

MODERN DIDACTIC METHODS IN THE FORMATION OF MORAL VALUES AND TRAINING OF FUTURE SOCIAL WORKERS


MÉTODOS DIDÁTICOS MODERNOS NA FORMAÇÃO DE VALORES MORAIS E FORMAÇÃO DE FUTUROS ASSISTENTES SOCIAIS

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Abstract. The paper is devoted to the analysis of modern didactic methods in the training of future social workers. The article presents the essence of the "didactic method" concept and a list of basic teaching methods. It describes the didactic teaching methods in the educational process of social workers' training at the current stage. The study compares the didactic methods in different Ukrainian higher education institutions in the "Social Work" specialty. The authors propose their own didactic methods for training students-social workers. The study aims to highlight the state of modern didactic methods in the training of future social workers. The research object is the state of training of future social workers in higher education institutions in Ukraine. Such research methods as description, analysis and synthesis, comparison, generalization, and content analysis were used in this research. The work examines the place of modern didactic methods in the training of future social workers. It was found that at the current stage of student training, preference is given to those methods and means of learning that contribute to the effective combination of theoretical experience with practical. Accordingly, the article pays attention to didactic methods of teaching. The authors have found that Ukrainian higher education institutions use different didactic methods in the "Social Work" specialty. Using the examples of Kharkiv National Pedagogical University named after H. S. Skovoroda, Drohobych State Pedagogical University, Ternopil National Pedagogical University named after Volodymyr Hnatyuk, and the National University of Life and Environmental Sciences of Ukraine, the authors identified the following main teaching methods in the training of future social work professionals: brainstorming, discussions, press conferences, role-playing, intellectual games, art therapy, training, and the case method. It is proposed to include such didactic methods as bibliotherapy, painting therapy, drama therapy, and movie therapy in educational programs. A scheme of directions for solving educational tasks using didactic methods is proposed.

Keywords: teacher, didactics, didactic method, higher education institution, teaching method, social work, social worker, student.

Resumo. O artigo dedica-se à análise dos métodos didáticos modernos na formação de futuros assistentes sociais. O artigo apresenta a essência do conceito de "método didático" e uma lista de métodos básicos de ensino. Descreve os métodos didáticos de ensino no processo educativo de formação do assistente social no estágio atual. O estudo compara os métodos didáticos em diferentes instituições de ensino superior ucranianas na especialidade "Serviço Social". Os autores propõem métodos didáticos próprios para a formação de estudantes-assistentes sociais. O estudo visa destacar o estado dos métodos didáticos modernos na formação de futuros assistentes sociais. O objeto de pesquisa é o estado da formação dos futuros assistentes sociais em instituições de ensino superior na Ucrânia. Métodos de pesquisa como descrição, análise e síntese, comparação, generalização e análise de conteúdo foram utilizados nesta pesquisa. A obra examina o lugar dos métodos didáticos modernos na formação dos futuros assistentes sociais. Verificou-se que no atual estágio de formação dos alunos, dá-se preferência aos métodos e meios de aprendizagem que contribuam para a combinação eficaz da experiência teórica com a prática. Nesse sentido, o artigo dá atenção aos métodos didáticos de ensino. Os autores descobriram que as instituições de ensino superior ucranianas utilizam diferentes métodos didáticos na especialidade "Serviço Social". Usando os exemplos da Universidade Pedagógica Nacional de Kharkiv em homenagem a H. S. Skovoroda, da Universidade Pedagógica Estadual de Drohobych, da Universidade Pedagógica Nacional de Ternopil em homenagem a Volodymyr Hnatyuk e da Universidade Nacional de Ciências da Vida e Ambientais da Ucrânia, os autores identificaram os seguintes métodos principais de ensino no treinamento de futuros profissionais de serviço social: brainstorming, discussões, coletivas de imprensa, role-playing, jogos intelectuais, arteterapia, treinamento e método de caso. Propõe-se incluir métodos didáticos como biblioterapia, pinturaterapia, dramaterapia e cinematerapia nos programas educacionais. É proposto um esquema de orientações para a resolução de problemas educacionais por meio de métodos didáticos.

Palavras-chave: professor, didática, método didático, instituição de ensino superior, método de ensino, serviço social, assistente social, estudante.

