

ROLE OF MENTORSHIP IN PROFESSIONAL PREPARATION OF FUTURE SOCIAL WORKERS

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The training of socially competent, competitive individuals and skilled professionals requires progressive changes in the system of higher education. The article is devoted to the study of the role and features of mentor support of future specialists in the social sphere at higher education institutions as a condition for the development of social competence and professionalism. The article gives the interpretation of the concept "mentoring", its types, models of mentoring support, the role and functions of mentors are disclosed. The characteristic features of mentoring and mentoring of future specialists of the social sphere as an effective mechanism for the development of social competence and professionalism of these specialists are indicated. Mentoring in social work is defined as the autonomous help of one person to another in implementing significant transitions in knowledge, work, or thinking. A mentor may be: a teacher, a curator of an academic group, an authoritative scientist, a representative of the administration, a senior student, provided that he or she is adequately prepared for the role of mentor and a competent authority on the matter to be addressed, a postgraduate student, a doctoral student. Mentor support for students (future professionals in the social sphere) should be provided within the following areas: counseling; mentoring support in education (formal education); mentoring during practice; mentorship in writing and implementing social projects, receiving grants; mentoring in non-formal education; mentoring in informational education; mentorship in volunteer activities; mentoring in social mobility and academic exchange; mentoring in professional adaptation and professionalization. The example of the implementation of the social performance "Heart" describes the main stages of mentorship of volunteer students in the specialty "Social Work": preparatory, organizational, educational, activity, and reflexive ones. As a result of mentor support, volunteer students received motivation and support on the mentor's basis, confidence in their actions and knowledge, learned to work together in the team on the basis of mutual assistance, mutual reciprocity, increased their level of knowledge about the application of innovative technologies into the practice of social work, expanded their horizons and a circle of social professionals, students have improved the skills of effective interaction and communication. The peculiarity of the mentoring program was that at the beginning, the mentor was a teacher, and upon completion of the project, a volunteer student (a member of this group) successfully performed the mentor's duties.

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