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SITUATIONAL CASES AS MEANS OF FORMING THE METHODOLOGICAL CULTURE OF FUTURE SOCIAL PEDAGOGUE

The need for qualified teachers has arisen as a result of changes in society and the economy, technological advancements, and the escalation of social and political instability. A social pedagogue's professional competency is defined by the unity of his theoretical and practical readiness to carry out social and pedagogical activities, as well as by his professionalism, professional knowledge, and abilities. The high standards of society dictate the future social pedagogue's competency and versatility in his work. A social pedagogue's professional competence is a combination of mental attributes that enable one to behave properly and autonomously in social and educational contexts. A skilled professional is prepared to autonomously decide on social and educational initiatives, carry them out, and take responsibility for the outcomes. In order to ensure that aspiring social pedagogues are fully immersed in the field, the article presents an analysis of the impact of situational cases on the level of their methodological culture. The study was conducted based on the author's diagnostic instruments accounting for the specifics of each phase of the investigation. Furthermore, an examination of a particular professional scenario served as the foundation for each diagnostic instrument. A person-oriented empirical approach, which is typically regarded as a priority for the development of professional practice and teaching techniques of social pedagogy, serves as the scientific and methodological foundation for the research presented in this article. The research's foundation included the application of descriptive statistical techniques correlation analysis, and Student's T-test. Data processing was carried out using the statistical package SPSS.22. In addition to providing opportunities for new study, the data can be utilized for personnel selection, advanced training and retraining programmers for social pedagogues, as well as for professional self-determination of specialists at this level.

Keywords: social pedagogue, methodological culture, school education, immersion in the profession, professional situation.

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Жағдаяттық кейстер болашақ әлеуметік педагогтің әдіснамалық мәдениетін қалыптастырудың құралы ретінде

Өмір мен экономиканың өзгеруі, технологияның дамуы, әлеуметтік және саяси қайшылықтардың шиеленісуі білім беруде білікті кадрлардың қажеттілігін тудырды. Әлеуметтік педагогтің кәсіби құзыреттілігі оның әлеуметтік-педагогикалық қызметті жүзеге асыруға теориялық және практикалық дайындығының бірлігін қамтиды және оның кәсібилігін, кәсіби білімі мен іскерлігін сипаттайды. Болашақ әлеуметтік педагогтің құзыреттілігі және оның қызметінің әмбебаптығы қоғамның жоғары талаптарымен анықталады. Әлеуметтік педагогтің кәсіби құзыреттілігі-бұл әлеуметтік-педагогикалық қызметте дербес және жауапты әрекет етуге мүмкіндік беретін психикалық қасиеттердің үйлесімі. Құзыретті маман әлеуметтік-педагогикалық қызмет саласында өз бетінше шешім қабылдауға, оларды жүзеге асыруға және алынған нәтиже үшін жауап беруге дайын. Мақалада болашақ әлеуметтік педагогтерді мамандыққа, олардың әдіснамалық мәдениет деңгейін қамтамасыз етуге арналған ситуациялық жағдайлардың әсерін

Зерттеу эксперименттің әр кезеңінің ерекшелігін ескеретін автордың диагностикалық құралдары негізінде жүргізілді. Сонымен қатар, диагностиканың әр құралы белгілі бір кәсіби жағдайды талдауға негізделген. Мақаладағы зерттеудің ғылыми-әдістемелік негізі әлеуметтік педагогиканы оқытудың кәсіби тәжірибесі мен әдістерін дамыту үшін дәстүрлі түрде басымдыққа ие тұлғаға бағытталған эмпирикалық тәсіл болып табылады. Зерттеу сипаттамалық Статистика әдістеріне, корреляциялық талдауға және студенттің т-критерийін қолдануға негізделген. Деректерді өңдеу SPSS 22 статистикалық пакетінің көмегімен жүргізілді. Алынған деректер жаңа зерттеулер үшін перспективаларды ашады, сонымен қатар кадрларды іріктеу, әлеуметтік педагогтардың біліктілігін арттыру және қайта даярлау бағдарламалары кезінде, сондай-ақ осы деңгейдегі мамандардың кәсіби өзін-өзі анықтауы мақсатында қолданылуы мүмкін.

Түйін сөздер: әлеуметтік педагог, әдіснамалық мәдениет, мектептегі білім, мамандыққа баулу, кәсіптік жағдай.