INTRODUCTION

Nowadays, great attention is paid to the issue of social sector specialists' training. This is because the state's demand for interaction between different categories of the population and those implementing social policy is only growing. Thus, there is a need to provide social assistance not only to people with disabilities, large or problem families, or people in difficult life circumstances but also to the military, demobilized persons, their families, and internally displaced persons. Moreover, it involves social counseling and the provision of material, psychological, legal, juridical, and pre-professional assistance.

Therefore, future social workers should be prepared to work with various population groups. Therefore, great attention is paid to the teaching methods. Given the changes in higher education, the educational process should be organized in such a way as to enable students the following:

- to have optimal practical skills;
- to work with innovative computer technologies;
- to communicate with different social groups and develop social interaction skills;
- to model a way out of any situation.

Thus, the value of didactic teaching methods in the training of future social work professionals is increasing.

LITERATURE REVIEW

Various national researchers have considered the use of modern didactic methods in the training of future social workers. In particular, we can single out such scholars as Vasylieva M. (2019), Korneschuk V. (2018), Povidaychuk O. (2019), Slozanska H. (2018), and Yurik V. (2020). Their studies emphasize how important it is for students of the "Social Work" specialty to gain practical experience in the classroom. However, theoretical experience should be used only to form certain bases. At the same time, preference should be given to modern teaching methods that contain innovative components.

For instance, M. Vasylieva, in her article "The use of modern didactic methods in the training of future social workers," focuses on the utilization of didactics in the educational process (Vasylieva, M., 2019, p. 188). She emphasizes the significance of role-playing games in the preparation of social work professionals. According to her, assuming specific roles allows for a better understanding of the emotions and feelings of different social policy subjects. Students who take on the role of social workers learn to pay attention to details, develop communication skills with various population groups, and cultivate empathy. Consequently, when engaged in real professional activities, they will find it easier to fulfill their assigned functions. For example, by playing the role of a client in a social services center, students learn to comprehend the needs, requests, and behavioral patterns of specific population categories.

H. Slozanska, in her work "Modeling of professional activity in the future social workers training in higher education institutions for working in the territorial community," emphasizes that modern social service specialists should be prepared to work in various social assistance centers, including those located in territorial communities (Slozanska, H., 2018, p. 256). She highlights the centralization of social assistance provision as a characteristic feature of social work in unified territorial communities. Social work with clients in social service centers primarily occurs within a single institution. It requires future social workers to be multifunctional. Modeling, where the teacher and students create a mental model of the professional environment and assume corresponding roles, is identified as one of the main ways to develop quick problem-solving skills.

The research conducted by V. Yurik focuses on active teaching methods for future social workers. In general, these are didactic methods characterized by a creative approach. The author includes methods such as the case study method, role-playing games, drama therapy, and art therapy within this framework. In the work "Active learning methods in the process of training social work specialists," she places significant emphasis on the case study method. According to her, students should be able to differentiate between different situations, enabling them to discern appropriate actions when they arise in their professional lives (Yurik, V., 2020, p. 39).

However, despite the availability of research, the issue of teacher innovation is still poorly covered. In particular, this is because modern higher education is quite standardized. Therefore, unfortunately, the creative approach to educational activities is not yet fully utilized.

AIMS

This article aims to highlight the state of modern didactic methods in the training of future social workers. The study aims to investigate both modern didactic methods in higher education institutions and to clarify certain aspects that are important in forming the professional competence of future social work specialists.

RESEARCH GOALS

According to the purpose of the study, the following goals should be achieved:

- to reveal the essence of the "didactic method" concept;
- to classify modern teaching methods;
- to compare didactic teaching methods in the training of future social workers in different higher education institutions in Ukraine;
- to reveal the author's own approach to didactic methods of teaching social workers.

METHODOLOGY

The following research methods were employed in this study:

- description;
- analysis and synthesis;
- comparison;
- generalization;
- content analysis.

The descriptive method was used to characterize the essence of the "didactic teaching method," its features, characteristics, and traits. The analysis and synthesis method was employed to review the literature on the research topic and highlight scientific works related to the subject. The comparison method allowed for comparing the implementation of didactic methods in various higher education institutions in Ukraine, focusing on the field of "Social Work." The generalization method was used to provide brief summaries of the research results.

