

**ПРОФЕСІЙНА ПІДГОТОВКА СУБ'ЄКТІВ СОЦІАЛЬНО-
ПЕДАГОГІЧНОГО СУПРОВОДУ НЕПОВНОЛІТНІХ
ПРАВОПОРУШНИКІВ В УМОВАХ РЕФОРМУВАННЯ
ПЕНІТЕНЦІАРНОЇ СИСТЕМИ В УКРАЇНІ**

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У статті розглянуті питання професійної підготовки майбутніх працівників соціальної сфери як провідних суб'єктів соціально-педагогічного супроводу неповнолітніх, звільнених від відбування покарання з випробовуванням; обґрунтована значущість порушеної проблеми в зв'язку із суттєвим зростанням проявів протиправної поведінки у молодіжному середовищі; проаналізовано наукові підходи до розуміння понять «підготовка», «професійна підготовка», які покладено авторкою в основу визначення сутності професійної підготовки майбутніх працівників соціальної сфери до здійснення соціально-педагогічного супроводу неповнолітніх правопорушників.

Ключові слова: професійна підготовка працівників соціальної сфери, суб'єкти соціально-педагогічного супроводу, неповнолітні правопорушники, пенітенціарна система, служба пробації, правозахисна компетентність майбутніх соціальних працівників.

ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА СУБЪЕКТОВ СОЦИАЛЬНО-ПЕДАГОГИЧЕСКОГО СОПРОВОЖДЕНИЯ НЕСОВЕРШЕННОЛЕТНИХ ПРАВОНАРУШИТЕЛЕЙ В УСЛОВИЯХ РЕФОРМИРОВАНИЯ ПЕНИТЕНЦИАРНОЙ СИСТЕМЫ В УКРАИНЕ

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В статье рассмотрены вопросы профессиональной подготовки будущих работников социальной сферы в качестве ведущих субъектов социально-педагогического сопровождения несовершеннолетних, освобожденных от отбывания наказания с испытанием; обоснована значимость затронутой проблемы в связи с существенным ростом проявлений противоправного поведения в молодежной среде; проанализированы научные подходы к пониманию понятий «подготовка», «профессиональная подготовка», которые положены автором в основу определения сущности профессиональной подготовки будущих работников социальной сферы к осуществлению социально-педагогического сопровождения несовершеннолетних правонарушителей.

Ключевые слова: профессиональная подготовка работников социальной сферы, субъекты социально-педагогического сопровождения, несовершеннолетние правонарушители, пенитенциарная система, служба пробации, правозащитная компетентность будущих социальных работников.

**PROFESSIONAL TRAINING OF AGENTS PERFORMING SOCIAL AND
PEDAGOGICAL SUPPORT OF MINOR OFFENDERS IN THE
CONDITIONS OF REFORMING OF PENAL SYSTEM IN UKRAINE**

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In article questions of professional training of future workers of the social sphere as leading agents of social and pedagogical support of the minors exonerated with probation have been considered; the importance of the problem under consideration in connection with the essential growth of performance of illegal behavior among young people has been proved; scientific approaches to understanding of the concepts "training", "professional training" which are taken as a basis by the author for determination of essence of professional training of future workers of the social sphere for implementation of social and pedagogical support of minor offenders have been analyzed; the professional competence of future workers of the social sphere is defined as result of the appropriate professional training; the importance of the problem under components of professional competency: the cognitive component characterizes the theoretical knowledge gained in the course of mastering a profession from fundamental concepts in modern theories and concepts of social work; the motivational and valuable component acts in the form of set of subjective indicators of activity. These include requirements, motives, interests, directives, valuable orientations, orientation of the personality, ideals, etc. The motivational and valuable component includes presence in future worker of the social sphere of steady interest in obtaining additional knowledge, abilities and practical experience of social and pedagogical support of the minor offenders exonerated with probation; the pragmatist and practical component is characterized by formation by future experts of the social and pedagogical abilities necessary for work with minor offenders. Future worker of the social sphere must be able to develop and to effectively apply the social technologies

considering features of a modern combination of gender equality and specifics of sociocultural development of the minor for ensuring his social health.

