Olena Havrysh
Candidate of Pedagogical Sciences, doctoral student of the Department of Social Work
State Higher Educational Institution "Donbas State Pedagogical University", Sloviansk, Ukraine
olenagavrysh@ukr.net
ORCID: 0000-0003-3468-2583

Vladyslav Velychko
Candidate of Physical and Mathematical Sciences, Doctor of Pedagogical Sciences, Docent, Professor of
the Department of Teaching Methods of Mathematics and Teaching Methods of Computer Sciences
State Higher Educational Institution "Donbas State Pedagogical University", Sloviansk, Ukraine
vladislav.velichko@gmail.com
ORCID: 0000-0001-9752-0907

Olena Fedorenko
Candidate of Pedagogical Sciences, Assoc. Prof. of the Department of Mathematics and Computer Sciences
State Higher Educational Institution "Donbas State Pedagogical University", Sloviansk, Ukraine
fedorenko.elena1209@gmail.com
ORCID: 0000-0002-1897-874X

THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE PROFESSIONAL TRAINING OF SOCIAL EDUCATORS FOR WORK WITH REFUGEES IN GERMANY

Abstract. The authors lighted out German practice of social work with refugees and the role of ITC during this process. In the article the role of different international organizations such as UNESCO, United Nations Office of the High Commissioner for Refugees, International Red Cross Committee, European Council on Refugees and Exiles, International Organization for Migration, etc. was pointed out. These organizations develop and approve international standards of work with refugees, as well as propose modern approaches to solving problems with this category of the world community. The authors identified the main forms and trends of social work with refugees in Germany. They also highlighted the characteristic features in the work of German universities during the training of future social educators to work with migrants and the development of their competencies (namely, ICT competencies). In this article, the authors concluded that the process of training social educators to work with different groups of clients (including work with refugees) in Germany is multilevel. The principles of offensiveness, consistency, persistence in the implementation of content and technology of education are the main ones in the training of future social workers. Other features of the training process for social educators in Germany are also the practical use of an interdisciplinary approach and close cooperation with various state and non-state social organizations. The authors emphasized also that considerable attention during the professional training of future social pedagogues is paid to scientific and practical aspects of their training to work with refugees and immigrants. The formation of ICT competence and mastery of technologies of social "intervention" in the life and situation of the studied category of clients plays the great role for social educators in the preparing for their future profession. In the article is also stated that one of the main requirements for a social educator working with refugees is the ability to use in practice the acquired knowledge and skills to get the best results.

Keywords: migration policy; social work with refugees; information and communication technologies; a social educator; training technology for future social educators; competences

Introduction. The main task of the migration policy of any state is to overcome the spontaneity of migration, develop effective mechanisms to influence this process, ensure normal living conditions (living, employment, training of refugees) and reduce the negative effects of refugees on people. The key to the successful implementation of these tasks is the awareness of the need for a professional approach to solving refugee problems and proper training of social pedagogues to work with this category of clients.

The study of the experience of practical work of social services with refugees revealed a contradiction between the vital needs of society in social workers who would have the

technology to work with refugees, and the real state of their preparation for working with this category of clients. Another important aspect in the work of future social pedagogues is the formation of a high level of knowledge of information and communication technologies (ICT).

For the national system of professional education, the training of social pedagogues to work with refugees is a new problem. It requires a whole set of active scientific and methodological research, changes in the educational process. These include the improvement of educational and professional training programme, curricula, software and methodological support of the educational process and methods of formation of ICT competence through the existing skills of these technologies.

The need to know information and communication technologies for future social workers is determined by various innovations and reforms in the field of social protection. A necessary component of the professionalism of specialists in any field is the possession of modern information and communication technologies. Social work is no exception, where these tools are used both at the management level and directly in the process of providing certain services to clients.