A significant part of the research is dedicated to content analysis. Its essence lies in examining the official websites of Ukrainian universities to identify the didactic methods in contemporary higher education. In particular, the forms of conducting classes and technologies in the "Social Work" specialty were studied. It allowed the authors to identify the main didactic methods used by Ukrainian higher education institutions.

RESULTS

Significant attention is given at the present stage of social workers' training. Primarily, this is because a social worker interacts with various population groups in need of individual assistance. At the same time, a social worker should realize that a person in difficult life circumstances needs to acquire socialization and adaptation skills, which social workers should teach. Often, a person in need of help does not understand where to begin and how to adapt to modern society. That is why a social worker must be able to provide comprehensive assistance and work with those in need of help systematically and continuously (Vasylieva, M., 2019, p. 188).

Consequently, social workers must undergo the necessary training to effectively fulfill their professional responsibilities and ensure the functioning of the entire social welfare system. Thus, the education of future social workers has emerged as a need to have a trained professional group capable of implementing social policies and acting as an intermediary between society and the state. In their activities, social workers primarily contribute to implementing fundamental principles of a democratic society, such as humanity, the right to life and well-being, freedom of thought, the right to action, and the right to legal protection. Accordingly, the state aims to help ensure these rights for all individuals, and social workers play a crucial role in assisting those who cannot fully participate in society and protecting their rights (Mykhniuk, S., 2021, p. 13).

Therefore, the preparation of social workers requires special attention, particularly in light of ongoing reforms in higher education. The question of training specialists in fields that actively interact with various population groups becomes particularly relevant. The state constantly improves the professional training

system to facilitate the implementation of government initiatives at the local level. Thus, modern professionals need to be versatile, possess knowledge in various fields, have proficiency in computer and interactive technologies, and be able to adapt international experience and innovative practices to the domestic context. These requirements are also imposed on social workers as they need to assist different population groups facing challenging life circumstances while simultaneously applying an individualized approach to each person (Povidaychik, O., 2019, p. 9).

Overall, the modernization of social worker training at the present stage is driven by the need for higher education institutions to employ innovative methods and techniques to organize educational and learning processes. These processes aim to enhance the effectiveness of social impact. These new teaching methods and approaches are directed towards the personal development of social work students as well as the attainment of socio-pedagogical outcomes. However, the implementation mechanisms of these advanced training methods still need to be sufficiently embedded in practical experience (Tulebayev, N., 2021, p. 720).

It is worth mentioning that when choosing a teaching method, it is essential to understand the essence of the concept of "teaching method." Generally, this term is interpreted as the "unity of shared actions between the student and the teacher, which allows achieving the educational goal." In selecting a method, consideration should be given to the educational objective, the ease of information assimilation, and the level of interaction between the student and the teacher. Therefore, it is appropriate to categorize modern teaching methods into the following groups (Landay, A., 2020, p. 140).

Table 1. Groups of modern teaching methods.

Number	Group	Methods
1	By the cognitive activity nature	Illustrative and explanatory, problem-based presentation, information retrieval, scientific.
2	By the conditions of the educational process organization	Mobility, information search, cognitive processes.
3	By the didactic goals	Primary information acquisition, Secondary information acquisition.
4	By the forms of educational process organization	In-class and extracurricular.

Given the aim of the study, it is necessary to investigate the didactic goals of teaching methods. Specifically, they are aimed at developing necessary knowledge and skills in information search, fostering acquired knowledge, and forming an understanding of problem-solving approaches.

In general, it is relevant to note that various didactic methods are employed in Ukrainian higher education institutions specializing in "Social Work." For instance, at Kharkiv National Pedagogical University named after H. S. Skovoroda, a combination of traditional and classroom-based learning is implemented in the "Social Work" field (Kharkiv National Pedagogical University named after H. S. Skovoroda). In this higher education institution, the following didactic methods are applied during the classroom sessions in the training of social work professionals:

- Discussion (group discussion of problem issues);
- Press-conference (one student answering challenging questions from other students);
- Brainstorming (group resolution of complex issues);
- Take a stand (the students advocate their chosen point of view);
- Situation diagnosis (students analyze the problem in detail);
- Simulation (students simulate a professional situation and their actions);
- Training (students acquire practical skills during these sessions);
- Scenario development (students imagine a possible sequence of actions);
- Role-play (a play adapted to professional situations).

