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ПРОФЕСІЙНО-ОРІЄНТОВАНИЙ ПРАКТИКУМ ІНОЗЕМНОЮ МОВОЮ

Методичні рекомендації до практичних занять

для здобувачів ступеня вищої освіти магістра спеціальності «Соціальна робота» освітньо-професійної програми «Соціальна педагогіка»

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Гладиш М. О. Професійно-орієнтований практикум іноземною мовою : методичні рекомендації до практичних занять для здобувачів ступеня вищої освіти магістра спеціальності «Соціальна робота» освітньо-професійної програми «Соціальна педагогіка». Запоріжжя : ЗНУ, 2021. 40 с.

Методичні рекомендації до практичних занять із дисципліни «Професійно-орієнтований практикум з іноземної мови» містять теми практичних занять, рекомендації щодо їх підготовки, питання для самоконтролю та практичні завдання для самостійної роботи, пояснення щодо виконання індивідуальних завдань, приклади контрольних тестів і завдань, орієнтовні запитання до заліку, низку корисних додатків, термінологічний словник та рекомендовану літературу.

Основне призначення методичних рекомендацій – формування й розвиток у майбутніх фахівців із соціальної роботи готовності до іншомовної професійної комунікації в усній та письмовій формах.

Для здобувачів ступеня вищої освіти магістра спеціальності «Соціальна робота» освітньо-професійної програми «Соціальна педагогіка».

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**Вступ**

Курс «Професійно-орієнтований практикум іноземною мовою» входить до циклу загальної підготовки здобувачів ступеня вищої освіти магістра спеціальності «Соціальна робота» освітньо-професійної програми «Соціальна педагогіка». Його викладання спрямоване на формування й розвиток іншомовної комунікативної компетентності студентів у сфері професійного спілкування в усній і письмовій формах, що є нагальною потребою на сучасному ринку праці.

Мета вивчення курсу «Професійно-орієнтований практикум іноземною мовою» магістрами спеціальності «Соціальна робота» освітньо-професійної програми «Соціальна педагогіка» – практично оволодіти професійною лексикою з іноземної мови для застовування в комунікативно-мовленнєвих ситуаціях у майбутній професійній діяльності, а також якісно підготуватися до іншомовного спілкування.

Основними завданнями навчальної дисципліни «Професійно-орієнтований практикум іноземною мовою» є: формування лексичної компетентності студентів; розвиток навичок читання і розуміння автентичних професійно-орієнтованих текстів; розвиток навичок письмової іншомовної комунікації (написання анотації статті, ділових листів, резюме тощо); розвиток навичок усної професійної комунікації.

Згідно з вимогами освітньо-професійної програми студенти повинні знати: базову соціально-педагогічну термінологію іноземною мовою; правила складання наукових статей іноземною мовою; правила складання анотацій до статей; правила створення доповідей на наукових конференціях іноземною мовою; правила складання особистих резюме та СV іноземною мовою; основні міжнародні видання з соціальної педагогіки/соціальної роботи та науково-метричні бази даних з галузі соціальної педагогіки та соціальної роботи, можливості використання їх інформативного потенціалу для проведення досліджень.

Відповідно до вимог даного курсу студенти будуть вміти: володіти і вільно оперувати фаховою іноземною термінологією; користуватися сучасними міжнародними академічними виданнями та спеціалізованими науково-метричними базами даних з галузі соціальної педагогіки та соціальної роботи; користуватися сучасними спеціалізованими словниками з різних галузей науки і техніки; володіти електронними засобами перекладу як у режимі on-line, так і спеціалізованими програмними продуктами (Lingvo, QDictionary тощо); складати анотації та резюме статей іноземною мовою; писати наукові статті іноземною мовою; складати особисте резюме іноземною мовою (CV); писати мотивовані листи на одержання гранту чи для проходження стажування; складати анотації до кваліфікаційних робіт іноземною мовою.

В основу курсу покладено принципи системності, комунікативної спрямованості навчання, порівняння рідної та іноземної мов. Засвоєння структури мови відбувається в типових комунікативних контекстах і основних видах мовленнєвої діяльності (аудіюванні, говорінні, читанні, письмі). Дисципліну «Професійно-орієнтований практикум іноземною мовою» студенти вивчають після опанування дисципліни «Іноземна мова (англійська)». Таким чином, даний курс передбачає використання здобутих під час вивчення попередньої навчальної дисципліни знань, умінь і навичок для їх подальшого вдосконалення й розвинення.

**UNIT 1. PROFESSIONAL COMMUNICATION**

**TEXT 1**

**Introduction to Social Work**

1. *Reading. Read and translate the text.*

Social work practice is aimed at assisting individuals, groups, or communities to enhance or restore their capacity for social functioning and creating societal conditions favorable to reach their goals.

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.

Social workers are professionals who work with people experiencing difficulties in their personal and family lives. They deal with many different issues arising, for example, from poverty and deprivation, or relationship problems in families, or drug use. They arrange care for adults with disabilities, work with health workers in hospitals and the community, and assist the Courts in dealing with people who commit offences.

Many social workers are based in offices and see service users in the office or visit them in their homes. Some work in day centers for children, older people or people with disabilities, while others work in children's homes, care homes for older people or special accommodation for people with mental health problems. Social workers are employed by local authorities or in a wide range of large and small voluntary organizations. Some social workers specialize in community work, social education or social reform rather than direct service to individuals.

Social work is a job for creative, practical and resourceful individuals who really enjoy working with people. Social workers have to combine ingenuity and optimism with honesty and realism in the face of the demanding situations which some service users experience. It is social workers who represent society's response to the challenges of poor parenting, offending, long-term illness, mental illness and other serious problems.

Social workers need stable well-integrated personalities and must be able to see beyond the immediate issues presented by service users, the general public and policy makers. Good social work combines an interest in people with a rigorous scientific attitude and the constant search for better methods of helping, supported by research and development.

1. *Vocabulary notes:* *memorize the following words and expressions and use them in your own sentences:*

community – громада

enhance – збільшувати

capacity – здатність

basic human needs – основні людські потреби

empowerment – розширення можливостей

vulnerable – вразливий

poverty – бідність

deprivation – позбавлення

drug use – вживання наркотиків

adults with disabilities – дорослі люди з обмеженими можливостями

commit offence – скоєння правопорушення

local authorities – місцева влада

voluntary organizations – волонтерські організації

resourceful individual – винахідлива особистість

ingenuity – винахідливість

poor parenting – невідповідальне батьківство, погане виховання дітей

long-term illness – довготривала хвороба

combine – поєднувати

support – підтримувати; підтримка

1. *Speaking*.

3.1. Translate from English into Ukrainian:

To enhance or restore capacity; to reach their goals; to meet the basic human needs of all people; people who are vulnerable, oppressed; people experiencing difficulties; poverty and deprivation; adults with disabilities; people who commit offences; care homes for older people; people with mental health problems; to be employed by local authorities; to represent society's response; stable well-integrated personalities; the general public and policy makers; a rigorous scientific attitude.

3.2. Give English for:

Соціальний працівник (педагог); громада; досягати мети; основні людські потреби; люди, які стикаються з труднощами; пригнічений; проблеми у взаємовідносинах; організовувати (влаштовувати); суд; користувачі послуг; спеціальне житло; робота із громадою; творчий; складна ситуація; стабільний; нагальні проблеми; постійний пошук; розвиток.

3.3. Answer the questions:

1. What is the aim of social work?
2. What kind of people does social work pay attention to?
3. Where do social workers work?
4. What kind of person can work as a social worker?
5. What are the important qualities of a social worker?

*4. Writing*

Write an essay *“The role of social work practice in a modern life”* (at least 150 words).

