Using the method of expert assessments and the method "Scale of assessment of the need to achieve" (Orlov n.d.), ranked students on the formation of professional and communicative competence, motivational and value criteria at high, medium and low levels. Students answered "yes" or "no"; for each point that matched the key, they received 1 point. The obtained data were differentiated by levels: high demand - (23–33 points), sufficient need (average in our case) - (12–22 points), low demand - (1–11 points).

Ability to humanistically-oriented student-centered subject-subject learning – was assessed on special scales by the expert assessments method: 4-5 points – students have knowledge and techniques of humanistically-oriented subject-subject learning; 2-3 points – students have fragmentary knowledge and techniques of humanistically-oriented subject-subject learning; 0-1 points – students do not have the knowledge and techniques for humanistic subject-subject learning.

The formative experiment was held during 2019-2021, provided for the psychological and pedagogical conditions separation and focused on the implementation of methods and models for the rapid communicative interaction formation and response in professional social activities in emergencies. To substantiate the pedagogical conditions that contribute to the future social worker's professional and communicative competence formation, we took into account:

- 1) the social order in terms of the problem under study;
- 2) requirements of educational-qualification characteristics and educational-professional program;
- 3) requirements for professional knowledge, skills and abilities necessary for the professional and communicative activities organization; 4) the essence and specifics of social worker's professional and communicative activities;
- 5) realization features of humanistic- personal technology of students' professional-communicative competence formation.

The methodological basis of the individual value attitude forming ways to professional communication were the ideas of A. Leontiev (1997), T. Dubovitskaya (2004), I. Makarova (2010) and others. We proceed from the fact that the future social worker's satisfaction with himself, his professional activities are:

- a) the psychological mechanism of the behavior substructure (will);
- b) individual's own behavior self-management in critical communicative situations;
- c) planning and implementation of student self-development, self-improvement, self-realization in the professional and communicative activities' process (Baklanov, 1998, p. 57-58).

The following main methodological approaches are implemented: system, activity, integration-modular, personality-oriented, competence, professionally-personal.

To reflect the integrity of the communicative readiness forming process (hereinafter – CRFP) of students, we used modeling as the main method of forecasting and building the process of communicative interaction between teachers and students, aimed at preparing future social workers to manage social risks and respond to emergencies. The educational environment modeling process with CRFP students included a system of factors, requirements and tools that logically structure the artificially modeled process components.

The following are selected as artificially modeled educational environment components with CRFP with the characteristics defined as follows: motivational-target, meaningful, organizational, procedural-activity, evaluation, productive. The aim of the students' CRFP simulated process is a conglomeration of phenomena and microprocesses, which complements the real teaching-student interaction. The content of educational interaction between teachers and students is the establishment of feedback, cooperation, the dialogic forms predominance of work in the classroom, the systematic problem situations' usage, taking into account the students' capabilities and the experimental research direction.

Methods of emotional and moral stimulation, interest, novelty situations' creation in training, encouragement which promoted excitement and student's internal energy stimulation are used for formation of the student's valuable attitude to professional communication. Carrying out the students' CRFP process, lectures, seminars, practical classes, trainings, webinars, consultations, independent work are selected as the main educational forms, as well as a combination of face-to-face and distance learning forms using computer technology; teaching methods – a group of verbal, visual and practical, as well as social (case method, projects, feedback, role-playing and business games, work on the Internet), control (on-line-survey, monitoring); teaching methods ("adaptation" in communication, communicative attack, "misunderstanding", active listening, incitement to openness, "provocation", etc.); means – didactic, visual materials, computer, Internet, software, etc.

Results

The empirical research materials allowed to assess the vision of students of YFCNU, LSULS and NAU of the future social workers' purposeful CRFP process; identify the main activities in which the process of students' CRFP, as well as the subjects of their communication skills

development, students' understanding of the communication in future professional activities importance.