These didactic methods are implemented not only during practical sessions but also in seminars and lectures. They aim to develop the future social worker's skills in handling various situations. As social

services assist a wide range of population groups in difficult life circumstances, it is necessary to have the skills to deal with various situations.

For example, a person may refuse help, behave aggressively, or deliberately provoke conflict with a social service worker. During their training, students must internalize behavioral norms and know how to act in crises. These skills can potentially save social workers and their colleagues' lives and well-being. Furthermore, social workers often assist in clients' places of residence, increasing the risk of unfavorable situations.

It is worth noting that the discussed higher education institution favors the didactic method of role-playing games. Such a method of presenting content is interesting for students. The result is always unexpected, and students quickly get involved in the game process organization, develop creativity, propose ideas, improve communication skills, and demonstrate their standpoint. Moreover, role-playing games primarily allow for practical knowledge acquisition regarding behavior in various situations (Kharkiv National Pedagogical University named after H. S. Skovoroda).

During role-playing games, students can assume the roles of "social workers" and "clients." The teacher presents them with specific situations that can occur in the real professional field. After the situation is simulated, students can switch places and take on a new role. As a result, future specialists acquire skills in dealing with clients from different backgrounds, understanding their requests, and learning to meet their needs. It is also crucial to develop the ability to handle aggressive clients or those who do not comprehend the claims made by social services. For example, a social worker visits a problem family, explaining to them the need to improve their living conditions as the current conditions are unsuitable for living with small children. The clients become aggressive and threaten the worker (Slozanska, H., 2018, p. 259).

Furthermore, the higher education institution organizes events such as quizzes and game-based projects. These activities aim to develop students' quick thinking, build a knowledge base, and foster a creative approach. Specifically, game-based projects are used during internships involving work with youth and children. These projects include internships in social assistance centers, summer camps, higher education institutions, and social rehabilitation centers. The method of game-based design is also essential during training sessions. During these sessions, students learn how to behave in various professional situations. Additionally, it is also advisable when working on term projects and graduation dissertations, participating in student government activities, and working on volunteer projects (Kharkiv National Pedagogical University named after H.S. Skovoroda).

Intellectual games are implemented at various levels, namely:

- intellectual games among students within an academic group;
- between multiple groups within a specific field of study;
- among groups from the same course;
- intellectual games at the faculty level, university level, and during practical internships.

Overall, intellectual games not only facilitate the development of existing knowledge but also contribute to social upbringing. Moreover, these games are often cooperative. They allow students to learn how to communicate and interact with each other (Tymoshenko, N., 2014, p. 2).

In universities, students are also offered didactic methods during extracurricular learning. These methods may include:

- Participation in university events;
- Elaboration of informative leaflets;
- Compilation of reference materials regarding the regulatory framework of the field of study;
- Involvement in volunteer organizations;
- Participation in social projects (Kharkiv National Pedagogical University named after H. S. Skovoroda).

Drohobych State Pedagogical University utilizes didactic methods such as role-playing games and art therapy while training students in the field of "Social Work." These methods are applied in the study of specific disciplines. Specifically, they are practiced in classes related to disciplines such as "Art Therapy in Socio-Pedagogical Work with Children with Developmental Disabilities," "Pedagogy of Family Education," "Socio-Pedagogical Counseling," and "Socio-Pedagogical Work in Educational Institutions" (Drohobych State Pedagogical University).

Ternopil National Pedagogical University named after Volodymyr Hnatyuk employs the didactic training method. The application of training allows the simulation of situations that may arise during the professional activities of a social worker. At the same time, students also learn how to act in conflict situations and how to find the best solutions to difficult situations (Ternopil National Pedagogical University named after Volodymyr Hnatyuk).

The Zhytomyr Ivan Franko State University offers students in the field of "Social Work" such didactic preparation methods as art therapy and case method (Zhytomyr Ivan Franko State University). Art therapy aims to develop students' communication skills and creative approaches, essential in solving real-life problems. The case method focuses on addressing complex professional issues by analyzing specific situations that may arise during real social interactions.