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Ситуационные кейсы как средство формирования методологической культуры будущих социальных педагогов

Изменение жизни и экономики, развитие технологий, обострение социальных и политических противоречий создало необходимость компетентных кадров в образовании. Профессиональная компетентность социального педагога включает единство его теоретической и практической готовности к осуществлению социально-педагогической деятельности и характеризует его профессионализм, профессиональные знания и умения. Компетентность будущего социального педагога и многофункциональностью его деятельности определяется высокими требованиями общества. Профессиональной компетентностью социального педагога – это сочетание психических свойств, позволяющее действовать самостоятельно и ответственно в социально-педагогической деятельности. Компетентный специалист готов самостоятельно принимать решения в области социально-педагогической деятельности, реализовать их, и нести ответственность за полученный результат. В статье показывается анализ влияния ситуационных кейсов, призванных обеспечить погружение будущих социальных педагогов в профессию, на уровень их методологической культуры. Исследование проводилось на основе авторского диагностического инструментария, учитывающего специфику каждого этапа эксперимента. При этом каждый инструмент диагностики был основан на анализе определенной профессиональной ситуации. Научно-методологическая основа исследования в статье является личностно-ориентированный эмпирический подход, который традиционно считается приоритетным для развития профессиональной практики и методов обучения социальной педагогики. Исследование основывалось на методах описательной статистики, корреляционном анализе и применении Т-критерия Стьюдента. Обработка данных производилась при помощи статистического пакета SPSS.22. Полученные данные открывают перспективы для новых исследований, а также могут быть применены при кадровом отборе, программах повышения квалификации и переподготовки социальных педагогов, а также в целях профессионального самоопределения специалистов данного уровня.

Ключевые слова: социальный педагог, методологическая культура, школьное образование, погружение в профессию, профессиональная ситуация.

Introduction

Students today studying social pedagogy are becoming experts in an extremely popular, fascinating, and challenging field. A new social pedagogue will encounter a wide variety of issues.

First, there is the question of social pedagogy's status within the social science and humanities framework. A faction within the scientific and pedagogical community maintains that social pedagogy must be viewed as a separate science concerning social education and social integration, while another contends that pedagogy in general is inherently social. This has led to the emergence of two conceptual approaches to social pedagogy: one views it as a field of pedagogical science that deals with social education and social integration of children, families, and adults; the other views it as an interdisciplinary field that departs from traditional pedagogy (Tadevosyan, 2017) . It makes sense that articulat-

ing the essence of social pedagogy presents certain challenges. Even though the profession of a social pedagogue is a useful and relevant profession, it is not yet widely practiced worldwide. P. Moss and P. Petrie(2019) specifically point out that while this profession is well-known throughout continental Europe, it is far less popular throughout the English-speaking globe . According to C. Cameron(2021), social pedagogy is "scattered present in England" .

Second, because of the detrimental effects of globalization on the contemporary educational environment, researchers have observed a steady rise in the workload for social pedagogues. P. Durana and D. Chlebikova(2017) claim that changes in the social structure of society, family's financial stability, and social security of students, have resulted in the rise of "undesirable practices" in schools, such as bullying, truancy, drug use, and emotional abuse. As a result, social pedagogue's responsibilities, which include integrating the younger generation and fostering harmony in the school environment, are become increasingly complex.

Third, the actions of a social pedagogue are linked to the adverse effects of the information community, specifically the massive and continuously growing impact of the digital world on the younger generation. Among the biggest and most engaged user groups of electronic media are children and young people. In doing so, they are at greatest risk because they are not always able to critically select the information offered on the Internet. The growth of dangerous behavior is encouraged by the virtual environment, putting children and teenagers in danger as well as their surroundings. Social pedagogues must therefore stop and reverse the detrimental effects that the younger generation is experiencing from the virtual environment (Nikulin,2018).

Forth, the aspiring social pedagogue needs to be ready for the reality that expectations from his professional activities will not match actual results, as Swedish researcher G. Bašić(2018) demonstrates. All social pedagogues share, nevertheless, the aim and setting of their job being sufficiently adaptable to allow them to carry out this duty in a multitude of ways. A modern social pedagogue needs to be able to go above and beyond what is expected of him in his traditional profession, assume an active, autonomous, and somewhat powerful role, and show the client that he or she is significant.

Under these circumstances, developing a teacher's methodological culture is especially important. Simultaneously, contemporary researchers and teachers acknowledge the inadequate degree of professional competency development linked to the application of contemporary techniques in education, research, and counselling (Zuković,2019). This brings us to the research hypothesis: future social pedagogues' level of methodological culture can be raised by placing them in professional settings where they must identify a social and pedagogical problem and determine the best course of action for solving it.

The research's goal is to examine how cases intended to guarantee future social pedagogue' immersion in the field affect their methodological cultures. In order to accomplish this, a variety of research questions must be addressed:

1. What constitutes the core and principal elements of a social pedagogues methodological culture?

2. Do the future social pedagogue's methodological cultural traits align with what is needed of him in the present era?

3. What impact do students' educational attributes (academic performance) and demographics (gender, age) have on the degree of their methodological culture?