**TEXT 2**

**Social Work Methods and Approaches**

*1.Reading. Read and translate the text.*

Methods of working in social work have evolved over a long period, rooted in common core principles but reflecting changing legal and policy frameworks, social attitudes and expectations, and relationships between professionals and the public. Key features include:

- professional relationships based on warmth, trust and rapport with people using services;

- social models of assessing people’s situations and working with them to overcome barriers to participation and independence;

- practice that seeks to put power in the hands of people to manage their own situations, with the social worker as facilitator;

- work that integrates individual, family and community dimensions in a creative balance;

- distinctive approaches to understanding and working with risk, recognizing the need to safeguard those who are vulnerable whilst enabling people to take the risks that go with ordinary everyday living;

- modern approaches to established casework skills and methodologies, working systematically and in an integrated way to keep a focus on people’s practical, social and psychological wellbeing;

- applying and extending principles of personalization, which have always been at the heart of social work at its best, to help people find individual solutions to their situations and achieve satisfactory outcomes;

- effective joint working with other disciplines, other social care staff, volunteers, foster parents and advocates.

In order to undertake the roles described, and support people to fulfill their potential and achieve their chosen outcomes, social workers perform a variety of tasks. Not all of them are exclusive to social work, but social workers carry them out as an integral part of enabling people to achieve the outcomes they want. Some tasks are specific to work with adults, or with children and families. Many are common to work with people of all ages in many different settings and sectors. Often, both the children and the adults in a family need help or support, and the social worker has to be competent to understand and work with both children and adults.

Some of the principal tasks undertaken by social workers include:

1. building relationships with people who need support, winning their trust and finding good ways of communicating with them;
2. working with the person or family who needs support to help them assess their situation, decide what they want to achieve, overcome barriers, and obtain support that feels right for them;
3. aiding people who wish to do so to assess their own needs, identify resources, make decisions, and arrange and manage their own support;
4. providing or arranging advocacy for people who do not have a voice, and helping them to be more in control of their own lives;
5. helping parents develop the skills and understanding to be more effective in meeting their children’s needs for care, development and control;
6. supporting the physical, intellectual and emotional development of children and young people who need help, and helping disadvantaged people of all ages improve their health and wellbeing;
7. helping children and adults to overcome the problems of disability, negotiate the transition to adulthood and achieve independent living, access direct payments, individual budgets and other funding, and secure personal assistance, equipment and employment adjustments;
8. helping people in poverty to improve their financial position, informing them about their entitlements, and supporting them to access training, work opportunities and benefits.
9. *Vocabulary notes*: *memorize the following words and expressions and use them in your own sentences.*

 evolve over – розвиватися протягом часу

reflect – відображати

rapport – взаємозв’язок

assess – оцінка, оцінювати

participation – участь

facilitator – стимулятор; ведучий

dimension – вимір

distinctive – чіткий, ясний.

vulnerable – вразливий

establish – регулювання, засновувати

solution – рішення

outcome – результат

foster – прийомний

obtain – отримати

aid – допомога; допомагати

adjustment – регулювання

opportunity – можливість

1. *Speaking. Answer the questions regarding the Text 2.*
2. What is the base of methods of working in social work?
3. What are the key features of social work?
4. Does the social worker have to be competent to understand and work with both children and adults and why?
5. What features do you want to develop in yourself?
6. What is the portrait of professional social worker?

**TEXT 3**

**Social Pedagogy**

*1.Reading. Read and translate the text.*

Many European countries have developed a tradition of social pedagogy, an academic discipline that draws on core theories from various related disciplines, such as education, sociology, psychology and philosophy. In essence, social pedagogy is concerned with well-being, learning and growth. This is underpinned by humanistic values and principles which view people as active and resourceful agents, highlight the importance of including them into the wider community, and aim to tackle or prevent social problems and inequality.

The term “pedagogy” originates from the Greek país (child) and ágõ (to lead, to guide) and therefore has strong educational roots. “Social” pedagogy has grown organically out of a longstanding tradition of educational philosophers, social thinkers and practitioners who were concerned with creating a more just society through educational means.

Therefore, social pedagogy interacts between society and the individual. It aims to provide nurturing conditions and relationships that support human growth in two opposite directions, towards independence and towards interdependence. As this is a lifelong process, social pedagogues can work within a range of different settings, from the early years through adolescence to working with disadvantaged adult groups as well as older people.

Consequently, what exactly social pedagogy means depends very much on the context or setting. Social pedagogues who are working with marginalized adults will draw on other specialists and theories than social pedagogues working with very young children, although they will be connected through a shared ethos and principles underpinning their social pedagogical orientation.

Social pedagogy can be described as a “function of society”, reflecting societal attitudes in many ways. It provides clues about how a given society thinks about children’s upbringing, the relationship between the individual and society, and how society supports its disadvantaged or marginalized members. Throughout history, different cultures have therefore constructed varying meanings of social pedagogy and developed certain traditions of social pedagogy. As a result, there is no agreed definition for social pedagogy – its meaning is also specific to the culture and the time.

1. *Vocabulary notes*: *memorize the following words and expressions and use them in your own sentences.*

upbringing – виховання

humanistic values and principles – гуманістичні цінності та принципи

concerned with well-being, learning and growth – стосується добробуту, навчання та зростання

strong educational roots – міцні освітні корені

nurturing conditions – умови виховання

adolescence – підлітки; молодь

aim to tackle or prevent social problems – спрямовані на вирішення або запобігання соціальним проблемам

societal attitudes – суспільні установки

disadvantaged or marginalized members – знедолені або маргіналізовані члени (суспільства)

constructed varying meanings – побудували різні значення

1. *Speaking. Answer the questions regarding the Text 3.*
2. What issocial pedagogy?
3. What does it aim to provide?
4. Are social pedagogues working with marginalized adults or very young people?
5. How does social pedagogy impact on diffirent vulnerable people?
6. What are important issues covered by social pedagogy?

*4. Writing*

Write an essay *“The role of social pedagogue in our society”* (at least 150 words).

 **TEXT 4**

**The Family**

1. *Reading. Read and translate the text.*

Every known society has families. But the structure of the family (the number of spouses a man or woman may have and household composition) varies from culture to culture, and the functions the family performs have changed over time.

The changes in the family have not been as radical as many assume. Both the extended family of the past (several generations in one household) and the isolated nuclear family of the 1950s (a husband, wife, and their children, living alone with few ties to kin) were largely myths. Nevertheless, acceptance of alternative family forms is growing. The numbers of singles, single parents, and couples who decide not to have children have increased rapidly in recent years. The nuclear family is a statistical minority today.

Sociological analysis suggests that courtship, marriage, and parenthood are not as romantic as many people would like to believe. Most people say they marry for love, but research shows that love is highly selective. Most people marry someone with similar social characteristics (the principle of homogamy). Exchange theory portrays courtship as an exchange of assets and liabilities in which people weigh the costs and benefits of a potential partner. Although people think of parenthood as a natural process, research indicates that the role of parents requires numerous adjustments. With wives working, the daily routine may become more hectic, but there is little evidence that two careers either harm or improve the quality of family life.

All families do not live happily ever after. Recent surveys have shown that violence in the family is more common than most people imagine at all socioeconomic levels. Intimacy, privacy, cultural support for the use of force, and socialization all contribute to this social problem.

The divorce rate reached an all-time high in the United States in 1979 and the number of divorces involving children has grown. But the high rate of remarriage after divorce, and the number of stepfamilies indicate that people believe as strongly in the institution of marriage as they ever did.

The challenge for the future is reconciling traditional images of the family with nontraditional realities.