Analysis of recent research and publications. The works of V. Bekh, M. Lukashevych, I. Myhovych, V. Poltavets, I. Zvereva are devoted to topical issues of the theory and practice of social work in Ukraine. Researches of foreign social work and professional training of social pedagogues are presented in the works of N. Abashkina (Abashkina, 2004), V. Kozubovsky, O. Pryshlyak (Pryshlyak, 2008), N. Saiko (Saiko, 2017), N. Sobchak and others. Developments of theoretical and methodical bases of formation of ICT competence and introduction of information and communication technologies in educational process are lighted out in the works of V. Velychko (Velychko, 2018; Velychko, 2019), S. Semerikov (Semerikov, 2020), L. Panchenko (Panchenko, 2020), A. Striuk (Struik, 2020).

Unresolved aspects of the problem. Due to the insufficient level of study and coverage of experience in social work with refugees and training of future social pedagogues to work with this category of clients, we consider it appropriate to analyze the experience of social work with refugees and prepare future social specialists to work with this category in Germany and outline it progressive ideas for using in our country. It is also advisable to reveal the importance of the formation of ICT competence in the process of training social pedagogues as one of the components of professional skills of future social workers using electronic resources.

The purpose of the proposed article is to study the experience of professional training and analysis of the need of ICT competence for future social workers in their practical work with refugees in Germany.

Methods. For the achievement of the research purpose we used the set of research methods: analysis of scientific and educational literature, theses, documents of international organizations, curricula, textbooks and manuals, regulations on training of social workers, mathematical analysis, generalization and systematization.

Presenting main material. Based on the analysis of scientific works of Ukrainian (V. Andrienko, S. Britchenko, I. Kovalishyn, O. Kopylenko, O. Malinovskaya and others), German scholars (M. Albert (Albert , 2006), E. Kruse (Kruse, 2010), H. Schammann (Schammann, 2016; Schammann, 2017), U. Straub (Straub, 2002), C. Younso (Younso, 2016; Younso, 2017) and others), who reveal the theoretical and practical foundations of social work with refugees and migrants, it was found that the phenomenon of refugees is a component of international migration processes and is characterized by citizens crossing the borders of the country of origin.

For the reasons that cause the phenomenon under study, refugees belong to forced migrations, when the decision to change the place of residence is made under the influence of circumstances that pose a direct or potential threat to life, health or property of citizens and their families: natural disasters, environmental disasters, socio-political factors, etc. (Albert, 2006, p. 11)

Due to these circumstances and often the inability to obtain from the client the original certificates or any documents / confirmations in paper form, social workers have to look for opportunities to obtain the necessary papers in digital format.

The leading role in solving the problems of refugees (including the implementation of social work with refugees) in the international context is played by international organizations (United Nations Office of the High Commissioner for Refugees, International Organization for Migration, UNESCO, International Red Cross Committee, European Council on Refugees and Exiles, etc.) who act as intermediaries between refugees and the governments of the host countries.

These international organizations mostly perform the following functions:
- assist government agencies and non-governmental organizations working in the field of migration;
- provide direct assistance to refugees and asylum seekers;
- provide training for government officials, social workers, employees of non-governmental organizations. it promotes the spread of progressive ideas of international experience, the introduction of innovative technologies for working with refugees, tested in world practice (Pryshlyak, 2008, p. 38).

International organizations also help to get in touch with responsible organizations in the countries where refugees come from. Most often, such communication can take place with the help of information and communication technologies.

In the course of our research, we found out that in Germany the main directions, content and forms of social work with refugees are determined by the social policy of this country and the basic international legal norms and rules that are incorporated into their national legislation.

It was found that the work with refugees in the Federal Republic of Germany involves the following main areas:
- social (provision of temporary shelter, provision of food, clothing);
- socio-pedagogical (development and implementation of comprehensive rehabilitation programmes to create conditions for language, culture, education, mastery of the profession, psychological and pedagogical counseling);
- information and communication (collection, analysis and processing of information);
- social and legal (facilitation of legal entry into the country, legal education and counseling);
- financial (material assistance, cash loans for transportation of family members);
- social and labor (assistance in professional self-determination, mastery of the profession, retraining, employment);
- medical and social (medical care) (Saiko, 2017, pp. 385-386).