At the National University of Life and Environmental Sciences of Ukraine, social sector professionals are trained based on the didactic method of training (National University of Life and Environmental Sciences of Ukraine). In particular, the training involves recreating professional situations and aims to develop communication competence, social interaction, teamwork, and leadership skills.

Considering the aforementioned and the modern experience of Ukrainian higher education institutions in preparing future social workers, the following didactic methods can be proposed for implementation in the educational process.

Painting therapy (a form of art therapy). Painting therapy is a didactic method aimed at therapy through visual arts, mainly drawing. It allows students to address internal conflicts, understand their own emotions, enhance self-esteem, and develop a creative perception of the world. Through painting, students reflect on their own emotional state, and their drawing skills are not considered at all (Povidaychyk, O., 2020, p. 129).

The advantages of this method include using a wide range of materials such as pencils, markers, colored pens, paper, cardboard, and other materials. Students can paint using their fingers, soap bubbles, or painted threads. During this method, the teacher presents students with a problematic question (e.g., a challenging client) and asks them to depict it through drawing (illustrating ways to address the situation). The students then take time to observe and evaluate the drawings, followed by a discussion (where students describe their artwork, their interpretation of the problematic situation, and their suggested approaches). It can be implemented through various techniques, including the following:

- Free drawing (students draw any problematic situation related to their profession, with approximately half an hour allocated for this activity; all the drawings are discussed, and optimal solutions for addressing the problematic situations are identified);
- Communicative (students work in groups and draw on one sheet, communicating only through images and gestures; the discussion follows the drawing);
- Collective (the entire group draws on one sheet; the discussion at the end of the drawing focuses on each student's role in the drawing process);
- Supplementary (one student starts the drawing, and the work is passed around the circle, with each student adding something of their own; the discussion focuses on what each student added) (Yurik, V., 2020, p. 13).

Therefore, it can be argued that painting therapy is essential in the aspect that by depicting a problematic issue, the student anticipates its possible solutions. It is because visualization of the situation allows one to look at it globally and consider all the details. Therefore, this method is relevant in the education of future social workers. Additionally, it contributes to developing emotional stability and forming a stable emotional-volitional component (Babii, I., 2014, p. 12).

Drama therapy. This kind of therapy, as a didactic method, involves improvisational activities that result in the enactment of a particular scene, leading to the resolution of a problematic issue. Drama therapy has a significant educational effect. For instance, students learn empathy, develop the ability to actively listen to conversation partners, and cultivate moral-ethical foundations. Moreover, students broaden their horizons and acquire knowledge from various domains.

In this method, the role can be assigned to the student portraying a social worker or the client. This method is similar to role-playing but is structured around a specific scenario, even if hypothetical, and involves multiple interconnected scenes. It is worth noting that the performance setting should be spacious and contain typical props for a professional situation, such as:

- A client's home (items, closets, beds);
- A social service center (table, cabinet, chair);

- A daycare center or children's home (beds, toys, chairs).

This allows for a more immersive atmosphere and a better portrayal of the required role (Al-Rawi, I., 2014, p. 103).

The play itself can follow a predetermined script or be improvisational. In this process, the teacher serves as a coordinator and does not intervene in the game. As a result, the student learns to express their feelings and develops empathic abilities. Other students can also participate in the performance as supporting actors (other social workers, clients' family members, neighbors, and representatives of law enforcement agencies). Some students can act as the audience and express their opinions after the performance (Kurlyak, I., 2016, p. 208).

Bibliotherapy. As a didactic method, bibliotherapy is also vital in preparing students for social work. This method involves the use of carefully selected reading materials to achieve a therapeutic effect. It involves selecting books that allow students to develop the necessary qualities for social workers. The significance of this method lies in the fact that students perceive not only the physical form and cover of the book but also its content and imagery. Thus, while reading a book, students relate it to their own experiences and cognitive perceptions, resulting in different interpretations of the same book among individuals, as each person's consciousness is unique. Therefore, the literary work is processed and perceived within an individual's semantic field (Horishna, N., 2017, p. 11).

This method is aimed at creating the following effects.