1. *Vocabulary notes*: *memorize the following words and expressions and use them in your own sentences.*

рarenthood – батьківство

spouses – подружжя

courtship – заручини

divorce – розлучення

violence – насильство

principle of homogamy – принцип вірності

remarriage – повторний шлюб

hectic – суєтний

institution of marriage – інститут шлюбу

stepfamilies – сім’ї з дітьми від різних шлюбів

reconciling traditional images – узгодження традиційних образів

1. *Speaking. Answer the questions regarding the Text 4.*

1. What does the structure of the family include?

2. What is an isolated nuclear family?

3. Why do most people say they marry?

4. What do people think of parenthood?

5. What have recent surveys shown about the violence in families?

**TEXT 5**

**Social Structure**

1. *Reading. Read and translate the text.*

Social structure refers to the regular, predictable, enduring patterns that organize everyday interaction, social relationships, societies, and relations among societies.

Symbolic interactionists have focused on the patterns of everyday interaction; on how people arrive at a shared definition of a situation, what strategies they use in the presentation of self, and the underlying norms of reciprocity.

The structure of social relationships derives from shared assumptions about statuses (positions in society) and roles (cultural scripts for different positions). Members of a society are connected to one another not only through role sets but also through networks (webs of social contacts). Whereas participants in a network may have little in common, members of a group interact regularly and feel a common identity. Some groups are primary (small and intimate), some secondary (“cool” and instrumental). Roles, networks, and groups are the basic building blocks of social structure.

The structure of society derives in part from population characteristics. In societies with small, homogeneous populations, social solidarity is based on similarity; in societies with large, heterogeneous populations, social solidarity depends on intergroup contacts and overlapping networks. Social institutions are the backbone of society. Each of the major institutions – the family, politics, economics, education, and religion – fills a specific need, but all are interrelated.

Relations among societies have changed over the course of human history. The evolutionary perspective traces the emergence of different types of societies (hunter-gatherers, horticultural villages, agrarian states, and industrial nations) to the impact of new technologies on social structure. The world system approach focuses on the economic links among noncommunist nations, and their social consequences.

1. *Vocabulary notes*: *memorize the following words and expressions and use them in your own sentences.*

everyday interaction – щоденна взаємодія

enduring patterns – стійкі візерунки (схеми)

social solidarity – соціальна солідарність

underlying norms of reciprocity – основи норм взаємності

world system approach – всесвітній системний підхід

overlapping networks – перекриття мереж

social relationships derives from shared assumptions about statuses – соціальні відносини походять від спільних припущень про статуси

1. *Speaking. Answer the questions regarding the Text 5.*

1. What does social culture refer to?

2. What have symbolic interactionists focused on?

3. What does the structure of social relationships derive from?

4. How do members of a group interact?

5. How does the structure of society derive from population characteristics?

* 1. Translate from Ukrainian into English:

Соцiальна спiльнота – це реально iснуюча сукупнiсть iндивiдiв, що вирізняються вiдносною цiлiснiстю, спiльнiстю iнтересiв, близькiстю поглядів, вiрувань, суб’єктивних уявлень про цiлi й засоби виробничої, духовної та iнших видiв дiяльностi, якi є самостiйним суб’єктом iсторичної i соцiальної дiї, поведiнки. Такi спiльноти можуть рiзнитися кiлькiсним складом, тривалiстю iснування, якiстю зв’язкiв тощо. До найважливiших належать соцiальнi групи (в тому числi й нацiональнi), територiальнi й регiональнi спiльноти, колективи, сім’ї.

### Сім'я відіграє велику роль у сучасному суспільстві. Вона є основою соціальних груп, класів, які утворюють соціальну структуру будь-якої країни. Життя більшості людей так чи інакше пов'язане з сім'єю – своєрідним мікросвітом, де сплітається безліч соціальних проблем

Вихiдним моментом для формування соцiального зв’язку може бути взаємодiя iндивiдiв або груп, якi утворюють соцiальну спiльноту для задоволення певних потреб.

**TEXT 6**

**SOCIAL WORK AND A SOCIAL WORKER**

1. *Reading. Read and translate the text.*

Social work is a profession concerned with helping individuals, families, groups and communities to enhance their individual and collective well-being. It aims to help people develop their skills and their ability to use their own resources and those of the community to resolve problems. Social work is concerned with individual and personal problems but also with broader social issues such as poverty, unemployment and domestic violence.

Human rights and social justice are the philosophical underpinnings of social work practice. The uniqueness of social work practice is in the blend of some particular values, knowledge and skills, including the use of relationship as the basis of all interventions and respect for the client’s choice and involvement.

In a socio-political-economic context which increasingly generates insecurity and social tensions, social workers play an important and essential role.

Social workers work in a variety of settings: family services agencies, children’s aid agencies, general and psychiatric hospitals, school boards, correctional institutions, welfare administration agencies, federal and provincial departments. An increasing number of social workers work in private practice.

"93% of those in the social worker occupational category are employed either in the health and social services or government industries, with 74% in the former and 19% in the latter. Relatively few social workers are employed in private practice offices, but the number almost doubled between 1991 and 1996.

Social workers provide services as members of a multidisciplinary team or on a one-to-one basis with the client. The duties performed by social workers vary depending on the settings in which they work.

Social workers employed by child welfare agencies (public and private) investigate cases of family violence, child abuse and neglect and take protective action as required. They may recruit foster parents or supervise the placement of children in protective care. Others work on adoption cases.

Many school boards hire social workers to help students adjust to the school environment. They help students, parents and teachers to deal with problems such as aggressive behaviour, truancy and family problems, which affect the students’ performance.

In general and psychiatric hospitals, social workers are members of the treatment team. They provide a link between the team and the family as well as with community resources. In these settings they contribute to the care, treatment and rehabilitation of the aged and of physically or mentally ill individuals, as well as the care of disabled persons.

In health and community services centres, social workers are involved in the provision of counselling to individuals or families and in providing services to seniors. Some work as community developers helping citizens to identify their needs and proposing ways of meeting these needs. Others may assist with parent-child relationships and marriage counselling. The services may be offered on an individual basis or in groups.

In the correctional field, social workers may be part of a team concerned with the social rehabilitation of young or adult offenders. They may work as classification officers. Others work as probation officers or as parole officers. Parole officers help ex-prisoners adjust to life in the community while conforming to the conditions of their parole.

Social workers in private practice offer their services on a fee-for-service basis to individuals, families and organizations. Their services include counselling, psychotherapy, mediation, sex therapy, policy and program development, organizational development, and employee assistance programs.

Social workers involved in policy analysis, policy development and planning are usually working in federal and provincial departments or social planning councils. Researchers are found in universities and governments. Others are teaching in universities and community colleges.

**Examples of Social Work Practice Settings and Activities**

Social workers are employed in a variety of settings, examples include:

* Private practice
* Health Care Facilities
* Public Welfare Agencies
* Child Welfare Agencies
* Public and Private Schools
* Community Colleges, Colleges and Universities
* Communities Organizations

Social workers undertake a variety of activities, examples include:

* Counseling/Therapy with individuals, families, and groups
* Case Management/Consultation/Advocacy
* Plan, supervise, manage, and evaluate social programs
* Research social problems and analyze policies
* Education
1. *Vocabulary notes*: *Memorize the following words and expressions and use them in your own sentences*

skill and ability – уміння і навичка

resolve problems – розв’язувати завдання

social issues – соціальні питання

unemployment – безробіття

domestic violence – домашнє насильство

justice – справедливість

underpinning – підґрунтя

value – цінність

insecurity – небезпечність

duty – обов’язок

child abuse – дитяче насильство

adoption – усиновлення

foster parents – прийомні батьки

neglect – нехтування

truancy – прогули (пропуски занять)

link – зв’язок

aged – люди похилого віку

disabled person – люди з обмеженими можливостями

counseling – консультування

rehabilitation – реабілітація

offender – правопорушник

probation – випробувальний термін

parole – умовно-дострокове звільнення

prisoner – ув’язнений

adjust to – пристосовуватися до

fee-for-service – оплата послуги

mediation – посередництво

employee – робітник

researcher – дослідник

1. *Speaking.*

3.1. Give Ukrainian for:

a profession concerned with helping individuals; social work practice is in the blend of some particular values, knowledge and skills; workers are employed in private practice offices; members of a multidisciplinary team; to take protective action as required; to work on adoption cases; affect the students’ performance;

to adjust to the school environment; community developers; to provide a link between the team and the family; physically or mentally ill individuals; to be involved in the provision of counselling to individuals or families; the care of disabled persons; to propose ways of meeting people’s needs; to assist with marriage counseling; social rehabilitation of young or adult offenders; to work as probation officers or as parole officers; to offer services on a fee-for-service basis.