Students' questionnaire survey shows the lack of teacher's attention to the future social workers' communicative readiness purposeful formation. The percentage of students satisfied with the educational work of teachers with CRFP ranges from 26.5% to 43.4%. This discrepancy is explained by the special demands of future social workers to the established professional qualities, the desire to acquire quality professional knowledge. The main activities that contribute to the CRFP of students are defined as educational, extracurricular and extracurricular activities, combined with scientific, so they give preference to the teaching staff as the main "subjects of communication skills." A significant number of students (41.3%) consider communicative readiness an important professional activity component.

Among the proposed means of CRFP, students had the opportunity to choose several positions simultaneously. According to the general results, preference is given to professionally-oriented disciplines (37%), special webinars and trainings (25.8%), motivation of teachers to purposefully form student's communicative readiness (24.9%). Respondents do not exclude the spontaneous process of CRFP, which can occur during industrial practice (23.2%), under the influence of learning conditions (23.2%), social environment (13.8%), during self-education (13.8%) and daily (6%) activities.

It should be noted the positive attitude of students to professional self-development and understanding of the need to establish personal contacts (66.2%), to show resilience in achieving professionalism (63.6%), to believe in their own abilities (55%), to encourage themselves to professional self-improvement (34, 4%), constantly work on yourself (30%). At the background of personal ambitions to be successful due to their own capabilities and personal connections, we note lower interest of students in the positions of "compliance with etiquette" (24.1%), "strict adherence to professional protocols" (23.2%), "postgraduate education" (15.5%).

Respondents actually ranked their answer options. According to the obtained results, 3 groups of students with formation signs were identified:

Group 1 – stimulating motives for mastering communicative competence (55.9%) and their own understanding of the need/desire to diligently treat educational responsibilities (45.6%);

Group 2 – communicative competence: the ability to apply theoretical knowledge (55.9%); openness in communication (61.1%); communicate (88.6%);

Group 3 – communicative readiness for professional management of social risks and response to emergencies: self-confidence (64.5%), concentration on interpersonal interaction (51.6%), responsibility for the results of professional actions (40.4%), quick orientation / response in a social (emergency) situation (80%).

According to the generalized 32 teachers' questionnaire survey results, we state the presence or absence of purposeful attention of researchers to the students professional and communicative readiness formation during classes (lectures, seminars, practical), social practice. The obtained statistical data were distributed as follows: YFCNU (Figure 1), LSULS (Figure 2), NAU (Figure 3); general evaluation of the university teacher's work (Figure 4). The charts show data rounded to an integer. The average attention of the teaching staff to the students' communication skills formation is 59.4% (Figure 4).

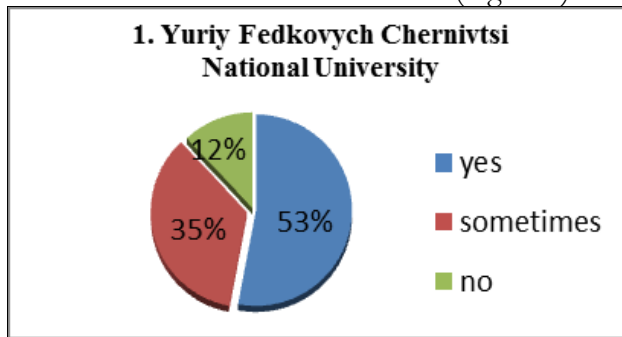


Figure 1. The teachers' survey results of departments that teach social workers (YFCNU).

Source: Authors' own conception

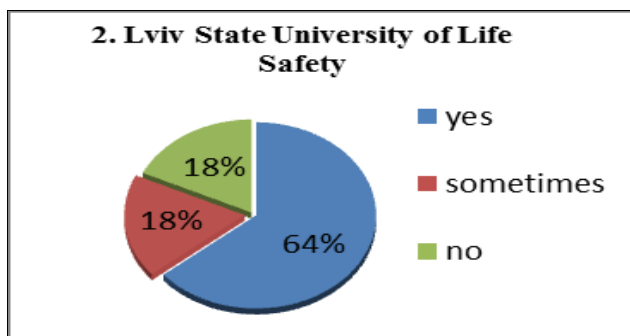


Figure 2. The teachers' survey results of departments that teach social workers (LSULS).