Keywords: professional training of workers of the social sphere, agents of social and pedagogical support, minor offenders, penal system, probation service, competence in human rights of future social workers.

Problem definition. A question of training of future workers of the social sphere takes the central place among modern scientific research in the conditions of growth of social problems and expansion of the sphere of social risks in Ukraine. In the conditions of enhancement of such risks the problem of social and pedagogical support of minor offenders for prevention of criminalization of children and youth is one of the major problems. In modern times this problem becomes actual in the context of changes of regulatory and legal framework of Ukraine, the passage of the Law of Ukraine "About a probation" [1] and reform of system of the social service procurement demand that the expert who works with minor offenders has to be competitive, stress resistant, flexible, be armed with knowledge of human rights discourse and ready to productive professional activity, in particular to implementation of social and pedagogical support of the minors exonerated with probation. Professional training of future workers of the social sphere has to solve this problem, combining the accumulated international and domestic experience of probation and modern innovative approaches to implementation of punishments concerning minors. That's why the training of workers of the social sphere for implementation of social and pedagogical support of the minors exonerated with probation is one of the main conditions of overcoming illegal behavior and modern social problems existing in our state.

Analysis of the last researches and publications. In recent years a significant amount of researches which reveal separate theoretical-methodological bases of training of future workers of the social sphere have been developed. Among them there are scientific works of S. Arkhipova, A. Kapskaya, G. Kashkarev, V. Polishchuk, S. Harchenko, etc. Theoretical bases of the general and special professional training of

future workers of the social sphere and social teachers for different types of activity have been defined in works of E. Beloliptseva, K. Dmitrenko, L. Mishchik, O. Ras-skazova, etc. Questions concerning training of future workers of the social sphere and social teachers for work with children with deviant behavior have been considered in works of T. Zhuravel, E. Karaman, T. Lyakh, A. Tyutyunnik, A. Chusova, etc. However it is necessary to notice that now there aren't enough system researches about changes which happen in the standard and legal legislative base of Ukraine and influence the theory and practice of training of future workers of the social sphere for implementation of social and pedagogical support of the minor offenders exonerated with probation.

Taking this into consideration, determination of essence of training of future workers of the social sphere as agents of social and pedagogical support of the minors exonerated with probation in the conditions of reforming of penal system in Ukraine has become the **purpose of article**.

Statement of basic materials. Starting consideration of the the problem under consideration, we will find out essence of process of training of workers of the social sphere for different types of professional activity, in particular for social and pedagogical support of the minor offenders exonerated with probation. We emphasize that in scientific literature the definition of the concept «professional training» as generic in relation to the studied category is ambiguous. In the Law of Ukraine «About the higher education» professional training is determined as obtaining qualification in the corresponding field of education or specialty [2]. The Ukrainian pedagogical dictionary interprets professional education as «training» of experts with different skill levels at educational institutions for work in one of branches of the national economy, science, culture...» [3, page 274-275]. Professional training is considered also as the set of the special knowledge, skills, labor experience and standards of behavior providing a possibility of successful work on a certain profession, it can also be a process of transfer of the corresponding knowledge and abilities to pupils [4]. V. Storozh defines professional training as the purposeful process in higher educational

institutions providing formation of knowledge, significant for future professional activity, practical skills and also professionally important qualities of the personality according to the chosen qualification, sufficient for successful performance of professional duties by future expert [5, page 16]. K. Dmitrenko understands a professional training as a process of formation of the expert of the new type who is capable to respond quickly and adequately to the changes happening in society and competently to solve social and pedagogical problems in all types of educational institutions and institutions with social orientation [6].