3.2. Give English for:

Особистий і колективний добробут (благополуччя); розв’язувати проблеми (завдання); допомагати розвивати вміння і навички; бідність і безробіття; домашнє насильство; людські права та соціальна справедливість; філософське підґрунтя; унікальність практики соціальної роботи; формування вмінь і навичок; повага до вибору клієнта; викликати (генерувати) соціальне напруження; забезпечувати послуги в команді чи один на один із клієнтом; агентство із забезпечення добробуту дитини; справа про усиновлення; пристосовуватися до шкільного середовища; агресивна поведінка; задоволення потреб.

3.3. Answer the questions:

1. What is social work as a profession?
2. What organizations hire a social worker?
	1. Sum up:
3. Tell about the main social problems that a social worker can work with.
4. Make analysis of the text using vocabulary notes and key-words.

*4. Writing*

Write an essay *“My future setting of social work practice”* (at least 150 words) using linking words ( first / second, after, next, finally, then, later, on the one hand, on the other hand, for this reason, so, since) and useful words ( same, like, different from, unlike, similar to, alike, more) and words from vocabulary notes.

**TEXT 7**

 **WHAT IS A CASE STUDY?**

1. *Reading. Read and translate the text.*

A case study is a specialized type of paper used in some social sciences, medical, legal, and other fields. It often is found especially in client/patient services settings such as in medical, social services, or legal work. The case method is a [teaching approach](https://en.wikipedia.org/wiki/Teaching_method) that uses decision-forcing cases to put students in the role of people who were faced with difficult decisions at some time in the past. In sharp contrast to many other teaching methods, the case method requires that instructors refrain from providing their own opinions about the decisions in question. Rather, the chief task of instructors who use the case method is asking students to devise and defend solutions to the problems at the heart of each case.

A case study usually describes the problem or illness of a patient or client, and it details a system or therapy for helping that patient. Even though its specific use is in such fields, it has a more general application of dealing logically and rationally in a step-by-step manner with any kind of general problem in most professional workplaces and in many personal difficulties. In so doing, it follows a common critical-thinking pattern of examining

a) the background of a problem

b) the problem itself

c) a plan for solving the problem

d) the application of the solution

e) the result

The case studies will give you a flavour of the sorts of issues and challenges that a social worker deals with on a day to day basis. They cover three areas of social work - work with adults, with children and families and with young people who have committed offences. The case studies represent only some aspects of the wide range of work carried out by social workers today.

For example social work in care homes and hospitals is not represented, neither is work with adult offenders depicted. However we provide you with a generic training which means that you will be qualified to practice in any field, or setting with communities, families, adults or young people.

*2. Vocabulary notes:* *memorize the following words and expressions and use them in your own sentences*

case study – кейс-стаді; метод аналізу ситуацій; кейс-метод

face – стикатися; обличчя

refrain – утримуватися

[teaching approach](https://en.wikipedia.org/wiki/Teaching_method) – навчальний підхід

devise – розробляти; пристрій

solve – вирішувати

application – застосування

commit offence – скоювати правопорушення, злочин

care home – будинок для престарілих

adult offender – дорослий правопорушник, злочинець

step-by-step – крок за кроком

3. *Speaking.*

3.1. Give Ukrainian for:

a case study is a specialized type of paper; in a step-by-step manner; it often is found; decision-forcing cases; to put students in the role of people; In sharp contrast to; to refrain from providing ones’ own opinions; chief task of instructor; to defend solution to the problem at the heart of case; it details a system or therapy; a common critical-thinking pattern of examining; personal difficulties; a flavour of the sorts of issues and challenges.

3.2.Translate into English:

1.  Кейс-метод зазвичай застосовується соціальними працівниками. 2. Це навчальний підхід, який допомагає студентам поставити себе на місце тих, хто стикався з труднощами. 3. Цей навчальний підхід вимагає, аби інструктор, який готує соціальних працівників, відмовився від власного бачення вирішення проблеми й запропонував студентам розробити шляхи її розв’язання самостійно. 4. Кейс-метод зазвичай допомагає описати проблеми клієнтів і розробити для них детальну систему терапії. 5. Критичне мислення важливе під час вивчення проблеми клієнта. 6. Великий і різноплановий обсяг роботи виконується соціальними працівниками сьогодні.

3.3. Answer the questions:

1) What is case study?

2) What does case study use?

3) How does it differ from other teaching methods?

4) What are the main steps for examining the problem?

3.4. Make up all possible questions on the sentences:

1. A case study is a specialized type of paper used in some social sciences, medical, legal, and other fields.
2. This method uses decision-forcing cases to put students in the role of people who were faced with difficult decisions.
3. The instructor is asking students to devise and defend solutions to the problems at the heart of each case.
4. The case studies will give you a flavour of the sorts of issues and challenges that a social worker deals with on a day to day basis.
5. We have included some questions as pointers.

*4. Writing*

Write about a case method (make analysis of the text) and its application in a social work practice according to your plan of the text.

**TEXT 8**

**DEVIANCE AND SOCIAL CONTROL**

* 1. *Reading. Read and translate the text.*

Deviance is a matter of social definition. What is considered deviant varies not only from culture to culture, but also according to the actor, the situation, and the audience. Social control — the prevention and correction of deviance — depends on both formal and informal social controls.

Whereas psychological theories of deviance focus on the reasons particular individuals commit particular deviant acts, sociological theories emphasize the social conditions that allow or even encourage deviant behavior. Four theories of deviance are offered. The first emphasizes a break in the ties that bind individuals to society; the second, the ways in which social structure produces deviance; the third, the cultural transmission of deviant behavior and attitudes; the fourth, the consequences of labeling certain behavior and people as deviant.

A crime is a violation of the law (and may or may not be considered deviant by most members of a society). There are four basic types of crime: “common” (violent and property) crime, white-collar crime, organized crime, and crimes without victims. Although the public tends to focus on “common crime”, white-collar crime and victimless crime, both often connected to organized crime, cost the nation much more, in terms of lives as well as dollars.

Analysis of the criminal justice system in the United States reveals that formal social controls operate in a selective way. Only about 50 percent of the crimes committed are reported to the police, and at each stage of the criminal justice process (arrest, trial, punishment) significantly fewer cases remain. Only fractions of the people who commit crimes are ever imprisoned.

* 1. *Vocabulary notes:* *memorize the following words and expressions and use them in your own sentences*

deviance – відхилення

violation of the law – порушення закону

deviant behavior – девіантна поведінка

“common crime” – «загальний», поширений злочин

arrest, trial, punishment – арешт, суд, покарання

crimes without victims – злочини без потерпілих

to commit crimes – вчиняти злочини

criminal justice system – система кримінального судочинства

* 1. *Speaking. Answer the questions regarding the Text 8.*

1. How does deviant vary?

2. What is social control?

3. What do psychological theories of deviance focus on?

4. What do sociological theories emphasize?

5. Which theories of deviance are offered?

6. Which basic types of crime are there?

7. How do formal social controls operate?

3.1. Give English for:

Система соцiологiчного знання має складну структурну будову. З одного боку, це вiдображення складностi як об’єкта, так i предмета соцiологiї. При найширшому визначеннi виокремлюють двi предметнi зони: мiкро- i макрорiвень. Предметом мiкросоцiологiї є iндивiди, мотиви та акти поведiнки, той змiст, який люди вкладають у взаємодiю, тобто все, що створює i змiнює суспiльство. Макро-соцiологiя зосереджує увагу на типових прикладах поведiнки, що є ключем до розумiння суспiльства в цiлому.