Source: Authors' own conception

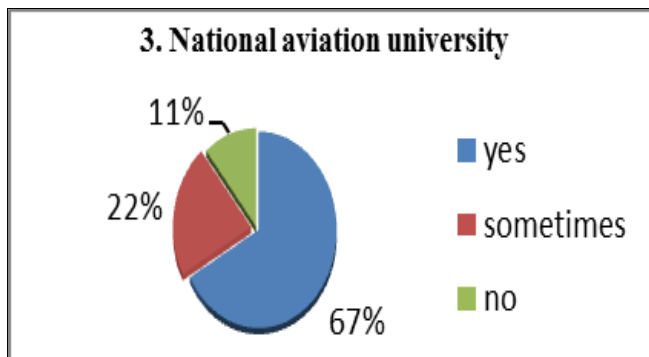


Figure 3. The teachers' survey results of departments that teach social workers (NAU).

Source: Authors' own conception

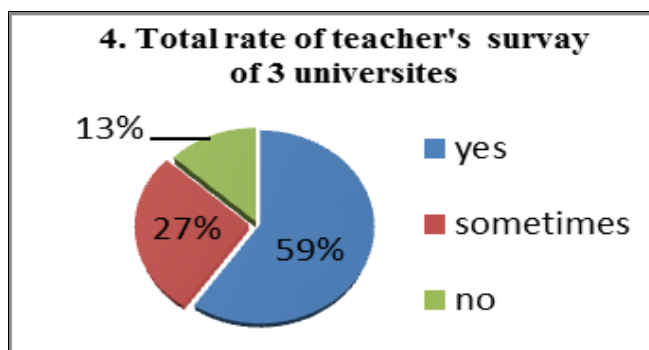


Figure 4. The teachers' survey results of departments that teach social workers (general evaluation of the university teacher's work).

Source: Authors' own conception

Three factors of students' CRFP are important for the teacher: practical/production activity (97.2%), activity of students, their desire to acquire quality professional characteristics (81%) and self- educational activity of youth (73%). However, teachers do not allocate enough role to the students' learning conditions (40.5%), the educational environment socio-psychological microclimate (40.5%), the social environment of young people (35.1%). At the same time, it should be noted that the disciplines of the educational program selective component of the general training cycle (100%) and the vocational training cycle (78.3%), as well as manufacturing practice (94.5%) are endowed with potential opportunities for students' CRFP. Most respondents trust training (91.8%) and interactive forms of training (59.4%), show a cautious attitude to workshops in the workplace (59.4%).

Summarizing the results of the empirical study, we draw the following conclusions:

1) students are not fully aware of the urgency of the professional and communicative competence formation problem, and did not have sufficient knowledge to organize their own professional communication experience;

2) teachers preferred the professional disciplines knowledge formation, but did not focus on the professional communication formation. However, within the implementation of the training sessions' developmental function, methods and types of work are selected that will contribute to the future social workers' communication skills formation;

3) the professional communicative readiness formation is not considered by students and their teachers as a learning goal;

4) communicative readiness formation process depends on the students' personal attitude to understanding the communicative activity importance in their professional activities.

Empirical research has shown that the future social worker's professional communicative competence formation is given very little attention in the process of professional training, or if this aspect of professional activity is taken into account by teachers, it happens spontaneously and fragmentarily. The formative experiment involved identifying and verifying the effectiveness of the conditions.

Condition 1. Development of valuable attitude to professional communication as a means of professional activity. Pedagogical determinants of the student's personal communicative readiness formation to extreme response to social risks are:

a) organizational and pedagogical component (compliance of curricula with the integral purpose of the educational program of the specialty, anticipation of forms and methods of formation of communicative readiness, etc.);

b) personalized component of the student's professional training, development of emotional and volitional sphere, mental functions, motivation to qualitative mastering of professional competences, etc.);

c) educational and methodical component (educational and methodical complexes of disciplines, methodical support of classes, independent work, industrial practice, etc.).

Since communication is a leading factor in the social workers' professional actions implementation, teachers of experimental research had to exchange information about student achievement, establish constructive interaction with the student group, encourage, manage their independent activities, focus on dialogic strategy of interaction during learning tasks.