Based on the analysis of the recommendations of the International Federation of Social Workers, the International Association of Schools of Social Work, the Council for Education in Social Work, the Federal Ministry of Labor and Social Affairs of Germany, the main conceptual principles of the educational paradigm of social workers are:
- recognition of the values of social work;
- mutual recognition of cultural and ethnic characteristics of the process participants;

- solving social problems of a particular individual or group from humanistic, tolerant positions;
- adequacy of the educational and qualification level of the social worker to the requirements of public practice;
- systematization of knowledge and skills in the field of ICT, formation of ICT competence;
- training of social workers' assistants from refugee environment (partnership model of practical activity) (Schammann, Younso, 2016, p. 57).

In addition, it was found that the specifics of training social pedagogues to work with refugees in Germany is determined by the social policy of the state; legal and regulatory framework; experience working with refugees; regulatory documents of international organizations; requirements of consumers of these services; values and ethical principles of social work; permanent self-education in the field of document management and legal framework. The main helper in the field of updating this specific knowledge is the formed ICT competence.

Note that the analysis of the recommendations of the International Federation of Social Workers, the International Association of Schools of Social Work, the Council for Education in Social Work, the Federal Ministry of Labor and Social Affairs of Germany and the work of Ukrainian scholars on training of future social workers in higher education in Germany (N. Abashkina (Abashkina, 2004), O. Pryshlyak (Pryshlyak, 2008), as well as taking into account research on the training of future social workers using information and communication technologies (L. Danilchuk (Danilchuk, 2018), O. Povidaychyk (Povidaychyk, 2019), we have identified the main conceptual approaches to the training of future social pedagogues to work with refugees:

- recognition of a human as the highest value of earthly existence;
- recognition of cultural and ethnic characteristics of participants in social interaction, solving social problems of a particular refugee or group of refugees on the basis of humanistic approaches;
- adequacy of the level of professional training of a social pedagogue to the requirements of social practice;
- focus on continuous professional growth of professional social workers in the use of information and communication technologies;
- training of assistants of social workers from refugee environment.

The generalization of the results of scientific research gives grounds to assert that in Germany the process of training social pedagogues to work with refugees is carried out in higher special schools with a term of study of 4 years and at the faculties of "Social Pedagogy" of universities (term of study 5-6 years). This process has a multilevel nature, is based on the concept of continuity of education, characterized by an interdisciplinary approach and partnerships with various social institutions (https://www.soziales-studieren.de/studiengaenge/soziale-arbeit/).

One of the priority areas of training future social workers, in addition to basic, is the formation of a high level of mastery of ICT and the formation of skills for effective use of information and communication technologies for the collection, analysis and processing of information.

On the basis of the analysis of legislative normative educational documents, scientific achievements on the problem and practice of professional training of social workers in higher educational institutions of Germany the following features of the researched process are revealed:

- training of social workers is carried out at the educational and qualification levels of bachelor, master and doctor of social work;