У теорії соціальої роботи є рiзноманiтнi концепцiї, що розглядають сферу соцiального життя суспiльства як соцiальну систему, соцiальнi спiльноти, соцiальнi вiдносини, процеси, iнститути. Соцiологiчна теорiя охоплює причиннi зв’язки в розвитку соцiальних явищ, описує соцiальнi взаємозв’язки в загальному виглядi. На загальнотеоретичному рiвнi здiйснюється зв’язок соцiологiї з iншими науками та галузями наукового знання: фiлософiєю, iсторiєю, полiтологiєю, культурологiєю, економiкою, психологiєю, антропологiєю, педагогiкою.

**UNIT 2. RESEARCH ACTIVITY**

**TASK 1**

**Academic Curriculum Vitae**

A CV (short for the Latin phrase curriculum vitae, which means “course of life”) is a detailed document highlighting your professional and academic history. CVs typically include information like work experience, achievements and awards, scholarships or grants you’ve earned, coursework, research projects and publications of your work. You may be asked to submit a CV when applying for jobs in academia or a job outside the country.

A curriculum vitae (CV) written for academia should highlight research and teaching experience, publications, grants and fellowships, professional associations and licenses, awards, and any other details in your experience that show you’re the best candidate for a faculty or research position advertised by a college or university.

When writing an academic CV, make sure you know what sections to include and how to structure your document.

**Be consistent.**Be consistent with whatever format you choose. For example, if you bold one section title, bold all section titles. Consistency will make it easy for people to read and follow along with your CV.

**Carefully edit.**You want your CV to show that you are professional and polished. Therefore, your document should be error-free. Read through your CV and [proofread](https://www.thebalancecareers.com/resume-proofreading-checklist-2063191) it for any spelling or grammar errors. Ask a friend or family member to look it over as well.

This CV format will give you a sense of what you might include in your academic CV. When writing your own curriculum vitae, tailor your sections (and the order of those sections) to your field, and to the job that you want.

**CONTACT INFORMATION**

Name

Address
City,
State Zip Code
Telephone
Cell
Phone
Email

[**SUMMARY STATEMENT**](https://www.thebalancecareers.com/what-is-a-summary-of-qualifications-2063332)
This is an optional section. In it, include a brief list of the highlights of your candidacy.

[**EDUCATION**](https://www.thebalancecareers.com/what-to-include-in-the-education-section-of-a-resume-4169507)
List your academic background, including undergraduate and graduate institutions attended. For each degree, list the institution, location, degree, and date of graduation. If applicable, include your dissertation or thesis title, and your advisors.

[**EMPLOYMENT HISTORY**](https://www.thebalancecareers.com/how-to-find-your-employment-history-2060696)
List your employment history in reverse chronological order, including position details and dates. You might break this into multiple sections based on your field. For example, you might have a section called “Teaching Experience” and another section called “Administrative Experience.”

**POSTDOCTORAL TRAINING**
List your postdoctoral, research, and/or clinical experiences, if applicable.

**FELLOWSHIPS / GRANTS**
List internships and fellowships, including organization, title, and dates. Also include any grants you have been given. Depending on your field, you might include the amount of money awarded for each grant.

**HONORS / AWARDS**
Include any awards you have received that are related to your work.

**CONFERENCES / TALKS**
List any presentations (including poster presentations) or invited talks that you have given. Also list any conferences or panels that you have organized.

**SERVICE**
Include any service you have done for your department, such as serving as an advisor to students, acting as chair of a department, or providing any other administrative assistance.

**LICENSES / CERTIFICATION**
List type of license, certification, or accreditation, and date received.

**PUBLICATIONS / BOOKS**
Include any publications, including books, book chapters, articles, book reviews, and more. Include all of the information about each publication, including the title, journal title, date of publication, and (if applicable) page numbers.

**PROFESSIONAL AFFILIATIONS**
List any professional organizations that you belong to. Mention if you hold a position on the board of any organization.

**SKILLS / INTERESTS**
This is an optional section that you can use to show a bit more about who you are. Only include relevant skills and interests. For example, you might mention if you speak a foreign language, or have experience with web design.

***NOTES:*** *see Appendix 1*

**TASK 2**

# Writing an Abstract for the Research Paper

Definition and Purpose of Abstracts.

An abstract is a short summary of your (published or unpublished) research paper, usually about a paragraph (c. 6-7 sentences, 150-250 words) long. A well-written abstract serves multiple purposes:

* an abstract lets readers get the gist or essence of your paper or article quickly, in order to decide whether to read the full paper;
* an abstract prepares readers to follow the detailed information, analyses, and arguments in your full paper;
* and, later, an abstract helps readers remember key points from your paper.

It’s also worth remembering that search engines and bibliographic databases use abstracts, as well as the title, to identify key terms for indexing your published paper. So what you include in your abstract and in your title are crucial for helping other researchers find your paper or article.

If you are writing an abstract for a course paper, your professor may give you specific guidelines for what to include and how to organize your abstract. Similarly, academic journals often have specific requirements for abstracts. So in addition to following the advice on this page, you should be sure to look for and follow any guidelines from the course or journal you’re writing for.

## The Contents of an Abstract

Abstracts contain most of the following kinds of information in brief form. The body of your paper will, of course, develop and explain these ideas much more fully. As you will see in the samples below, the proportion of your abstract that you devote to each kind of information—and the sequence of that information—will vary, depending on the nature and genre of the paper that you are summarizing in your abstract. And in some cases, some of this information is implied, rather than stated explicitly. The Publication Manual of the American Psychological Association, which is widely used in the social sciences, gives specific guidelines for what to include in the abstract for different kinds of papers—for empirical studies, literature reviews or meta-analyses, theoretical papers, methodological papers, and case studies.

Here are the typical kinds of information found in most abstracts:

1. the **context** or background information for your research; the **general topic** under study; the **specific topic** of your research
2. the **central questions** or statement of the **problem** your research addresses
3. **what’s already known** about this question, what **previous research** has done or shown
4. the main **reason(s)**, the exigency, the **rationale**, the **goals** for your research—Why is it important to address these questions? Are you, for example, examining a new topic? Why is that topic worth examining? Are you filling a gap in previous research? Applying new methods to take a fresh look at existing ideas or data? Resolving a dispute within the literature in your field? . . .
5. your research and/or analytical **methods**
6. your main **findings**, **results**, or **arguments**
7. the **significance** or **implications** of your findings or arguments.

Your abstract should be intelligible on its own, without a reader’s having to read your entire paper. And in an abstract, you usually do not cite references—most of your abstract will describe what you have studied in your research and what you have found and what you argue in your paper. In the body of your paper, you will cite the specific literature that informs your research.

## When to Write Your Abstract

Although you might be tempted to write your abstract first because it will appear as the very first part of your paper, it’s a good idea to wait to write your abstract until after you’ve drafted your full paper, so that you know what you’re summarizing.

What follows are some sample abstracts in published papers or articles, all written by faculty at UW-Madison who come from a variety of disciplines. We have annotated these samples to help you see the work that these authors are doing within their abstracts.