We paid attention to the development of cognitive motives (orientation in new knowledge, independently choose ways of learning) and LSULS, from the II semester of NAU, during the internship in social work students gain experience in responding to social risk situations (involved in volunteer activities based on practice, communicate with stakeholders, study theoretical and applied disciplines, thus psychologically adapt to future professional activities and acquire practical communication skills.

Students study the following disciplines: YFCNU - "Communication and professional relations in the social sphere" (3.5 credits, exam / 4 sem.), "Methods of social work" (4 credits, exam / 4 sem.), "Fundamentals of counseling in social work" (4.5 credits, exam / 6 sem.), "Social work in emergency situations" (4.5 credits, exam / 5 sem.), etc.; LSULS - academic disciplines; NAU - "Methods and technologies of social work" (credits), "Social work with different groups of clients", "Communication training", "Practice of social work".

Condition 2. Design and implementation of subject-subject interaction in the educational process for the future social workers' professionally necessary qualities purposeful formation. Pedagogical guidance on solving the problems of professional management was carried out in practical seminars by motivating students to self-improvement, discussion, use of simulated communicatively oriented situations, creating a creative atmosphere of the educational environment.

During the classes of the discipline "Communication and professional relations in the social sphere" students were offered mini-cases, professionally oriented situations with various tasks. For example: Parents of a "problematic" child came to you for a consultation, allowed themselves harsh remarks, provoking a conflict situation. How will you act? How do you build a communication process? What rules will you use? How can you organize effective interaction with parents? Explain the specifics of building a communicative process in a given situation, as well as the communication rules in a conflict situation. "

While working on the case, students learned to answer questions with professional content. In particular: "Why does the situation look like a dilemma?", "What is the research problem of the case?", "What are the possible ways to solve the problem described in the case? ", "What are the advantages and disadvantages of each of the alternatives? ", "What decision should be made in the situation under consideration? ", "What are the possible consequences of such a situation? "

During the study of the discipline "Pedagogy", students were asked to act out the situation described and demonstrate a solution to this

problem. For example: "A student came to the university in a bad mood, does not want to communicate with groupmates. He answers the question sharply and seeks to separate from the group. Your task is, as a teacher, to orient the student to study, to help to solve communication problems. Suggest ways to influence the mood, identify conditions that will help the young person to adjust to the necessary communicative interaction with peers.

Of course, the participation of students in solving practical problems was different. At the initial stage, most sophomores found it difficult to find an effective way out of a socially risky situation in the aviation industry. This is due to the lack of skills to stand freely in front of the audience, to express their own opinion. Other students claimed that they understood the essence of the concept that needed to be explained, but could not logically and correctly construct an explanation, confidently have a dialogue with the interlocutor, distribute attention. The students covered by the research understood that the main purpose of their education is to gain professional knowledge on the communicative process organization with the client, and communicative competence is especially important in their future professional activity. As a result, most students developed an understanding of the inner stimulus, the motive for learning communication skills.

Condition 3. Socio-psychological support of the professional readiness communicative component formation and the self-education throughout life implementation. General and professional knowledge transfer/assimilation, improvement of necessary skills and abilities, development of individual qualities of the student's personality occurs under the condition of interactive methods and forms of training application in a specially organized educational environment. Qualitative indicators are obtained during the systematic monitoring of future social workers' communicative readiness during the study of specialized disciplines (for example, "Fundamentals of counseling in social work", "Social work in emergencies", etc.).

The implemented process of CRFP students to manage social risks and the implementation of rapid professional action in emergencies is characterized by realism, awareness, interest of the parties, adaptability; openness, bilateralism.

The initial results of the experimental study are as follows.

1. Indicators of the formative experiment made it possible to distribute students according to the appropriate levels (high, medium, low) relative to the formation of the following professional readiness components for future social activities: responsibility (PRC1), independence (PRC2), determination (PRC3),

self-control (PRC4), self-regulation (PRC5), emotional mobility (PRC6), sociability (PRC7) (Figure 5).