- during the professional training, future specialists are offered education and elective courses aimed at theoretical training and mastery of technologies for working with different categories of refugees. These courses are: "Theory and practice of working with refugees", "Social work with immigrants and refugees", "Understanding the culture of ethnic groups and immigrants", "Ethnosensitive practice of social work", "Social work with multicultural communities", " Practice "of inspiring" refugees "(stimulating activity; developing skills to defend their rights, mastering technologies of independent problem solving)," Methods of polyethnic practice: practice of "insulting" refugees: communities, moving "," Methods of polyethnic practice: ethnographic interview in the practice of "inspiration", "Practice in the field of multicultural mental health" (Schammann, Younso, 2017, p. 265);
- the program of training bachelors of social work (in the context of their preparation for work with refugees) provides for the study of social policy; problems of refugee integration;
- in the process of professional training of masters, considerable attention is paid to scientific and practical aspects of their preparation for activities at the micro and macro levels; mastering the management and technologies of social work with refugees;
- in the program of preparation of bachelors of social work and in the process of professional training of masters it is obligatory to study possibilities of information and communication technologies and acquisition of skills of work with electronic resources;
- a good German tradition is that the applicant must have some life and professional experience in the social sphere. Therefore, the average age of a German student at university is 27 years, 83% of them have professional experience, including 11% of future specialists in the field of social work. Some universities require prior practical experience or internship before training to determine professional suitability;
- universities in Germany have a high degree of autonomy, so the content component of training has its own characteristics in each of them. There is no standard in this specialty in the country. Students usually study according to individual curricula. The basic opportunities for the implementation of training in individual curricula are information and communication technologies.

Note that teaching at the level of higher social education in Germany is carried out on integrated courses; the educational process is dominated by methods of conversation, discussion, independent work with the book, work in small groups, role-playing games, as these methods teach to think independently, formulate and defend one's own point of view.

Role-playing games are used in seminars and practical classes in German universities, which are considered both as a method and as a socio-pedagogical tool. Such examples of role-playing games are implemented both during face-to-face meetings and online using ICT and multimedia. The course "Games" is a component of the subject "Media Pedagogy", which involves students mastering traditional motor, board, communication games and creating new ones. In most German universities, the small group method is popular, in which a student group (10-12 people) is divided into microgroups to perform one large task or different tasks, and then, in the process of general discussion, summarize and make decisions.

According to U. Straub in his article "Social work and public relations in Germany" a special place in the training of social workers is occupied by PR-technologies, namely "public relations technologies", which denote the process of communication, creation of social relations with the public (Straub, 2002, pp. 79-80).

Wide introduction of PR-technologies becomes possible due to the use of information and communication technologies. Students learn to use different PR-methods in social work: flyers, posters, ready-made reports, Internet sites, direct contacts, press, television, etc. This increases the social status of the profession of social pedagogues, draws public attention to unresolved issues and serves to concretize the practical results of social work.

In the historical aspect, the forms of organization periodically changed from individual to collective learning and vice versa. The use of ICT makes it possible to resolve the contradictions between individual and collective learning through the mass use of developed electronic educational resources during individual learning. Thus, individual learning is revived through the reproduction of educational materials, the creation of electronic courses and access to special educational information. The basic helper of the organization of this form of education is distance learning, which can be implemented only through the use of information and communication technologies and user awareness of the capabilities and functionality of ICT.

Dominant forms of training social pedagogues to work with refugees are integrated seminars, workshops, independent work, teamwork, case work, workshops, project work using web-technologies (e-textbooks, online courses, online dictionaries, web-encyclopedias, educational video channels, services for creating presentations, catalogs of educational resources, etc.).

In German higher education, when training social pedagogues to work with refugees, the emphasis is on mastering professional competence during training, which includes instrumental, social, reflective and ICT competence (Schammann, Younso, 2016).

Instrumental competence should be understood as the acquisition of skills and abilities brought to automatism, as well as professional knowledge.

Reflexive competence is the ability not to lose and not to distort one's own development in its originality, to integrate it into professional activity.

Under social competence is understood the ability to adjust to customers with their needs, to independently understand the situation and its conditions, without succumbing to its influence. When mastering social competence, both empathy, the ability to adapt to new conditions, and role distance are necessary. This means that in German higher education the emphasis is on the development of adaptive and analytical skills and abilities.

ICT competence provides effective search, structuring of information, its adaptation to the peculiarities of the pedagogical process and didactic requirements in different information and communication methods; skilled work with various information and communication resources; professional tools, ready software and methodological complexes to design solutions to pedagogical problems and practical tasks; use of automated workplaces of pedagogical and scientific-pedagogical worker in the educational process; regular independent cognitive activity, readiness to conduct distance educational activities; use both information and communication and multimedia technologies in the educational process, digital educational resources, formation of skills of document management, collection and storage of information on electronic media.