***NOTES:*** *see Appendices 2, 3*

**TASK 3**

# How to write an original research paper (and get it published)

### Introduction

The Introduction sets the stage for your presentation. It has three parts: what is known, what is unknown, and what your burning question, hypothesis, or aim is. Keep this section short, and write for a general audience (clear, concise, and as nontechnical as you can be). How would you explain to a distant colleague why and how you did the study? Take your readers through the three steps ending with your specific question. Emphasize how your study fills in the gaps (the unknown), and explicitly state your research question. Do not answer the research question. Remember to leave details, descriptions, speculations, and criticisms of other studies for the Discussion.

### Methods

The Methods section gives a clear overview of what you did. Give enough information that your readers can evaluate the persuasiveness of your study. Describe the steps you took, as in a recipe, but be wary of too much detail. If you are doing qualitative research, explain how you picked your subjects to be representative.

You may want to break it into smaller sections with subheadings, for example, context: when, where, authority or approval, sample selection, data collection (how), follow-up, method of analysis. Cite a reference for commonly used methods or previously used methods rather than explaining all the details. Flow diagrams and tables can simplify explanations of methods.

You may use first person voice when describing your methods.

### Results

The Results section summarizes what the data show. Point out relationships, and describe trends. Avoid simply repeating the numbers that are already available in the tables and figures. Data should be restricted to tables as much as possible. Be the friendly narrator, and summarize the tables; do not write the data again in the text. For example, if you had a demographic table with a row of ages, and age was not significantly different among groups, your text could say, “The median age of all subjects was 47 years. There was no significant difference between groups (Table).” This is preferable to, “The mean age of group 1 was 48.6 (7.5) years and group 2 was 46.3 (5.8) years, a nonsignificant difference.”

Break the Results section into subsections, with headings if needed. Complement the information that is already in the tables and figures. And remember to repeat and highlight in the text only the most important numbers. Use the active voice in the Results section, and make it lively. Information about what you did belongs in the Methods section, not here. And reserve comments on the meaning of your results for the Discussion section.

Other tips to help you with the Results section:

* ▪ If you need to cite the number in the text (not just in the table), and the total in the group is less than 50, do not include percentage. Write “7 of 34,” not “7 (21%).”
* ▪ Do not forget, if you have multiple comparisons, you probably need adjustment. Ask your statistician if you are not sure.

### Discussion

The Discussion section gives you the most freedom. Most authors begin with a brief reiteration of what they did. Every author should restate the key findings and answer the question noted in the Introduction. Focus on what your data prove, not what you hoped they would prove. Start with “We found that…” (or something similar), and explain what the data mean. Anticipate your readers' questions, and explain why your results are of interest.

Then compare your results with other people's results. This is where that literature review you did comes in handy. Discuss how your findings support or challenge other studies.

You do not need every article from your literature review listed in your paper or reference list, unless you are writing a narrative review or systematic review. Your manuscript is not intended to be an exhaustive review of the topic. Do not provide a long review of the literature –discuss only previous work that is directly pertinent to your findings. Contrary to some beliefs, having a long list in the References section does not mean the paper is more scholarly; it does suggest the author is trying to look scholarly. (If your article is a systematic review, the citation list might be long.)

Other parts of your research paper include:

**Tables and figures** are the foundation for your story. They are the story. Editors, reviewers, and readers usually look at titles, abstracts, and tables and figures first. Figures and tables should stand alone and tell a complete story. Your readers should not need to refer back to the main text.

**Abstracts** can be free-form or structured with subheadings. Always follow the format indicated by the publisher; the JMLA uses structured abstracts for research articles. The main parts of an abstract may include introduction (background, question or hypothesis), methods, results, conclusions, and implications. So begin your abstract with the background of your study, followed by the question asked. Next, give a quick summary of the methods used in your study. Key results come next with limited raw data if any, followed by the conclusion, which answers the questions asked (the take-home message).

**TASK 4**

**Practical Activity of Social Workers & Social Pedagogues**

**How to Use the Case Studies**

Read through the case studies. As you go through each, take a few moments to list and think about what you see as the problems, issues and challenges emerging. We have included some questions as pointers and they may be the same as those that you have thought of. You may also have others of your own.

A social worker is employed at a doctor's office. The program director, who is a doctor at the office, reports that the office will begin providing services via video conferencing to established clients who live in rural areas. The purpose is to increase access to services for clients who lack reliable transportation. What should the social worker do?

A 32-year-old man is referred to a social worker after his children were removed by child protective services due to allegations of neglect. He tells the social worker that he is not sure that he wants to fight to get them back. He states he doesn't think he wants to go through all the things child protective services wants him to do only to not regain custody in the end. Which response is the best thing the social worker should say to the client?

A 16-year-old client is seeking services from an outpatient social worker after becoming the victim of a sexual assault. The client's mother has signed a general release of information that allows the social worker to talk to the school. The social worker receives a call from the client's math teacher who states the client's grades have declined and she wants to know if there is something "going on" with the client lately. How should the social worker respond?

A social worker is meeting with a 50-year-old African-American male who acknowledges he has some suicidal ideation. He was previously diagnosed with major depression and was recently discharged from an inpatient hospitalization. He reports that following his hospitalization he has more energy and feels better. He lives at home with his wife and his adult children have moved out of the home. He works in construction and states that he works about 60 hours per week. What suicide risk factors should the social worker pay close attention to?

A social worker is working on values clarification with a client who has a dependence on alcohol. The social worker is also assisting the client in recognizing the consequences and the impact his behaviors have on others. The social worker uses a readiness ruler to help assess the client's readiness to change. These methods are most likely to be effective when the client is in which stage of the Transtheoretical Model?

A family has adopted a seven-year-old boy who had previously experienced severe neglect. The adoptive parents are meeting with a social worker because they are frustrated that he continues to hoard food. They report that they often find food under his bed and he “steals” extra food to put in his backpack for school. What recommendations should the social worker make?

**SOCIAL PEDAGOGY GLOSSARY**

There are many terms which may be new to you when you first encounter social pedagogy and as the field is evolving new terms develops all the time. Here is an initial glossary which covers many of the frequently used works and phases. This is a growing list so please feel free to suggest new terms which need to be included or helpful suggestion about the definitions of current term to aide their clarity.

**Section 1. Social Work Academic Terms**

|  |  |
| --- | --- |
| ***Word or Term***  | ***Definition*** |
| Academic advisor | A faculty member responsible for meeting with individual students to provide academic planning and mentoring. |
| Analytic deduction | This refers to the process of scientific inquiry which assumes that research considers examples of phenomenon which need to be explained (for example the outcomes of a particular intervention) and develops explanatory hypotheses which then need to be tested against other examples. |
| APA style of documentation | The style of academic writing and documentation of the American Psychological Association and required by the School of Social Work. |
| Bloom’s Taxonomy of Learning | A classification of levels of learning from memorization of information to the utilization, integration, synthesis and critique of information |
| Competency | Possession of the knowledge, skills, and values necessary for social work practice, as measured against School of Social Work Competency Catalogue, Council on Social Work Education’s Educational Policies and Academic Standards core competencies. |
| Data | These are the raw material, i.e. the information, which has been collected and which can be stored and analysed using one or more techniques, in order to produce research findings or outputs. |
| Developmental milestones | Significant behaviours which are used to mark, and which signal, the progress of development, e.g. walking is a milestone in locomotor development. |
| Diversity | Respecting and safeguarding the individuality of all people resulting from differences in factors such as race, ethnicity, sexual orientation, socio-economic level, age, gender, disability, among others. |
| Internship | Placement in a social services agency that provides experiential learning and academic credit for students in their freshman, sophomore, or junior years. |
| Peer review | An evaluation of performance and competence done by professional peers to determine whether a professional or organization is meeting the needs of its clients and abiding by professional standards |
| Professionalisation | The process by which an occupation seeks to become accepted as a profession, by establishing a legally restricted title, extended forms of qualifying and post-qualification education at least at graduate level, a professional association, etc. |
| Qualitative research | A research method which focuses on meanings and experiences, through which the research attempts to understand the lives of those being studied, their behaviour, values, beliefs and so on, from the perspectives of the people themselves. Typically, the approach of the investigation is relatively unstructured so that the research is more likely to reveal the individuals’ meanings and experiences rather than impose the researchers’ perspectives. Types of data collected include: semi-structured interviews, observational recordings, focus groups and illustrative vignettes. |
| Quantitative research | A research method which emphasises the measurement of prior concepts and uses indicators to act as measures which can stand for or point towards underlying concepts. The method typically uses variables (attributes on which people or things may be distinguished) as a means of measuring the dimensions on which people differ from or resemble one another in order to demonstrate causal relationships between variables. (i.e. what factors influence people’s behaviour, attitudes and beliefs.) |
| Questionnaire | A research instrument (tool) used to collect information from a respondent. |
| Research practice | In social work, the use of a variety of theories and techniques to study social phenomenon, evaluate practice interventions, and integrate this knowledge into practice |
| Scientific method | The process of studying social phenomenon through the use of accepted tools and methods which are rigorous, valid, reliable, coherent, clear, open to scrutiny, and which produce results that can be replicated through further research |
| Validity  | A term describing a measure that accurately reflects the concept it is intended to measure.  |