Specifying this concept according to the problem under consideration, it should be noted that in modern pedagogics a professional training of workers of the social sphere is based on a large number of various methodological approaches which include consideration of a number of the positions (characteristics, principles, tasks, etc.) providing learning efficiency in educational process of the general higher education. Methodological approach is interpreted by us as the scientifically based choice of nature of the effect in the process of organized cooperation of the teacher and future worker of the social sphere made for the purpose of the maximum development of the personality as the agent of the reality. On the basis of the theoretical analysis of modern researches it is appropriate to place emphasis on such methodological approaches to professional training of future workers of the social sphere: personal and pragmatist, integrative, system, competency based, which usage is appropriate when determining essence of professional training of agents of social and pedagogical support of minor offenders.

Such scientists dealt with problems of studying of personal and pragmatist approach: I. Bech, Yu. Matskevich, L. Mishchik, S. Pashchenko, I. Yakimanskaya and others. On the basis of these researches it is possible to draw a conclusion that only disclosure of identity of each student in the course of training provides formation of education at the modern higher school. The term "personal and pragmatist approach" is widely practiced in the scientific and pedagogical environment now. Feature of personal and pragmatist approach in modern professional education is orientation not

only toward training process, but also to ultimate purpose of this training. Changes which happen in society today dictate the need for modernization of the Ukrainian system of the higher education according to reforming of other branches where graduates must find a job including in penal system. Considering that changes in regulatory and legal framework of Ukraine have been accepted, it is necessary to update traditional professional education by applying innovative forms of quasiprofessional activity that becomes possible and necessary in a modern education system. Therefore personal and pragmatist approach acts as one of approaches for organization of professional education.

Personal and pragmatist training promotes creation of conditions for full development of future expert of the social sphere as individual and also for conditions of improvement of the functions influencing efficiency of further work: ability to the choice of technology of social work; ability to reflex, estimate needs of the client; formation of an image "I"; responsibility; autonomy of the personality (in process of development it becomes more and more free from other factors). And, certainly, one of the most important elements of personal and pragmatist approach is application of individual ways of training and search of the personified mechanisms for improvement of quality of acquisition of knowledge, abilities, skills and formation of competences.

In professional training of future workers of the social sphere as agents of social and pedagogical support of minor offenders the specifics of application of personal and pragmatist approach consist in orientation of students to independent work (scientific work - participation in conferences, round tables, etc.), volunteer work (participation and the organization of the help to the minor offenders exonerated with probation), etc. During the organization of training according to this approach the activity of each student is stimulated by taking into account his opportunities and personal habits (the choice of subjects of course and master's theses) . Use of individual tasks (for example, during volunteer work in probation service - drawing up a social

portrait of the client, risk assessment of commission of repeated offense, etc.) promotes development of self-consistency and responsibility for the work.

Summarizing the above, it is possible to note that personal and pragmatist approach relies on understanding that the personality is a unity of the mental properties which are his identity. In the course of professional training of future workers of the social sphere as agents of social and pedagogical support of minor offenders, conditions for demonstration of educational activity of future experts must be created: must be used various forms and methods of training when the most part of the time must be given to interactive training; must be created the atmosphere of interest of future experts; must be used various ways of performance of a task; it is necessary to create cases and pedagogical situations which would allow each student to show self-consistency and an initiative.

Integrative approach relies on philosophical treatment of the whole as a new quality by means of other way of connection of elements of a certain structure, but not as the sums of parts. Process of training of future workers of the social sphere within integration approach is based on setting of connections between experiences. And it results not from changes and reorganization of the curriculum, but by means of didactic filling of disciplines, creation of connections between concepts, the phenomena and sciences in general. During a synthesis of elements of subject matters there is their interpenetration and quality change. These interrelations can be expressed in various forms: connections of management and regulation, interaction communication, structurally functional and hierarchical connections. V. Storozh marks out that integrative approach allows making actual the principle of the integrated systems in the course of training: training happens on the cross-disciplinary bases in connection with socialization of the main directions of development of the country. Introduction in educational process of innovative educational technologies is challenging, the efficiency of modern professional education is defined more and more by the creative potential of the personality, ability of the expert to be guided in the dynamic, changing, unusual social situation [5, p. 21]. Concerning our research, process of profes-

sional training of future workers of the social sphere according to any given problems must represent not a mechanical combination of subject matters, but their organic unity, directed to achievement of desirable result - increase in level of professional competence of future experts. Within studying of integration approach for training of future workers of the social sphere for implementation of social and pedagogical support of the minors exonerated with probation it is necessary to consider a number of concepts: principle of integration, integration process, integrative processes.