4. Is it possible for a prospective social pedagogue to develop their methodological culture through immersion in a work environment?

Literature review

Three primary issues that academics concentrate on have been identified through content analysis of the most recent social pedagogy research from 2017–2021.

The first one is related to disputes in science over the purpose and essence of social pedagogy. Thus, an international overview of the situation of social pedagogy in the globe today is presented by English researchers À. Janer Hidalgo and X. Úcar(2020) in their work. They point out that the absence of a common conceptual definition for the phrase "social pedagogy" results in a lack of clarity on its meaning and gives rise to a variety of divisive opinions. The authors examine this term from scholarly, instructional, and professional perspectives in an effort to create a modern and thorough understanding of social pedagogy. These three perspectives – academic, which employs a qualitative methodology utilising the Delphi method; teaching, which uses a quantitative methodology involving statistical analysis; and professional, which uses a qualitative methodology involving semi-structured interviews – each constitute a phase of the research. The authors conclude

that social pedagogy is a multifaceted discipline with elements of normative, ethical, political, contextual, historical, and epistemological thought as well as professional, methodological, and functional aspects.

S. Rönkkö(2021) provides a clearer definition of the object of social pedagogy (Bulgaria) . According to her, the object in this case is people and their problems – personal, educational, legal, medical, economic, daily, and social – as well as the social education principles that apply to people at all life stages and activities, taking into account their age, physical characteristics, and psychological characteristics.

A variety of issues are brought to light by C. Cameron, P. Moss, and P. Petrie(2021) about the UK's social assistance system for both adults and children. They see mounting evidence of strain in the untrained, low-paid labour, rising demand, and inadequate support, all contributing to the industry's perceived catastrophe. Since it implies a skewed perspective of this activity, the term "social assistance" itself is a crucial component of the dilemma. The researchers think that a different idea, social pedagogy, which has been around for a while and is highly developed in continental Europe, could enhance the efficacy of current practices as well as upcoming laws and regulations related to this field, such as labour force reform.

The second set of studies focuses on the competence and adaptability of social pedagogues as well as the variables that affect their efficacy in various nations. Thus, D. Galbavý(2020) (Slovakia) identifies a number of key professional competencies of a social pedagogue: educational and re-educational competence, consulting competence, socio-pedagogical competence, competence of socio-pedagogical prevention and therapy, organizational and managerial, evaluative, administrative and cooperation competences, communicative competence, social and (re)socialization competence, integrative-compensatory and facilitation competence, competence in the field of educational rehabilitation, competence in the field of personal activation, stabilizing and guiding competence, training competence .

The activities of a social pedagogue should be founded on several principles, according to C. Cameron, P. Moss, and P. Petrie(2021): understanding the importance of collaboration and teamwork, ongoing personal growth and development, promoting the image of a strong, capable individual with a variety of opportunities, and perceiving social pedagogy as relational practice.

The package of services created by the researcher for a social pedagogue in day care and child protection centres is examined in the article by A. Tadevosyan(2017) (Armenia) . The author thinks that one crucial step in creating the system of social and pedagogical activities is to clearly define the functions of social pedagogues. This assumes particular significance for establishments that offer care and assistance to kids in challenging circumstances.

M. Anderberg(2020) (Sweden) compares social and pedagogical work in schools in different countries . The study reveals notable distinctions between and among nations with regard to the objectives, position, role and responsibilities, duties, and pursuits of social pedagogues. Engaging groups of children or individuals with various psychosocial issues or challenges relating to education is their primary mission. Furthermore, social pedagogues engage in preventive work with all students. They have to combat social isolation in the classroom, teach civic and patriotic values, and deal with groups of children who disobey or act out of character in the classroom. The authors conclude that, in order to keep students from being isolated and segregated, social pedagogy is a very popular and important profession in schools.

Based on a phenomenological narrative viewpoint, the study by M. Ratkeviciene(2018) (Latvia) focuses on a crucial aspect of a social pedagogue's work: his relationship with his ward. They have to be predicated on either respectful trust or trust based on respect. Children at social risk can only receive professional and effective assistance in the short and long term through such relationships. The concepts of M. Buber and A. Lingis are used to analyse the "I-you" interaction that exists between children at social risk and the school social pedagogue.

M. Niklová (2019) brings up the topic of social pedagogues' perspective on stopping risky behavior . The Internet, the primary means of communication in the twenty-first century, is one of the biggest threats. The article examines potential risks posed by the virtual world to the younger generation and evaluates the ability of educational personnel in V4 nations to prevent and mitigate these risks using the cases of Slovakia, Hungary and Poland. The issue of future social pedagogues' professional training is intimately tied to the third set of studies.