**Section 2. Social Work Practice Terms**

|  |  |
| --- | --- |
| Word or Term  | Definition |
| Absolute poverty | The lack of income and/or assets which prevents one from obtaining a subsistence level of functioning |
| Adult Protective Services (APS) | The system of services provided to adults vulnerable to abuse, exploitation, or neglect |
| Anti-discriminatory practice / Anti-oppressive practice | Important central principles of modern social work which stress the need to engage with service users on the basis of their position in personal and political power dynamics that may disadvantage, marginalise or oppress them. |
| Assessment | The process of examining a problem to determine its cause, severity, and course which is necessary to design an effective intervention plan. Assessment is done at all levels of practice. |
| Behavioral theory  | Orienting / explanatory theory in which human behavior and development are seen as responses to antecedent stimuli and consequences, both positive and negative |
| Bias  | Negative attitudes or beliefs about individuals or groups |
| Capacity building | Process of developing the abilities, attributes, resources and will to set and reach goals by a client, group, organization, or community |
| Care management | A form of practice, popularized in community care policy, where the range of services that are provided to an individual are managed by an individual, the ‘care manager’. |
| Case manager | Social worker whose role is to oversee and coordinate a client’s services in keeping with the client’s goals and needs |
| Case study | A case study usually consists of a single individual, family or group, or particular events or a specific organization considered over a given period of time. It can be defined as a phenomenon which can be described and analyzed, in order to illustrate experiences and develop principles for policy and/or practice. |
| Child abuse | Harmful acts or behaviours to which children and/or young people, other than accidentally, are subjected by someone inside or outside the home (i.e. intrafamilial or extrafamilial abuse). The four categories of child abuse (maltreatment) currently used in the UK are: physical abuse, emotional abuse, sexual abuse and neglect, including non-organic failure to thrive. |
| Child welfare | The field of practice responsible for monitoring and promoting the rights and welfare of children and youth |
| Code of ethics | A formal set of guidelines designed to set out ways in which researchers should behave in conducting the research, in accordance with ethically acceptable practice. |
| Community | A group of individuals, families, or groups that share geographic location, identity, values, experiences or interests |
| Developmental disability | A condition that is congenital or that is exhibited before adulthood that limits an individual’s ability to function independently. This condition may be genetic or a result of disease or other causation.  |
| Developmental theory | The orienting / explanatory theories at the micro, mezzo and macro level of practice that suggest that individuals, families, groups, communities, societies, and social policies proceed through somewhat predictable stages in their ongoing development |
| Discrimination | The practice of treating people differently and negatively based on a difference such as gender, age, religion, political orientation, sexual orientation, or ability. |
| Early Intervention | A principle now widely informing service delivery in health and social care that emphasizes the importance of intervening positively at an early point in the development of social, psychological, interpersonal or social difficulties. Early intervention services in adult mental health have been a particular focus of recent policy development. Early intervention has to some extent replaced the concept of ‘prevention’. |
| Empathy  | The therapeutic technique of communicating to a client that their situation, reactions, and emotions are appreciated and understood, which builds rapport and sets the foundation for a helping relationship |
| Engagement | Engaging in and building a professional relationship with a client or client systems which sets a foundation for succeeding phases of the planned change process |
| Family  | A group of people related by blood and genetics, and often referring to one’s parents and siblings |
| Fields of practice | The range of social work practice arenas and settings, each of which require specific knowledge and techniques |
| Foundation | A private organization operated by an individual, family, organization or community that provides funding for the social welfare of specific groups, often for education, research, social systems, humanities, and innovative programs |
| Gender equity | The fair distribution of income, resources, and responsibilities among men and women |
| Guardian | A person appointed by a court to assume responsibility for the custody and welfare of an individual who is a minor, incapacitated, or incompetent |
| Human rights | Rights in all areas of human life that all individuals are believed to deserve regardless of race, gender, religion or other social status |
| Immigrant | An individual who has voluntarily moved to another country |
| In-service training | Training provided to employees of an agency that helps them acquire the knowledge and skills needed for their work |
| Intervention | The overall term used to describe all activities by social workers on behalf of and in collaboration with their clients, including activities at the following levels of practice. |
| Kinship | A group of people bound together by genetics, or in some cases, by choice |
| Learning disability/difficulty | People with an intellectual impairment (formerly called mental handicap, which is now seen as a derogatory label). |
| Maladaptation | poor or inadequate adaptation |
| Malpractice | Negligent actions on the part of a professional that violates professional ethics, standards of care, and which causes harm |
| Needs assessment | The process of identifying certain needs and resources of a population or community, combined with the opportunities and challenges for meeting those needs, often completed prior to taking on a mezzo or macro level intervention |
| Negligence | The failure to provide adequate service or protect the rights of clients which results in harm or damage to clients |
| Networking | An approach to intervention, derived from systems thinking which sees the total system (service users, carers, professionals and community) potentially as the case system to be worked with. |
| Poverty | The condition of being without funds or the means to adequately support oneself of one’s family. Relative poverty refers to existing below the living standards of one’s community. Absolute poverty refers having an income too low to provide a subsistence level of income |
| Primary prevention(see *social prevention*) | Efforts undertaken to keep a social problem or condition from occurring in a large population |
| Refugee | Individual who experiences persecution or danger on the basis of political beliefs, religion, or ethnicity and who seeks protection in another country. See also immigrant. |
| Secondary prevention(see *social prevention*) | Efforts directed at high risk, vulnerable populations in order to prevent the occurrence of social problems and conditions among that population, using targeted techniques. |
| Service user | The term currently deployed for those people who use social services, or are eligible for such services. |
| Social environment | The variety of social systems with which an individual or family interacts that influence the development of those individuals and families, including neighborhoods, communities, groups, organizations, institutions, societal attitudes, social policies and social programs |
| Social justice | A social work principle that involves ensuring everyone the same basic rights, protections and opportunities and addressing inequalities and injustices in order to eliminate oppression and unequal treatment |
| Social pedagogue | A professional who operates in an area of the welfare state to increase personal responsibility and self-dependent handling of common circumstances of life. In addition, a social pedagogue seeks to minimize the impact of all forms of discrimination and to promote the social skills that enable people to take part in society |
| Social policy | The local, state or federal principles codified in laws to support, protect, serve, and control individuals, groups, organizations and communities |
| Social problem | Social conditions that negatively impact all or a portion of a society and which exist in violation of generally accepted values about quality of life and human rights |
| Social welfare | A society’s institutionalized and informal programs, policies, services and benefits designed to address a variety of human needs, enhance social functioning, and strengthen and maintain that society |
| Social work | the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal. This definition highlights the levels of practice, from micro to macro, at which social workers implement interventions. (National Association of Social Workers) |
| Social work roles(advocate; case manager; counselor; educator; facilitator; mediator ; etc) | A professional role selected and played by a social worker based on client / client system need and level of practice indicated. |
| Socialization | The process by which a social system transmits its beliefs, values, customs, and norms to individuals within the social system |
| Supervision | Process of providing social workers with formal and informal supervision, oversight, training, education, correction, problem-solving, support and modeling to enhance knowledge, skills and professional practice |
| Tertiary prevention | The area of prevention that focuses on reducing the incidence of a problem and its consequences among those who have already experienced this problem |
| Values | The standards, beliefs, and ethics upon which an individual or a professional structures its functioning and makes its decisions |
| Vulnerable older people | To be considered to be vulnerable, older people must be at risk of some harm – whether physical, emotional, psychological or financial – due to their advanced age and the health and social circumstances that characterize that age. |
| Young offender | A young person is held to be criminally liable for their actions at the age of 10 upwards. |
| Youth justice system | The different agencies and professionals that can become involved with the young person who offends; for example, the different courts, prisons, youth offending institutions, secure training centres, and the professional groups such as social workers, probation officers, police, magistrates, and judges. |