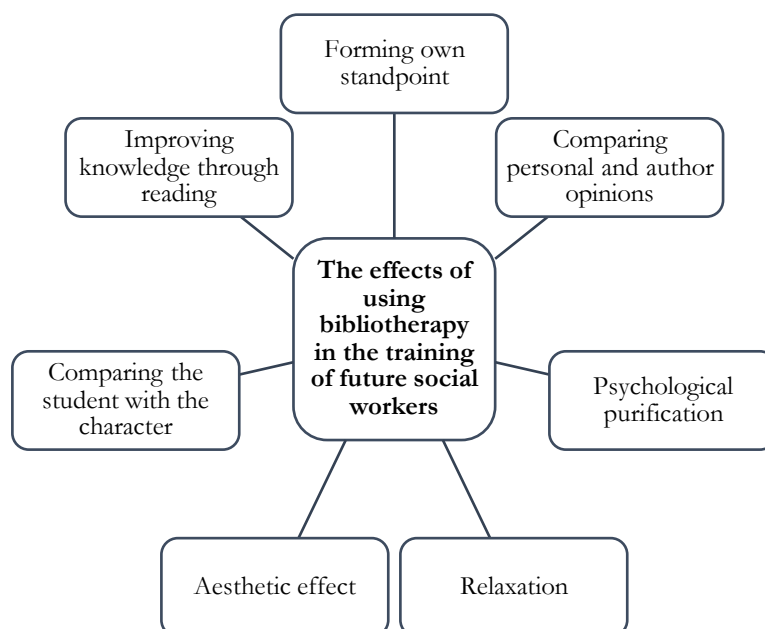


Figure 1. The effects of using bibliotherapy in the training of future social workers

In particular, students in the "Social Work" field are recommended to study pedagogical literature. That is because books on pedagogy contain the ways and means of resolving conflict situations and mechanisms for working with children of different ages. Moreover, such literature includes numerous works on psychology, the application of which enables communication with various population groups. It is also relevant to familiarize oneself with literature on conflictology and leadership, as these knowledge areas help to perform the functional duties of social workers (Korneschuk, V., 2018, p. 211).

Movie Therapy. This therapy involves the use of cinema to complement psychological therapy, including watching movies, scenes, or shorts, followed by their analysis as homework or during consultations with future social workers (Movie therapy).

Movie therapy offers the following advantages:

- The opportunity to work through specific life choices in a light and engaging form.
- Providing examples of real-life situations in an accessible and understandable format based on movie plots (Korneschuk, V., 2017, p. 30).

The following movies can be offered to students of the "Social Work" specialty for movie therapy: "Case 39," "Monitor," "Oranges and Sunshine," "Son of a Gun," "10½," "The Kid," "Elling," "Short Term 12," "Holes," "Yo, también (English: Me too)" (A social worker and a child who must be burned in the oven (a horror movie "Case 39")). All of these movies are dedicated to the challenging work of a social worker who must interact with various individuals and know how to address complex situations effectively. Many episodes in these movies address domestic violence and how to recognize its signs correctly (Nurlan, A., 2016, p. 3750).

The proposed didactic methods will contribute to accomplishing the following tasks (Spirina, T., 2019, p. 31).

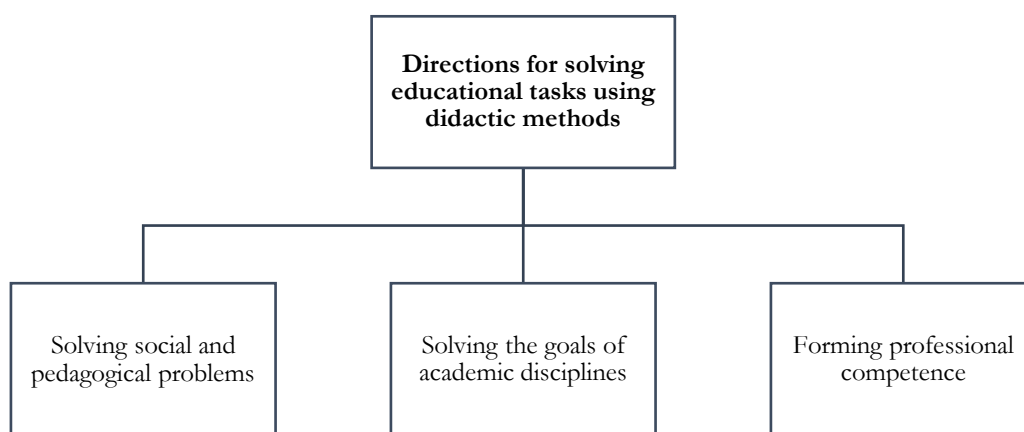


Figure 2. Directions for solving educational tasks using didactic methods.