A study conducted by A. Magauova and Z. Makhambetova(2020) (Kazakhstan) examines how prepared aspiring social pedagogues are to operate in the inclusive education system. The authors specifically outline a set of professionally significant traits that a social pedagogue must possess

in order to practise good professional activity in inclusive environments. These traits include empathy, communication, organisational abilities, stress resistance, resistance to conflict, and tolerance. The authors suggest that, in light of the challenges that future social pedagogues will encounter, the curriculum be updated to incorporate cutting-edge inclusive education models and practices that are now in use throughout the world.

S. Rönkkö(2021) describes the professional training experience of aspiring social pedagogues in Bulgaria in her study. There is a propensity to cover as many practical topics as feasible in both social work and education throughout the training of such specialists. The most obvious example of this is found in the prerequisites for aspiring social pedagogues, both in bachelor's and master's degrees. The majority of bachelor's degree programmes concentrate on preparing professionals to work with three primary client categories: individuals with social disabilities, health clients, and social security clients. A broader approach is taken by some master's programmes, such as "Social Prevention, Pedagogy of Abnormal Behaviour (Sofia University)", "Pedagogical Intervention and Interaction for Children with Problem Behaviour and Social Pedagogical Assistance to Persons at Risk" (Southwestern University), and "Preventive Pedagogy" (University of Plovdiv). Other programmes include instruction in certain areas of social pedagogy, with a focus on social education and integration, counselling activities and competencies, and extracurricular non-formal learning.

The framework of a future social pedagogue's professional growth is shown by the work of I. Tursynay, T. Rymshash, I. Askar, K. Karas, and K. Azhar(2021). This structure symbolises the relationship of four components: self-identification, self-esteem, self-determination, and self-government. The authors stress the significance of a social pedagogue's self-development system's integrity in order to distinguish them as a skilled professional who possesses noteworthy personal and professional characteristics. Practice is particularly significant as an integrative element of a specialist's professional development for aspiring social pedagogues. A self-growth trajectory must also be incorporated into the teaching process in order for future social pedagogues to have a successful professional development trajectory.

The essence, traits, and function of educational and cognitive barriers – which may emerge during the process of learning strategies for the prevention of social addictions – in the training of future social pedagogues were examined by N.I. Neskoromnykh, N.V. Chernenko, A.M. Mamadaliev, and A.A. Vorozhbitova(2017) (Russia) . The authors based their pedagogical experiment on a clear algorithm for working with a specific socio-pedagogical problem: socio-pedagogical problem → characteristics of the object of the socio-pedagogical problem methodological scheme as a variant of socio-pedagogical activity to solve the problem methodological recommendations for the practical implementation of the methodological scheme. To immerse students in the subject of social addiction prevention, a variety of teaching scenarios were created. The socio-pedagogical issues and areas of preventative action that each educational scenario fell under were ranked first, followed by the role that each circumstance plays in the professional development of aspiring social pedagogues.

Analysis of current social pedagogy research generally points to the contentious nature of the topic of its purpose and character, as well as the disparities in development among European nations. As a result, research on the issue of future social pedagogues' professional training is still in its early stages. Considering the works of foreign scholars in this field, it can be identified that the actualization of the need for the development of the methodological culture of social pedagogue is determined by a number of factors related to changes in the social and educational spheres, as well as the growing demands on the professional activities of this specialist. In the context of increasingly complex social problems faced by children and adolescents, the social pedagogue must possess not only profound theoretical knowledge but also developed methodological competencies that enable effective analysis and resolution of issues arising in the process of social work.

Contemporary social reality demands a high level of professional mobility from teachers, as well as the ability to adapt theoretical knowledge and methodological approaches according to the specificities of each situation. In this context, methodological culture becomes the foundation for the informed selection and application of effective methods and approaches, enabling the social pedagogues to address tasks related to the complex impact on individuals and social groups.

An important component in the context of forming methodological culture is professional reflection – the ability of the teacher to consciously analyze their practical activities, evaluate the results,

and adjust their methods in accordance with changing conditions and needs. This approach fosters not only the continuous improvement of professional practice but also enhances its effectiveness and sustainability.

Thus, the development of the methodological culture of the social pedagogue is a key factor in improving the quality of social work and ensuring the high professional readiness of specialists to address pressing social problems in a constantly changing socio-cultural context.

Research methodology

The research's person-oriented empirical approach, which was first created by psychologist Carl Rogers, served as its scientific and methodological foundation. Researchers in England D. Murphy and S. Joseph(2019) provide compelling evidence that this strategy can help advance professional practice, instructional strategies, and critical social pedagogy. In place of speech about mental illness, the researchers suggest a radical version of person-oriented empirical therapy as a type of social educational practice. The authors conclude that person-oriented empirical theory serves as the foundation for social pedagogy as a burgeoning field of social theory, research, and practice based on an analysis of actual circumstances from social pedagogical practice.