The principle of integration suggests coherence of all components of training, all elements of system, connection between systems; it defines the purposes and content of training, its forms and methods.

We understand an integrity process as high-quality transformations in each element which enters the system for the purpose of creation of consistency. Integration process is a new growth integrity, it has system qualities of interaction, the corresponding mechanisms of interrelation and also changes in the elements, functions of an object of studying caused by feedback of recently generated system means and qualities.

Integration completely changes structure and content of modern scientific knowledge and also conceptual opportunities of separate sciences. The analysis of scientific works of A. Dubasenyuk, A. Bepalko, V. Slastenin, V. Polishchuk, allows to claim that integration promotes achievement of unity of knowledge in many aspects - substantial, structural, logical-gnoseological, scientific and organizational, methodological, pedagogical, etc. Thus, training of future worker of the social sphere as agent of social and pedagogical support of minor offenders demands, first of all, unity of regulatory and legal framework and a theoretically-methodological part of education.

Integrative approach provides interaction of structural elements of social educations, stimulates growth of systemacity of knowledge of future social workers concerning human rights discourse and social and pedagogical support of minor offenders, improves their professional training, influences increase in motivation of training.

Within this approach, provision is made for improvement of subject programs on the basis of integration that in turn will provide a continuous communication of educational objects, planning of a subject course by taking into account thematic blocks, a certain choice of methods, means and forms of education. At the same time there will be a possibility of development of activity of future expert, which will influence development of his self-realization as highest need of the person and expert, because the worker of the social sphere performs wide functions in society. In this question we agree with O. Rasskazova who claims that the worker of the social sphere \the social teacher according to his professional role is understood as "manager" of environmental impacts on the personality who is intended to provide harmony of moral values, to give the help and support to various groups of the population, in particular to minor offenders [7].

One more approach is relevant to determination of essence of professional training of agents of social and pedagogical support of minor offenders - system approach, based on the concept "system", in scientific literature it has rather wide range of definitions. According to the general theory of systems written by L. Bertalanfen [8], it is possible to mark out the essential features of system: existence of set of the interconnected and interdependent elements; an element of system is the subsystem - one of its objects of objective reality; the system exists not on its own, but develops and functions in a certain environment; the system is integrity, and its components (subsystems) are various; in each system there is the mechanism of its self-preservation, self-movement and self-development; systems are divided by the level of development and can be: high-difficult, average and underdeveloped, elementary [8].

Social work and the equivalent training of specialists represent living system, consequently, can be considered within system approach. The person with the specific and social features are the main element of this system. In turn the people who have got into a difficult life situation and require assistance, are the specific elements of system «social work». System approach in social work involves the fact that in its

theory creation, formation, functioning and development of this type of professional activity are being studied [9]. System approach in course of training future workers of the social sphere is such organization of professional training at which all its components are in interconditionality, reflection and correction of the results. Within this approach the conditions are created for the purpose of achievement of its effectiveness, formation of qualities of the identity of future worker of the social sphere which will allow him to solve unconventionally professional problems, to get a technique and innovative technologies of professional activity. In order to realize effectively the purposes of social and pedagogical support of the minor offenders exonerated with probation, the expert of social work must have a big range of competences, professional abilities, skills, profound knowledge in the field of gender policy and regulatory and legal framework for compliance with the rights and freedoms of minor clients. Thus, training of future workers of the social sphere in the general higher education represents the system of the organizational and pedagogical actions providing formation of professional orientation, knowledge, abilities, skills and competence, received as a result of studying of subject matters and passing of different types the practices, promotes formation of competence of future worker of the social sphere for implementation of social and pedagogical support of the minors exonerated with probation.