**RESOURCES**

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**APPENDICES**

**APPENDIX 1**

**CV of Social Worker / Social Pedagogue**

Social Worker CV

Katerina Sidorova

* Zaporizhya, 71610
* 380(67) 29 11 2 1
* ekaterinapetrowwwa@gmail.com

Personal Profile Statement

Motivated Social Worker with comprehensive knowledge of social justice issues and systems affecting marginalized communities. Passionate about developing and facilitating programs to support communities in need.

 Skills

* Proficient in using main Microsoft Office applications;
* Able to deal with problems calmly and efficiently;
* Strong verbal communication skills with a wide range of people
* Able to objectively evaluate each case by collecting information through observation, interviews and research.
* Work history

***2020/03-2020/05 Voluntary Worker***

National Corps, Zaporizhya, Ukraine

* Provided emotional support to children and teens during the COVID-19.
* Delivered humanitarian aid to low-income families and elderly people.
* Involved in information activities by putting up posters and handing out leaflets about the coronavirus and protection against it.
* Participated in meetings to discuss new support opportunities.
* Adhered to organization procedures and instructions to maintain safety.
* Provided information about available program resources and applicable services.

***2019/09 – 2019/10 Animal Care Volunteer***

Zaporizhya, Ukraine

* Minimized animal injury risk by monitoring behaviors and eliminating safety hazards.
* Cared for sick or injured animals by seeking out veterinary care.
* Monitored animal behavior and completed examinations to identify illnesses, injuries or potential diseases.
* Education

**2020/09 – Current**

Master of Social Pedagogy

ZNU – Zaporizhya, Ukraine

**2020/09 – Current**

Master of German Language and Literature

ZNU – Zaporizhya, Ukraine

**2016/09 - 2020/06**

Bachelor of Political Science and Government

ZNU – Zaporizhya, Ukraine

* Languages

German – B2

English – B1

* Additional information
* Participated in scientific conferences dedicated to social work.
* Driver`s license B.

**APPENDIX 2**

**Abstract of the Scientific Article**

Revista Românească pentru Educaţie Multidimensională ISSN: 2066-7329 | e-ISSN: 2067-9270 Covered in: Web of Science (WOS); EBSCO; ERIH+; Google Scholar; Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Scipio; WorldCat; CrossRef; CrossCheck

2020, Volume 12, Issue 4, pages: 411-430 | <https://doi.org/10.18662/rrem/12.4/354>

**Impact of the Education System on Social Development of People with Disabilities in Ukraine**

Tetiana SOLOVIOVA, Mariya GLADYSH, Olena LESHCHENKO, Nataliia ZAVERYKO, Yuliana MATSKEVICH

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Abstract: The article is devoted to the influence of inclusive and boarding institutions on the formation of social competence of young people with disorders. The issue of inclusive education in Ukraine is topical and requires attention of the state and society. The analysis of the results of an online survey of pedagogues on inclusion issues in Ukraine is provided; surveys, observation, and semi-structured interviews with young people with disabilities who were learned in conceptually different conditions are reviewed. The article is focused on the need to evaluate the special and inclusive learning conditions and their influence on the formation of social competence of youth with disabilities. The factors that impede the successful development of the inclusive education system in Ukraine are identified and analyzed. It is proved that inclusion is necessary for children with special needs as the alternative to boarding institutions and it is illustrated the real ways of inclusive education implementation into general educational process. The experimental research consisted of two parts: a research among young people with disabilities and among pedagoguespractitioners. This was dictated by the need to clarify an objective picture of the development of inclusion in Ukraine and to determine the impact of national education systems on the social development of people with disabilities. The assumptions were verified using the nonparametric method of mathematical statistics of χ²-Pearson's criterion of consent to compare the empirical distribution of features with the theoretical one, which would allow estimating the statistical significance of these differences.

Keywords: education system; inclusive model of education; special model of education; youth with disabilities; social development of youth with disabilities.

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**APPENDIX 3**

**SUMMARY**

**Sidorova A. Social rehabilitation of children with disabilities in the local social service centre**

The qualification work consists of an introduction, 2 parts, findings, a list of references (86 items), and 4 addenda on 10 pages. The qualification work volume is 110 pages long, 90 of them – the main text. There are 16 tables and 1 illustration.

The qualifying work gives the theoretical survey and describes the experimental research of social and pedagogical work with children with disabilities in the local social service centre.

The research object is the process of social rehabilitation of children with disabilities.

The research subject: the content, forms and methods of the social rehabilitation of children with disabilities in the local social service centre.

The research purpose: theoretical foundation and experimental verification of the content, forms and methods of the social rehabilitation of children with disabilities in the local social service centre.

The research tasks are:

1. to reveal the essence of the notion of «disability» in scientific literature;
2. to characterize the system of social rehabilitation of children with disabilities in Ukraine;
3. to expose the role of a social pedagogue in the process of rehabilitation of a child with disabilities;
4. to develop and implement a program of improving the adaptive capacity of the child with disabilities in the activities of the children’s department of the local social service centre;
5. to verify the effectiveness of the implemented program.

The part 1 “Theoretical bases of social rehabilitation of children with disabilities” reveals the essence of a phenomenon of child’s disability as a modern social and pedagogical issue; highlights the features of the system of social rehabilitation of children with disabilities in Ukraine; determines the role of a social pedagogue in the rehabilitation of children with disabilities; gives the analysis of the legal framework for social protection of children with disabilities in Ukraine.

The part 2 “Experimental work on the rehabilitation of children with disabilities in the local social service centre” shows the results of indicative, formative and control phases of the research of improving the adaptive capacity of the child with disabilities in the conditions of the local social service centre.

The analysis of the results has proved the effectiveness of formulated and implemented programme.

**Keywords:** child with disability, local social service centre, social rehabilitation, adaptive capacity.

Навчально-методичне видання

(англійською мовою)

Гладиш Марія Олександрівна

Професійно-орієнтований практикум іноземною мовою

Методичні рекомендації до практичних занять

для здобувачів ступеня вищої освіти магістра спеціальності «Соціальна робота» освітньо-професійної програми «Соціальна педагогіка»

Рецензенти *Н. В. Заверико,* *О. І. Васильченко*

Відповідальний за випуск *І.В. Козич*