The research was conducted in the 2019-2020 academic year on the basis of Pavlodar Pedagogical University (Republic of Kazakhstan). The research group, selected according to the principle of continuous sampling, consisted of 196 students 2nd (n = 98, 18 men and 80 women, average age M = 18.9) and 5th years (n = 98, 26 men and 62 women, average age M =21.1), united by the field of education "Social pedagogy". Since the experiment was conducted over the course of the academic year, it was feasible to compare the graduates' and second-year students' levels of methodological culture formation at the end of the experiment. Furthermore, the participants might be ranked according to their age, gender, and degree of training (academic performance) using such a sample.

During the initial phase of the experiment, criteria for forming a teacher's methodological culture were determined. This was done by using content analysis of recent scientific discoveries connected to identifying the essence of a teacher's methodological culture. In the discourse surrounding the professional proficiency of contemporary teachers, scholars typically differentiate between "methodology"

as defined by M.L. Pérez Cañado(2018), methodological competence as defined by L.V. Aleksieienko-Lemovsrka(2019), and methodological culture as defined by A.A. Nikulin(2018). The fundamental tenet of methodological culture is that qualified teachers should ideally be proficient in a variety of teaching and parenting techniques and able to apply them in line with the demands and objectives of the educational and raising (upbringing) process [10]. A common belief among authors is that a teacher's educational culture includes their methodological culture. It is observed that very little research has been done on how to build a teacher's competencies in the area of methodological culture. However, as M. Nind and S. Lewthwaite(2018) point out, teachers who lack proper methodological culture frequently face a "judgmental gaze" .

The majority of research indicate that a teacher's methodological culture is mostly focused on their capacity to recognise pedagogical issues and select appropriate solutions(Nikulin,2018). Neskoromnykh, N.V. Chernenko, A.M. Mamadaliev, and A.A. Vorozhbitova(2017) (Russia) were the ones who got closest to characterising the framework of a contemporary social pedagogue's methodological culture. The researchers proposed a clear algorithm for working with a specific socio-pedagogical problem: socio-pedagogical problem → characteristics of the object of the socio-pedagogical problem → methodological scheme as a variant of socio-pedagogical activity to solve the problem → methodological recommendations for the practical implementation of the methodological scheme. The abilities to identify a problem (IP), analyse the object of a socio-pedagogical problem (AO), model a methodological scheme (MMS), provide options for solving the problem, and develop methodological recommendations for the practical implementation of the proposed scheme (PS) are actually replicated by this algorithm, which makes it possible for a social pedagogue to solve socio-pedagogical problems and develop a high level of methodological culture. However, it's also important to consider the unique aspects of social pedagogues' work, which include their need to become proficient in a variety of approaches to addressing pedagogical and social issues, including legal, medical, psychological, and professional advisory issues. A unique diagnostic toolbox that was centred on each of the identified competencies was created in order to determine the degree of development of these competencies among aspiring social pedagogues. Every tool is designed to

help professionals solve socio-pedagogical issues. Table 1 displays this toolbox.

The essay-reasoning "Socio-pedagogical issue: no way out?" was employed as a diagnostic tool during the experiment's initial phase. A particular socio-pedagogical issue was presented to the students, and they were required to provide an algorithm to resolve it. Furthermore, the studies conducted by C.S. Chai, L. Tan, F. Deng, and J.H.L. Koh(2017) were considered, which raises the question of whether the competencies of the twenty-first century match the abilities of modern teachers. They draw the conclusion that teachers' perceptions of these processes have a significant role in fostering a new culture of learning and education, based on a sample of 223 aspiring Singaporean teachers. As a result, the subjects were requested to hypothesise on the core meaning of the term "methodological culture of a social pedagogue" in the essay's opening section.

Table 1 – Characteristics of the diagnostic standards for the development of the future social pedagogue's methodological culture

Standards for formation of the methodological culture	Diagnostic tools
Definition of a socio-pedagogical issue	Essay-reasoning "Social-pedagogical issue: no way out?"
Analysis of the object of a socio-pedagogical issue	Content analysis of the "Methodological Diary" of students
Modeling a methodological scheme offering options for solving the issue	Online testing "Social-pedagogical alphabet"
Development of methodological recommendations for the practical implementation of the proposed scheme	Diagnosis of student cases

In order to raise the level of the students' methodological culture, a portfolio of cases comprising real-world professional circumstances was created for the second, formative stage of the experiment. An example of such a case is presented in Appendix 1. The immersion method – which immerses students in real-world professional situations – was systematically applied in practical classes over a two-semester period. Simultaneously, following courses, students completed "Methodological Diaries" with the intention of organizing the techniques employed and evaluating their efficacy in relation to the situation. An online control test called "Social-pedagogical alphabet" was administered at the end of this phase. It included instances with the most common social and educational cases.