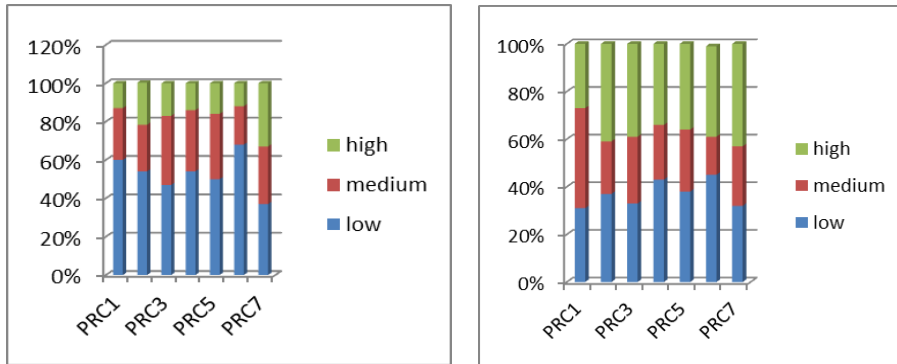


Figure 5. Levels' distribution of students' professional readiness components formation of YFCNU, LSULS and NAU.

Source: Authors' own conception

According to the results of the study, the average overall rate of each level decreased from 52.6% to 37% (low), from 29% to 26.1% (medium), while it doubled from 18% to 36.7% in high. The obtained data testify to the need for purposeful professional readiness formation in the education process. We are convinced that the student's commitment, which are taken into account by teachers and purposefully developed in the course of a clearly planned educational process, are very important.

The development of important students' personal qualities (balance, confidence, mutual understanding, determination, etc.) is possible in the context of the components' implementation: motivational-targeted, meaningful, organizational, procedural-activity, evaluative, productive.

1. The multifaceted and systematic work of a higher education institution teacher consisted in the observance of the methodology and stages of students' communicative readiness formation.

The mutually agreed consistent method of forming communicative readiness included:

1) creation of an initiative group and discussion of the content of the conducted research. Planning of research and experimental research; 2) study of the attitude and capabilities of research and teaching staff and students, their features of interaction and cooperation;

3) definition of principles of training, conscious observance of sequence of work;

- 4) identification of indicators of effective implementation of the study; monitoring and adjusting the results of experimental research;
- 5) making changes to the research program (if necessary);
- 6) summarizing and discussing the final results at the meeting of the initiative group, meetings of departments;
- 7) organization of the final scientific and methodical seminar (round table) with a proposal to introduce recommendations in higher education institutions that train students majoring in "Social Work".

The formative experiment program development involved the implementation and verification of the assumption of the conditions' importance conducive to achieving a positive result of the experiment.

Pedagogically organized formation of communicative readiness to manage social risks and respond to emergencies was based on the author's method of implementing methods and means of teaching: training, awareness and adjustment of life position, body patterns, internal resources of the teacher and student, etc. It was important to consistently achieve communicative readiness:

- a) conscious perception of the situation;
- b) knowledge / assimilation of the necessary information and competencies for communicative response and activities in an unfavorable situation;
- c) internalization of the motivational model of professional communication and its internationalization to real conditions;
- d) creative reflexive application of the model in professional situations.

The results of ascertaining and forming experiments confirm the hypothesis. Purposeful implementation of the method of communicative readiness formation to respond in situations of social risk and non-standard requires coordinated interaction of teachers. The cooperation of scientific and pedagogical workers must be focused on the achievement of the necessary competencies by students to effectively apply to solve professional issues, to predict the possible consequences.

2. Numerical indicators of criteria expression provide the level of student's communicative readiness formation for future professional interaction: "non-professional" (low level), "professionally acquainted" (average) and "professional" (high). As confirmed by the obtained numerical indicators, the future social workers' communicative readiness systematically acquires the professionally necessary characteristics. This was facilitated by the implemented methodology, personal attitude of teachers to the quality of

their teaching work, value-motivational orientation of the educational process of the university, as well as a conscious understanding of the student's importance in providing qualified social services. The number of students who are classified as low according to the criteria of readiness has almost halved; the number of students, who according to the formed indicators of communicative readiness are referred to a high, "professional" level, has doubled.