It should be noted that practical training conducted in social centers, social rehabilitation centers, daycare centers, children's homes, charitable foundations, and settlements of displaced persons is considered relevant for higher education institutions. In addition to gaining practical experience, students can participate in workshops, training, and certified courses. These forms of work allow for obtaining answers to questions that arise for specialists in the context of the discussed issue quickly and safely. They also enable enrichment with the best practices presented by highly skilled professionals (Lisovets, O., 2019, p. 11).

Furthermore, the list of institutions for practical training can include the following:

- educational institutions;
- district and municipal administrations;
- public administration bodies;
- centers for social services for families, children, and youth;
- employment centers.

These will allow students to master the peculiarities of working with different population groups. It is also advisable to expand the scope of training as a didactic method. Trainings enable the expansion of the informational field, taking each participant beyond the boundaries of "self-awareness" and providing an opportunity to perceive information from others.

DISCUSSION

The conducted research has influenced the formation of a contradiction in the perception of the current state of didactic teaching methods in preparing future social workers. On the one hand, it has been established that at the present stage, higher education institutions in Ukraine promote the use of didactic methods to combine theory and practice. Their main goal of education is the simulation of possible situations during professional activities. On the other hand, in modern higher education institutions, only 1-2 didactic methods are predominantly used in the training of future social workers, with role-playing games, training sessions, and art therapy being the most common. All of this creates conflicting perceptions, as innovative teaching ideas are being promoted, but more attention is given to traditional methods.

It is also worth noting that implementing didactic teaching methods in the context of distance or blended learning is challenging. As a result, a teacher may simply assign a task to be completed online and monitor its completion quality. However, considering the time constraints, this does not allow for the development of sufficient knowledge. In particular, a teacher can offer role-playing games during a distance learning course. Still, students cannot simulate the entire situation as they are limited by their access to the educational platform.

CONCLUSIONS

The article examines the state of modern didactic methods in the training of future social workers. Accordingly, during the research, the authors highlighted the following:

- the aspects of implementing modern didactic methods in higher education institutions;
- the influence of these methods on the development of professional competence;
- the formation of social and communicative skills under the influence of didactics.

The essence of the concept of the "didactic method" was primarily elucidated in this paper. It was established that the didactic teaching method represents a harmonious combination of practice and theory in training students for their future professional activities. It is vital for students studying "Social Work." The practical knowledge enables them to work with various population groups in need of social assistance and facing challenging life circumstances.

The authors conducted a classification of contemporary teaching methods. The paper focused on how the grouping of teaching methods is currently carried out. Specifically, teaching methods were categorized based on the nature of cognitive activities, the conditions of organizing the educational process, the goals of didactics, and the forms of organizing the learning process. The biggest attention is given to the group "by the didactic goals," whose study reveals the essence of this article.

A comparison of didactic teaching methods in the training of future social workers in different higher education institutions in Ukraine was conducted. Based on the comparison of didactic teaching methods, it was determined that the main methods include brainstorming, discussions, press conferences, role-playing games, intellectual games, art therapy, training, and case studies. Therefore, the authors explored the official websites of the Kharkiv National Pedagogical University named after H. S. Skovoroda, Drohobych State Pedagogical University, Ternopil National Pedagogical University named after Volodymyr Hnatiuk, and the National University of Life and Environmental Sciences of Ukraine. All of them contained information about the peculiarities of training specialists in "Social Work."

The authors revealed their unique approach to didactic methods of teaching social workers. Didactic methods such as painting therapy, drama therapy, movie therapy, and bibliotherapy were proposed. Their application positively impacts the development of professional programs. These methods address socio-pedagogical issues and resolve research challenges. The proposed methods are easily comprehensible and allow for social and communicative skills development. Also, they facilitate the development of professional competence.

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