In the third stage, two hypotheses regarding the existence or nonexistence of changes in the degree of formation of the methodological culture of future social pedagogues were examined using the diagnosis of student cases and Student's T-test. Correlation analysis was utilized to ascertain the impact of students' demographic (gender, age) and educational (academic performance, level of education -completed and unfinished higher education) on the degree of their methodological culture.

Data processing was carried out using the statistical package SPSS 22.0.

Results and discussion

The results of the experiment confirm the conclusions made by D. Murphy and S. Joseph(2019) about the value of a person-oriented empirical method for these kinds of studies. The creation of the author's diagnostic instruments and a methodological culture scale for respondents allowed for the customisation of learning paths, the division of teaching situations based on level of complexity, and the full realisation of practice-oriented potential.

The information gathered supports the findings of I. Tursynay, T. Rymshash, I. Askar, K. Karas, and K. Azhar(2021) about the significance of practice in a social pedagogue's professional growth. Graduates who will become social pedagogues in the future greatly raised the standard of their methodological culture when they encountered actual professional settings. This was particularly evident

in how well they were able to recognise socio-pedagogical issues, model a methodical approach to address them, and formulate pertinent solutions. Given that numerous researches highlight the inadequate level of advisory competence of aspiring social pedagogues, the last competency is particularly crucial. It is no accident that a significant portion of Bulgarian university curricula emphasise future social pedagogues' consulting roles (Rönkkö, 2021).

The study also highlighted many major issues that are common to various nations with regard to the professional preparation of aspiring social pedagogues. The most significant of these has to do with the vague definition of "social pedagogy" (Janer Hidalgo, À., & Úcar, X. , 2020), which makes it more challenging to define the parameters of a social pedagogue's competency (Cho,Song,2017). As a result, most respondents do not completely grasp the significance of methodological culture in particular or the meaning of their professional activity in general. The analysis conducted validates the findings of the most recent research, which indicates that social pedagogues have a low degree of methodological culture, particularly when it comes to preparing future professionals (Nind,Lewthwaite, 2018).

The findings of G. Bašić(2018), according to which social pedagogues frequently fall short of expectations, are likewise fully supported. At the beginning of the experiment's formative phase, most students found it difficult to apply their theoretical knowledge and build a systematic scheme for resolving the given issue when immersed in an actual professional setting. Given the demanding standards of contemporary social education, which include the need for him to go above and beyond, a teacher's preparedness to address social and pedagogical issues must be developed early in the programme. This case demonstrates the applicability of the approach put forth by N. I. Neskoromnykh, N. V. Chernenko, A. M. Mamadaliev, and A.A. Vorozhbitova(2017) to immerse aspiring social pedagogues in authentic professional settings .

Recent research on the factors influencing social pedagogues' efficacy, such as that of Y. J. Cho and H. J. Song(2017), has focused on the impact of gender . The details of this piece, which is accurately described as "emotional" and more feminine than masculine, will decide this (Aleksieienko-Lemovsrka,2019). These results, however, are contradicted by the data used in this research. There is a negative correlation between age and gender in terms of the methodological culture of aspiring social pedagogues.

Nonetheless, there is a clear correlation between the prospective social pedagogue's level of academic success, length of study, and degree of methodological culture building. This opens up new *avenues* for systematic study of the highlighted problem in future research. It will also be interesting to examine other variables, such as marital status or communication skills, that may have an impact on the future social pedagogue's methodological culture.

A multicomponent model for the construction of a social pedagogue's methodological culture needs to be developed because the question of what constitutes a social pedagogue's methodological culture and social pedagogy is a contentious one. Multidisciplinary, cross-national research with a sizable respondent sample are particularly important in this setting. Practicing higher education professors must be involved in this kind of study. Researching how a teacher's competency level affects a student's effectiveness and methodological culture as a potential social pedagogue holds great promise.

However, there are a number of *obstacles* that will inevitably face future research aimed at forming the methodological culture of future social pedagogues. These include the variations in social pedagogy and its development in different countries, the absence of clear qualifications for social pedagogues, and challenges in diagnosing the outcomes of their work.

In the ascertaining stage of the experimental study, future social pedagogues' inadequate degree of methodological culture was shown in essay-reasonings throughout the process of solving socio-pedagogical difficulties. This finding supported the research hypothesis. At the same time, the diagnosis was based on the following scale for assessing the criteria for the level of formation of the methodological culture of students: high (0.720-1), advanced (0.530-0.719), basic (0.300-0.529), threshold (0.100-0.299). Table 2 displays the findings of the examination of how students' methodological cultures developed during the experimental study's ascertaining phase.