ICT competence emphasizes the quality of personality based on a dynamic combination of knowledge, ways of thinking, views, values, skills and abilities to create and use information and communication technologies, electronic resources aimed at meeting their own needs and solving professional problems (Velychko, 2019).

We add that mastering of the specified competences is impossible only in the course of training, it proceeds and in the course of the further professional activity. This is due to several reasons: the peculiarity of the German mentality (to find yourself before entering higher education); the prestige of the profession and the inability to enter university immediately after graduating from high school through a large competition, about one to five;

as well as a tradition that has developed over a hundred years in the field of social work / social pedagogy.

We emphasize that an important role in the training of future social pedagogues to work with refugees is played by the system of practical training, which takes from 30 to 50% of all study time. The peculiarity of professional training of future social workers in higher education institutions in Germany is that the educational process is based on practice-oriented models of education.

The leading place among the forms of professional training of future social pedagogues to work with this category of clients is occupied by different types of practices: pre-professional, introductory, specialized during basic training, as well as professional practice.

Practice can accompany theoretical training, for example, during project training or be continuous (block practice). In general, subject to academic training in higher special schools for 3 years, 1 year is allocated for direct practical activities.

A special place is occupied by the "Year of Professional Recognition". It is a type of practice during which students work under the guidance of an experienced practitioner for part-time payment. Professional practice plays the role of testing students' knowledge and skills, as well as the final choice of specialization. As a rule, after the end of the practice of professional recognition, the graduate remains to work in the same place, provided that there is a vacancy and the desire of the graduate (Saiko, 2017, p. 389).

However, no less important area of study for bachelors and masters is the study of computer science disciplines through which ICT competence is formed. ICT competence and its components have been repeatedly considered by a number of Ukrainian scholars (V. Velychko (Fedorenko, Velychko, 2019), T. Tykhonova (Tykhonova, 2015), S. Semerikov (Semerikov, Striuk, 2020), and others).

The ICT competence of the future specialist must meet at least the basic requirements. In 2015, a group of experts from BURNING GLASS TECHNOLOGIE identified the general skills that are most in demand from employers (Fig. 1). They are communication skills (37%), organizational skills (27%) and the ability to keep records (23%) (https://www.burning-glass.com/wp content/uploads/Human_Factor_ Baseline_Skills_FINAL.pdf)
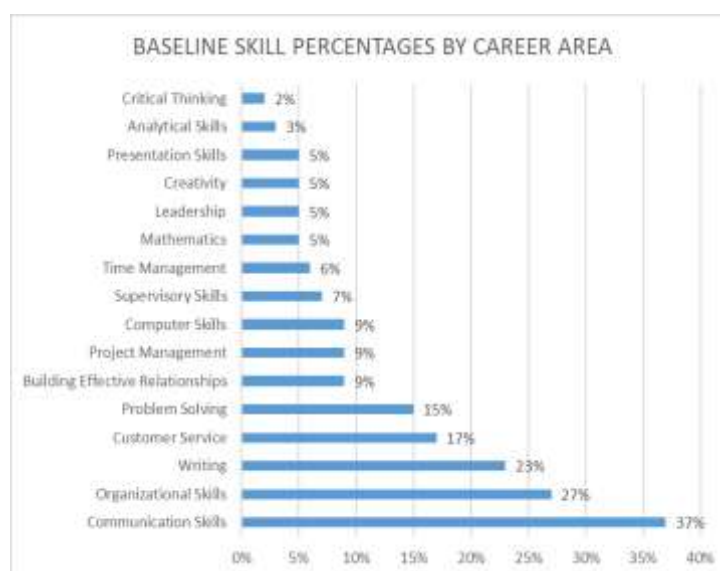

Fig. 1. Diagram of demand for basic skills

The European Commission's science and knowledge service published a study by the Joint Research Center on ICT competence in education. One of the elements belongs to the competence of the ability to learn. This competence promotes the development of ICT

competence and includes information and media literacy; communication with the help of information and communication technologies; creation of educational content; solving educational, technical and professional problems (https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/european-framework-digital-competence-educators-digcompedu).