The next important methodological approach concerning essence of training of future experts of the social sphere is competency-based approach. According to results of researches of native scientists I. Drach, N. Bibik, A. Ovcharuk, A. Pometun, L. Sen and others competency-based approach provides achievement of new qualitative professional value. Today competency-based approach gains the special importance in view of the fact that it accounts for the research of key competences of future expert, his professional competence.

We mean that competency is a person's availability of specific professional values and the attitude to the profession as to significant professional activity. The competent worker of the social sphere must have the creative potential for self-

development and ability to be beyond a subject of the profession. I. Zimnyaya understands that competency is the integrated characteristic of qualities of the personality, result of training of the university graduate for performance of activity in certain areas (competences) [10, p. 22]. As well as the competence, competency includes cognitive (informative), motivational and valuable and emotional-volitional components. The competency is expressed in readiness to carry out any activity in a concrete professional situation. Besides, the competency is understood as readiness of the personality for activity in specific industry, this is a condition for ensuring his creative character and personal development.

Thus, the purpose of professional education consists in acquisition of professional qualification, and in granting an opportunity to cope with various life and professional situations. The purpose of competency-based approach for training in the general higher education is a formation of the competent worker in a certain area. The specifics of training of future workers of the social sphere within competency-based approach consist in the organization of situations and stimulation of actions which will lead to formation of a certain competence. It is significantly that the situation must be significant for the individual, have some uncertainty, give the choice of opportunities, being reflected in cultural and social experience of the student. So, we consider necessary in the course of training of future workers of the social sphere to model conditions and parameters of the environment, and situations of professional activity in which concrete competences will be formed and developed. We define competence as ability to apply knowledge, abilities, skills and personal qualities to successful activity with the minors exonerated with probation.

On the basis of the carried-out analysis of scientific developments of N. Bibik, L. Vashchenko, M. Yemelyanov, T. Klimov, V. Tyurina, etc. we define professional competency of the worker of the social sphere as the integrative characteristic of the personality which includes orientation values, education level, personal experience of the expert, ability to independent, responsible performance of the professional duties, free orientation in professional activity, ability to operational transition to sociocul-

tural and information educational environment. At the same time integrity is understood by us as creation of new system, functions, doesn't come down to the sum of properties and functions of components, and creates the new content of qualities of interaction in the course of training of future workers of the social sphere.

Based on association of the specified approaches, we will define professional training of future workers of the social sphere to implementation of social and pedagogical support of minor offenders as process of students' acquisition of body of knowledge, skills which are used at the solution of specific social problems of the minor offender. Acquisition of specific competency by future worker of the social sphere is a result of such training.

We can claim that during formation of professional competency of future worker of the social sphere for implementation of social and pedagogical support of the minor offenders exonerated with probation it is necessary to consider her following components:

1. Functions of professional competency:

- gnoseological function solves a twin challenge. On the one hand, it allows to investigate, systemically describe and explain the arising problems during training for social and pedagogical support of the minor offenders exonerated with probation from positions of modern science and the culture of society, on the other hand, provides engaging of modern knowledge for effective formation and engaging of creative potential of the person for the benefit of a profession and satisfaction of a complex of wants;

- regulatory function carries out a role of an internal determinant of the agent, causes the system, ordered and purposeful principles of formation, development and optimum engaging of his potential. Its realization allows to create optimum technological effectiveness of professional and pedagogical work;

- invariant function means advancement of the person to personal tops of development and self-realization. The profession is the main sphere of manifestation of opportunities and abilities of the person in the course of which the realization in all

types of work is enabled. The priority sphere for realization of invariant function is a creative professionalizing of the worker of the social sphere;

- integrative function provides integrity of development and usage of innovative and acmeological culture by the person. Its main purpose is to this competence must have productive character.