An examination of the data in Table 2 makes it abundantly evident that the subjects' methodological culture is dominated by the threshold and foundational stages of creation. Simultaneously, the students' lowest scores are linked to their ability to model a methodological scheme for solving a socio-pedagogical problem (M min=0.208) and develop recommendations (M min=0.185), irrespective of their degree of methodological culture formation and duration of study. The object of a socio-pedagogical issue is the most easily analysed by students (M min = 0.287), but they also have some trouble characterising the issue (M min = 0.278). Future so-

cial pedagogues' professional culture and degree of competence are adversely impacted by this. However, fourth-year students' academic performance only slightly outperforms that of third-year students (by an average of 0.046). The primary cause of their methodological culture's low formation level was found through a qualitative analysis of student essays. While most respondents (76.8%) acknowledged that methodological culture is a necessary condition for a social pedagogue to be effective, they did not grasp the essence of the concept and thought it was very complex.

Table 2 – Levels of formation of the methodological culture of 2nd (n=98) and 4th year (n=98) students and at the ascertaining stage of the experimental study

Criteria	Year	High			Advanced			Basic			Threshold		
		M	SD	n /%	M	SD	n/%	M	SD	n/%	M	SD	n/%
IP	2th year	0.811	0.05	8/8.16	0.655	0.07	12/6.24	0.47	0.02	44/44.8	0.278	0.01	38/ 38.77
	4th year	0.822	0.06	9/9.18	0.662	0.05	15/15.3	0.445	0.03	50/50.1	0.283	0.02	24/24.48
AO	2th year	0.852	0.04	6/6.12	0.671	0.04	15/15.3	0.506	0.01	49 /50	0.282	0.01	28/28.57
	4th year	0.861	0.04	8/8.16	0.685	0.03	19/19.38	0.522	0.04	43/43.87	0.287	0.03	28/28.57
MMS	2th year	0.739	0.12	5/5.10	0.624	0.05	10/10.2	0.418	0.03	39 /39.7	0.208	0.02	44/44.89
	4th year	0.746	0.02	8/8.16	0.645	0.01	13/13.26	0.434	0.01	42/42.85	0.229	0.03	25/15.50
PS	2nd year	0.720	0.06	3/3.06	0.533	0.18	7 /7.14	0.351	0.02	15/15.3	0.185	0.04	73/74.48
	4th year	0.742	0.04	6/6.12	0.587	0.03	10/10.2	0.402	0.17	24/24.48	0.212	0.19	58/59.18

Significant changes in the experimental data were seen in the second, formative stage of the experiment, which was marked by the methodical application in practical lessons of the technique of immersing students in professional cases (based on produced cases). Online tests, content analysis of students' "Methodological Diaries", and the outcomes of working with cases were utilized to diagnose the level of methodological culture of respondents at the end of this stage. Table 3 presents the findings from the examination of how students' methodological cultures developed during the experiment's formative phase.

Table 3 – Students' methodological culture creation levels at the end of the formative phase of experimental research (n=98)

Criteria	Year	High			Advanced			Basic			Threshold		
		M	SD	n /%	M	SD	n/%	M	D	n/%	M	SD	n/%
IP	2th year	0.922	0.05	15/15.30	0.699	0.03	30/45.90	0.498	0.02	28/28.57	0,288	0.01	25/ 25.50
	4th year	0.977	0.08	18/18.36	0.718	0.04	42/42.85	0.459	0.06	30/30.60	0,294	0.03	18/1.36
AO	2th year	0.881	0.017	10/10.20	0.708	0.01	27/27.55	0.514	0.016	36/36.73	0,293	0.02	28/28.57
	4th year	0.936	0.03	14/14.28	0.717	0.02	31/31.63	0.527	0.03	28/28.57	0,297	0.01	25/25.51
MMS	2th year	0.864	0.019	9/9.18	0.692	0.06	19/19.38	0.468	0.02	37/37.75	0,288	0.012	33/33,67
	4th year	0.935	0.034	15 /15.30	0.709	0.03	22/22.44	0.489	0.017	41/41.83	0,299	0.03	20/20.40
PS	2th year	0.766	0.05	7/7.14	0.614	0.38	14/14.2	0.408	0.03	30/30.61	0,263	0.024	37/37.75
	4th year	0.854	0.06	12/12.24	0.691	0.05	20/20.40	0.493	0.031	35/35.71	0,212	0.19	31/31.63

The information shown in Table 3 shows that respondents predominate degrees of methodological culture formation have changed. If the basic and threshold levels of methodological culture creation were predominant during the formative stage, the threshold level has significantly dropped and the basic and advanced levels are now prioritized. Regardless of the duration of study, there is a notable rise in the proportion of students who possess a higher degree of methodological culture at the same time. The indicators that performed the worst in the experiment's initial phase also showed notable improvement. Students became more effective in identifying a socio-pedagogical problem (M max = 0.967), modeling a methodological scheme for solving it (M max = 0.895) and developing methodological recommendations (M max = 0.854). The gap between the indicators of graduates and the results of 2nd year students has also increased significantly (by an average of 0.071).