An important part of the organization of the educational process belongs to teaching methods. It is a system of regulatory principles and rules of organization of pedagogically expedient interaction of subjects of educational process, which is applied to a certain range of tasks of teaching, development and upbringing. The choice of a certain teaching method is a complex pedagogical task which will be presented in the form of an algorithm:

- independent study of information processing technologies should continue as long as possible, provided that an effective result is obtained, after which the teacher's help is needed;
- the advantage of productive methods of cognition over reproductive ones, the presence of clues as opposed to a ready-made standard solution;
- the choice of ways of harmonious combination of verbal, visual, practical teaching methods, the lack of visual representation of the problem solutions;
- decision on the need to apply methods of motivation to educational activities, the main of which is the proposed modern content of the information cycle discipline;
- definition of training intervals, methods of control and self-control;
- planning options for changing the learning process depending on the monitoring results.

The methodology of teaching the disciplines of the information cycle in the training of future social workers is a complex and dynamic process that is constantly adjusted. The specificity of these disciplines affects through the means of teaching both the content of the discipline and the methods and forms of education. Automated control of current results simplifies the procedure of adjusting the content of the learning process and changing the content of the discipline.

Based on the analysis and summarizing the above information, we propose to use the following scheme to determine the leading methods of teaching disciplines of the information cycle for future social pedagogues:

- awareness or actualization of the purpose and general tasks of studying of information discipline;
- analysis of the content and didactic possibilities of the existing educational material, special attention is paid to electronic educational resources;
- analysis of educational abilities of future social pedagogues, determination of the level of their ICT competence;
- definition of meaningful lines of the information cycle disciplines;
- adjustment and concretization of the accepted decision taking into account monitoring, educational time, means, the equipment.

An analysis of the social workers training in German higher education institutions revealed that the training of future professionals to work with refugees is carried out in the process of studying the invariant and variable components. The invariant component involves the study of general and basic professional disciplines and aims to acquire knowledge of the theory and practice of social work, social policy and social security services, values and ethics of social work. The variable component is aimed at specialized training and meeting the interests of future professionals through the study of elective disciplines.

Note, for example, in the Specialized Higher School in Dortmund in the preparation of social workers to the main part is the course "Social Work as a Science" (Povidaychyk, 2019, p.91). The content of the course includes the study of methods of empirical social experience

and research. This field of knowledge acquaints with qualitative and quantitative methods of empirical social research. Fundamental empirical research methods, survey and evaluation methods are studied, their advantages and disadvantages are discussed, and an in-depth method of empirical research is discussed. In addition, the directions, rules and methods of scientific work are studied in detail, as well as a meaningful interpretation of the text, lecture notes, writing of diploma and term papers, as well as research, presentations and visualization. All these methods cannot be mastered without basic knowledge of information and communication technologies.