We assume the presence of such a negative phenomenon as interpersonal incompatibility, which may be characteristic of a small number of low-level students, because the indicators of professional and communicative "growth" are insignificant.

Discussion

In the general communication with students, the understanding of "social risk", "professional extremity", "communicative readiness to manage social risks" was clarified. Future social workers expressed the understanding that professional extremism requires knowledge, skills and abilities to respond quickly to social risks, provide quality social services, and make professional decisions.

It is established that the future social work specialists' professional and communicative readiness purposeful formation process requires the implementation of specific tasks: providing conditions for mastering the theory of professional communication, its structure, functions, styles, moral principles; mastering the technology of the communicative process, professional and communicative skills; development of humanistic thinking, awareness of the values of the profession of social worker; activation of the motivational sphere for obtaining the profession of a specialist in social work, self-analysis and didactic reflection, etc. We are convinced that "communicative readiness to manage social risks" is characterized by a conscious attitude to the mobilization and regulation of communication opportunities by a specialist in a positive solution to the life and personal difficulties of clients. The implemented process of CRFP to manage social risks and respond quickly and professionally in emergencies is necessarily based on the motivational component of the personality of the student and teacher.

Taking into account the results of the study, there is a need for teachers to focus on future social workers' specific competencies. Creating pedagogical conditions to ensure the effective professional and

communicative competence formation in students involves mutual coordination of teachers on the implementation of methods and technologies that meet the requirements of the future specialty and modern approaches to training.

The interaction process is based on the consciously realized participants' behavior and communicative interaction. With partial or full compatibility, the student willingly joins or actively participates in the partner's educational interaction. Thus, it contributes to the harmonious combination of value-motivational needs and personality qualities, strengthening individual- characterological parameters, both their own and the teacher's. In the case of communicative "closed" one of the parties to the communicative process, the dominant position may be occupied by the party that is more active. As a rule, it is a teacher. There is a spontaneity signs risk, in which the of communicative readiness formation process will not contribute to the student's personal qualities development, and in future professional activity there will be professional burnout, dissatisfaction with the profession, incompetent signs of activity in need of rapid social response and unusual situations. Therefore, it is necessary to create a program of action (methodically regulated communicative interaction) in the system "teacher - teacher", "teacher - student", "student - student", in which the process of forming communicative readiness will reach a certain perfection and help prepare a new generation of social workers professional sensitivity, with the formed delicate skills of communicative interaction and a palette of interpersonal communication ways.

The research testifies the four-year experience of purposeful practical training of students to implement communication skills in professional activities. There is a conviction that the systematic attention of teachers to the problem of the readiness of future social workers for interpersonal communication will have better indicators, since the following factors will be involved:

a) the mastery of teachers in the implementation of professional training of students, its constant improvement in accordance with the requests of stakeholders and the social needs of the state;

b) taking into account the individual characteristics of students and their motivation for productive training, the desire to gain quality knowledge, and therefore to strive to become a qualified specialist in social work;

c) comprehensive updating of program material in accordance with socio-political and socio-economic trends of professional training of future social workers;

d) the importance of understanding by all participants of the educational process of professional training as a valuable component of the formation of the student's personality as a professional who is able to quickly respond to an extreme situation, use the necessary means to eliminate the immediate situation and / or its consequences;

e) mandatory absence of skepticism among students regarding the practical benefit of intermediate monitoring of communicative readiness to control the situation and appropriate responses in emergency situations.

Conclusions

The considered aspects are not exhaustive in the study of future social workers' communicative readiness formation problem for professional management of social risks and response to emergencies. We see the prospect of further explorations in the possibility of studying the students' personal motives to be included in the communicative readiness process formation to respond in conditions of social risks and emergencies. It is also possible to create an effective model of future social workers' professionally important competencies formation by means of manufacture/social practice.

In addition, we consider it necessary to conduct a repeated (cross-sectional) survey of students, which would focus on the results of the practical training of students of the "Social Work" specialty. In this case, it is worth taking into account the presence of theoretical training, its connection with scientific and practical training. It is important for teachers to understand the value of the entire system of work and the tools used for high-quality professional practice of students.

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