Analysing the impact of the immersion approach in a real-world professional setting on the methodological culture of aspiring social pedagogues was the goal of the experiment's final control stage. Accordingly, this stage was characterized by testing two hypotheses.

H_0 – the levels of formation of the methodological culture of students at the initial and final stages of the experiment do not differ.

H_1 – the levels of formation of students' methodological culture at the initial and final stages of the experiment differ.

To test the significance of hypotheses H_0 and H_1, the Student's T-test was used.

The following outcomes were found while testing the hypothesis H_0 with a 95% confidence interval and [al'fa] = 0.05:

"Identifying a problem" (МЦ$_1$) – t(196) = -3.7600, [ro] = 0.00018;

"Analysing an object" (МЦ$_2$) – t(196) = -4.897, [ro] = 0.000;

"Modeling a methodological scheme" (МЦ$_3$)- t(196) = -5.324, [ro] = 0.008;

"Proposed scheme" (МЦ$_4$) – t(196) = -3.947, [ro] = 0.002.

Given that all criteria indicate a significance of [ro] <0.05, it is evidently unreasonable to reject the null hypothesis, which states that there are no differences in students' levels of professional competence between the beginning and end of the experiment.

The following outcomes were found when hypothesis H_1's dependability was tested using a 95% confidence interval and [al'fa] = 0.05:

"Identifying a problem" (МЦ$_1$) – t(196) = 0.976, [ro] = 0.318;

"Analysing an object" (МЦ$_2$) – t(196) = 0.079, [ro] = 0.922;

"Modeling a methodological scheme" (МЦ3) – t(196) = 0.312, [ro] = 0.869;

"Proposed scheme" (МЦ4) – t(196) = 1.453, [ro] = 0.066.

The correctness of hypothesis H_1 is clear because the significance of [ro] in every case is significantly bigger than the significance interval [al'fa] = 0.05. During the experiment's ascertaining and control phases, there were differences in the future social pedagogues' methodological cultures' stages of formation. Specifically, compared to the start of the experiment, the respondents' values for the degree of methodical culture formation grew dramatically. The results show that the approach of placing aspiring social pedagogues in a professional setting can greatly raise the standard of their methodological culture.

Additionally, the final research question regarding the impact of students' demographic (gender, age) and educational (performance, level of education – completed or incomplete higher education – on their methodological culture had to be addressed during the experiment's control stage. The results of a correlation analysis aimed at resolving this issue are presented in Table 4.

The results of the correlation analysis show that age and gender have no bearing whatsoever on the methodological culture of aspiring social pedagogues. Nonetheless, there was a clear correlation found between the degree of methodical culture building and students' educational attainment and success on the test. The statistics in Table 3 were validated by correlation analysis, suggesting that graduates had a more advanced methodical culture than second-year students. Regarding students' academic achievement, a similar pattern is seen: the more well they perform academically generally, the more their methodical culture is formed.

Table 4 – Impact of the future social pedagogue's age, gender, educational attainment, and degree of education on his methodological culture

Variables	1	2	3	4	5
1. Methodological culture	1	0.04	-0.27	0.22	-0.14
2. Age	0.04	1	-0.09	-0.03	-0.028
3. Gender	-0.27	-0.09	1	-0.17	-0.03
4. Academic performance	0.22	-0.03	-0.17	1	-0.28
5. Level of education	-.014	-0.028	-0.03	-0.28	1

Conclusion

Regardless of the study time, the study demonstrated the low degree of formation of the "methodological culture of a social pedagogue" among students due to the absence of unified scientific and theoretical approaches to its formulation. Future social pedagogues' level of methodological culture formation significantly increased as a result of a pedagogical experiment that included teaching cases – professional situations – into the curriculum. This demonstrates how well immersion in professional settings works to shape the methodological culture of aspiring social pedagogues. As a result, the authors' diagnostic methods, which are based on their experience working with real scenarios, have a great deal of practical use.

The last step of the experiment's correlation analysis showed that the prospective social pedagogue's methodological culture had a positive association with academic achievement and study duration and a negative correlation with gender and age characteristics.

The collected data have practical implications as well as providing opportunities for future study on multi-level models of social pedagogue competency development. The study's findings can be applied to personnel selection, professional self-determination, advanced training and retraining programmers for social pedagogues, and the clarification of the prerequisites for professionals at this level.

Gratitude

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