Accredited programmes for the bachelor's degree in social work in Germany provide at least 90 hours per academic year of practical training, which are devoted to the study of computer science disciplines. 1/3 of them are contact lectures and 2/3 hours are devoted to self-study. Two-year master's programmes offer a minimum of 70 hours of practice with the same partial distribution. It is important that the total number of hours for a bachelor's degree in social work is 1280 hours per academic year, and for two-year master's programs is 1350 hours per academic year. It should also be noted that the basic part of the study hours devoted to professional practical training under the supervision of a mentor is 380 hours for a bachelor's degree and 450 hours for a master's program. Visualize the data using a diagram (see Fig.2):
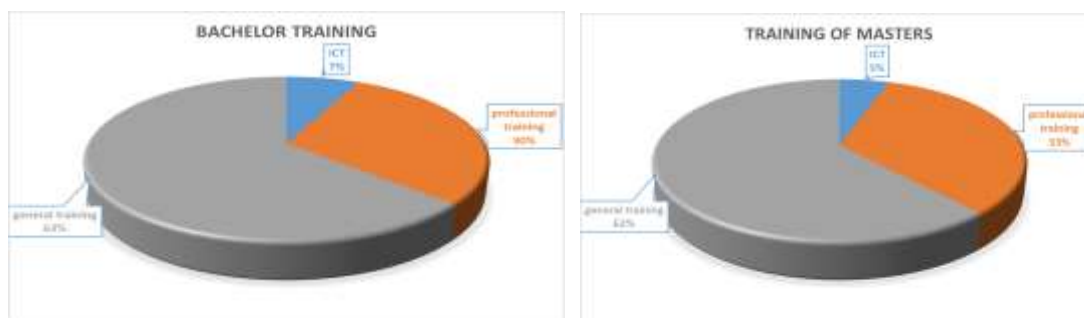

Fig. 2. Diagram of the percentage of hours allocated for the study of the information cycle disciplines to the total number of hours per year.

Particular attention should be paid to the practical provision of direct and feedback with the student, parents or guardians, colleagues, the ability to develop strategies, tactics and techniques of interaction with people, the organization of joint activities to achieve certain socially significant goals; ability to persuade, defend one's position; possession of literate oral and written business speech, public speaking, professional etiquette, as well as skills of public presentation of work results, the ability to choose appropriate forms and methods of presentation.

Determining the level of ICT competence formation of future social pedagogues is in accordance with the diagnostic program, the choice of parameters and evaluation criteria reflects all the achievements and problems of the process of formation of such competence. The results of the diagnosis are analyzed for further correction of the acquired qualities and the information space formation of learning, which provides continuous development of ICT competence of future social workers in the professional training process.

The experience of conducting workshops in Germany, which are aimed at integrating practical training during practice with in-depth study of theoretical courses or individual topics on acute issues of social work, deserves special attention in order to introduce the training of future social pedagogues in higher educational institutions of Ukraine. Integrated workshops are often held with the participation of leading scholars and highly qualified social

workers both in person and with the help of information and communication technologies (webinars, online conferences and seminars, electronic educational resources).

The practical training of future specialists in migration services, in governmental and non-governmental institutions working with refugees deserves implementation. Such a system of practical training contributes to the fact that future social pedagogues learn to integrate theory and practice, analyze and actively apply in practice the knowledge, skills and abilities that they have acquired in the process of theoretical training. When future social educators deal with real social and personal problems of different categories of the population, find themselves in real situations of professional assistance, they master professional competencies, which contributes to the formation of students' readiness for professional activity and increases the levels of competencies acquired during training.

The practical direction of training future social pedagogues to work with refugees is facilitated by:

- practically oriented technologies of the learning process (role-playing games, group work, team work, mastering the methods of "practice of inspiration" and cultural-sensitive practice);
- volunteer work with refugees;
- involvement of future specialists in the development and implementation of various projects and programs of social assistance to refugees;
- ICT competence formed during theoretical training and through practical use of acquired knowledge.

Conclusion.

1. In Germany the process of training social educators to work with different categories of clients (as well as to work with refugees) is multilevel, based on the concept of lifelong learning and the principles of system, continuity, consistency in content and technology. This process is characterized by an interdisciplinary approach, the acquisition of the necessary competencies and partnerships with social institutions.

2. The country has the basic principles of professional training of social educators to work with refugees, due to the specifics of social work, the requirements for professional competence (which includes ICT competence) of the specialist and professional-determined personal qualities of the specialist (self-control, ability to empathy, lack of prejudice against other cultures, tolerance, lack of ethnic and racial prejudices, etc.).

3. In the process of professional training of future social pedagogues, considerable attention is paid to scientific and practical aspects of their training to work with refugees and immigrants; formation of ICT competence and mastery of technologies of social "intervention" in the life and situation of the studied category of clients; management of social work with refugees.