2. Types of professional competency (special, social, personal, individual)

- special competence – it is actually working knowledge of professional activity at rather high level, ability to project the further professional development;

- social competency – working knowledge of joint (group, cooperative) professional activity, cooperation and also methods of professional communication accepted in this profession;

- personal competence – working knowledge of methods of personal self-expression and self-development, means of opposition to professional deformations of the personality;

- individual competency – working knowledge of methods of self-realization and development of identity within a profession, readiness for professional growth, ability to individual self-preservation, nonsusceptibility to professional aging, ability to organize rationally the work without overloads of time and forces and to carry out the work without fatigue.

The special competency is connected with professional activity, social – with professional communication, personal – with professionally important personal qualities, individual – with complete professional self-development.

3. Components of professional competency:

- the cognitive component characterizes the theoretical knowledge gained in the course of mastering a profession from fundamental concepts in modern theories and concepts of social work. The cognitive component assumes students' acquirement of knowledge on the phenomena of deviant behavior, social disadaptation and also knowledge of the reasons, signs, characteristics, offenses; knowledge of norms and

deviations in physical, mental, social, intellectual development of the minor offender and so forth.

Besides, the cognitive component of professional competence of the expert contains knowledge of conditions, directions, methods of the social and pedagogical help to the minor offenders exonerated with probation; knowledge and abilities to analyze relationship of the teenager and the environment, to define the nature of influence of this environment; knowledge of acts in the field of social protection of the minors exonerated with probation and understanding of need of constant control of the legislation which changes; mastering by students studying in direction «Social Work» of the system of the scientific and practical and special knowledge necessary for business communication without a conflict with workers and clients of social work; understanding of a role of professional training in practical activities, on the one hand, for achievement of the high level of professionalism, and on the other hand

- for the solution of specific social problems of clients with which future worker of the social sphere works [11];

- the motivational and valuable component acts in the form of set of subjective indicators of activity. These include requirements, motives, interests, directives, valuable orientations, orientation of the personality, ideals, etc. The motivational and valuable component includes presence in future worker of the social sphere of steady interest in obtaining additional knowledge, abilities and practical experience of social and pedagogical support of the minor offenders exonerated with probation. This component provides formation by student of directives for interaction with the minor offenders exonerated with probation and their parents; stability of valuable orientations of the personality, orientation in professional activity to professional ethical requirements and so forth. Nevertheless, professional training needs to be directed in such a way as to convert natural needs for achievement of success into professional motivation for solution of social problems of minors. The components stated above are an important component of estimate of professional competence of future workers of the social sphere.

- the pragmatist and practical component is characterized by formation by future experts of the social and pedagogical abilities necessary for work with minor offenders. Future worker of the social sphere must be able to develop and to effectively apply the social technologies considering features of a modern combination of gender equality and specifics of sociocultural development of the minor for ensuring his social health.

4. Criteria of professional competence (professional and humanistic orientation, technological-pedagogical orientation, professionally dependent qualities, self-actualization).

Conclusions. So, professional training of future workers of the social sphere to implementation of social and pedagogical support of minor offenders is defined by us as process of acquisition by students of body of knowledge, skills which are used at the solution of specific social problems and in the course of resocialization of the minor offender and at the result the competency is formed for solution of the corresponding professional tasks.

In the conditions of reforming of penal system in Ukraine the professional competence is of particular importance as result of professional training of the worker of the social sphere as agent of social and pedagogical support of minor offenders, in particular such components of it - cognitive (knowledge of the causes of deviant behavior; methods and stages on resocialization of minor offenders; laws and regulations in this area, etc.), operational and pragmatist (possession of technology for resocialization and social and pedagogical support; ability to perform diagnostics of risks assessment and needs of the minor; knowledge of nonverbal means of communication; ability to interpret the laws and regulations regulating activity of management of a probation, etc.), motivational (positive motivation to commission of social and pedagogical support, the aspiration to improve professional abilities for effective work).

Further scientific research in studying of professional training of future workers of the social sphere for implementation of social and pedagogical support of the

minor offenders exonerated with probation demands deepening and expansion of theoretical-methodical bases of training of bachelors in the multilevel system of professional education.

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