

TO THE QUESTION OF REQUIREMENTS FOR FUTURE SOCIONOMIC SPECIALISTS

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DOI: 10.32342/2522-4115-2021-2-22-32

Key words: professional training of future specialists of socioeconomic sphere, requirements to specialists of socio-economic sphere, standard of higher education, professional qualities of specialists of socio-economic professions.

The article reveals the problem of modern requirements for future specialists in the field of socioeconomics. It has been found that socio-economic occupations include professions that involve constant work with people and direct communication in the process of professional activity for the purpose of direct or indirect business contacts, including providing one or other type of assistance to a person or group of people; the subject and purpose of their professional activities are determined. The author's position on the assignment of psychologists, social educators, social workers and social work specialists to the group of socio-economic specialists is substantiated. The requirements for socioeconomics specialists as providers of social services, i.e. actions aimed at prevention, overcoming difficult life circumstances or minimizing their negative consequences for individuals / families are analyzed. It is shown that these requirements are laid down in international documents, in particular «Global Standards for Social Work Education and Training» and Standards of Higher Education specialties 053 Psychology, 231 Social Work.

Emphasis is placed on the professional qualities of socio-economic professionals who ensure the effectiveness of professional functions: responsibility for the quality of work with clients, altruistic qualities, tolerance, flexibility in communication (systems «specialist-client», «specialist-group / client groups»), empathy, an ability to establish trusting relationships with the client, belief in the possibility of effective assistance to the client; self-confidence, psychological qualities, focus on achieving professional success, willingness to help clients and provide them with professional assistance. The conclusion is made about the expediency of modeling the maintenance and technological maintenance of preparing future experts in socio-economic sphere that would provide formation of their readiness for support of parents of children with special needs and development of such professional qualities as empathy, emotional intelligence, tolerance and reflexivity.

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Одержано 05.10.2021.