4. The main requirement for a specialist is the ability to practically implement the acquired knowledge and acquired skills, focusing on the final practical result.

Prospect of further research are to design a model for diagnosing the readiness of future social pedagogues for blended learning and professional activities, to prepare practical recommendations for studying the features of the development of professional competence of future social educators in the process of professional training, to analyze peculiarities of skills training in pandemic time using E-learning platforms. Given the practical experience of training future social workers in Germany, further analysis is needed for educational, professional and qualification programs for professional training of social educators using ICT in Ukraine.

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РОЛЬ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ СОЦІАЛЬНИХ ПРАЦІВНИКІВ ДЛЯ РОБОТИ З БІЖЕНЦЯМИ В НІМЕЧЧИНИ

Гавриш Олена Геннадіївна
кандидат педагогічних наук, докторант кафедри соціальної роботи
Державний вищий навчальний заклад "Донбаський державний педагогічний університет", Слов'янськ, Україна
olenagavrysh@ukr.net
ORCID: 0000-0003-3468-2583

Величко Владислав Євгенович
кандидат фізико-математичних наук, доктор педагогічних наук, доцент, професор кафедри методики навчання математики та методики навчання інформатики
Державний вищий навчальний заклад "Донбаський державний педагогічний університет", Слов'янськ, Україна
vladislav.velichko@gmail.com
ORCID: 0000-0001-9752-0907

Федоренко Олена Георгіївна
кандидат педагогічних наук, доцент, доцент кафедри математики та інформатики
Державний вищий навчальний заклад "Донбаський державний педагогічний університет", Слов'янськ, Україна
fedorenko.elena1209@gmail.com
ORCID: 0000-0002-1897-874X

Анотація. Автори висвітлили німецьку практику соціальної роботи з біженцями та роль ІКТ під час цього процесу. У статті вказано на роль різних міжнародних організацій, таких як ЮНЕСКО, Управління Верховного комісара ООН у справах біженців, Міжнародний комітет Червоного Хреста, Європейська рада з питань біженців і вигнанців, Міжнародна організація з міграції тощо. Ці організації розробляють та затверджують міжнародні стандарти роботи з біженцями, а також пропонують сучасні підходи до вирішення проблем з цією категорією світового співтовариства. Автори визначили основні форми та напрямки соціальної роботи з біженцями в Німеччині. Також вони висвітлили характерні особливості роботи німецьких університетів під час підготовки майбутніх соціальних педагогів до роботи з мігрантами та розвитку їхніх компетенцій (а саме ІКТ-компетенцій). У цій статті автори дійшли до висновку, що процес підготовки соціальних педагогів до роботи з різними групами клієнтів (у тому числі для роботи з біженцями) у Німеччині є багаторівневим. Принципи наступності, послідовності, наполегливості у реалізації змісту та технологій навчання є основними у підготовці майбутніх соціальних працівників. Іншими особливостями процесу підготовки соціальних педагогів у Німеччині є також практичне використання міждисциплінарного підходу та тісна співпраця з різними державними та недержавними організаціями соціальної сфери. Автори також наголосили, що під час професійної підготовки майбутніх соціальних педагогів значна увага приділяється науково-практичним аспектам їх підготовки до роботи з біженцями та іммігрантами. Велику роль для соціальних педагогів у підготовці до майбутньої професії відіграє формування ІКТ-компетентності та оволодіння технологіями соціального "втручання" у життя та ситуацію досліджуваної категорії клієнтів. У статті також зазначено, що однією з основних вимог до соціального педагога для роботи з біженцями є здатність використовувати на практиці набуті знання та навички для отримання найкращих результатів.

Ключові слова: міграційна політика; соціальна робота з біженцями; інформаційно-комунікаційні технології; соціальний педагог; технологія підготовки майбутніх соціальних педагогів; компетентності