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Vasyl Ollo

Associate Professor, PHD,
director of the State Educational Institution
«Odessa training center № 14»,
under Administration of the State Penitentiary Service
of Ukraine in Odesa Region (№ 14), Odessa, Ukraine.
Professor of the Department of Food and Material Supply,
Odessa Military Academy, Odessa

FORMING SOCIO-CREATIVE COMPETENCE OF A TEACHER OF THE PENITENTIARY SYSTEM.

The author raises the problem of socio-creative relations between inmate students, the teaching staff of the training center and the staff of the state institution of the penitentiary system. Modern requirements during the organization of the educational process are disclosed, which helps to improve the level of professional training of education applicants from among the inmates to imprisonment.

Key words: *social and creative model, teacher and student of the penitentiary system, applicant for education, resocialization and social rehabilitation of prisoners.*

The relevance of stability in Ukraine in the context of today's fact of national policy and national security is the education of convicts serving their imprisonment sentence. The fact of considering the socially significant problem associated with the implementation of mechanisms and structures of sociality in the context of a creative approach and solutions to improve the system of social rehabilitation of education inmates.

The importance of correction of a convict's personality is justified by the fact that one of the main directions of state policy is to ensure their basic rights and legitimate interests, which gives a guarantee of the return of a social and useful citizen to society.

The criteria of the international practice of functioning of the penitentiary system confirm the necessity to constantly improve the level and develop the vocational education of inmates. Educational centers in the conditions of the penitentiary system on the basis of theoretical and historical and scientific study of the genesis of general education in the institutions of the penitentiary system positively reveals its features. The main contradictions of development at the present stage, the specific features of the activity of the teacher who teaches inmates in the curricula of the system of vocational education.

Professional counseling and supervision of the teacher of the training center by the social services in the conditions of the penitentiary system contributes to the basic professional competencies, as mastering the knowledge of the age characteristics of students, the ability to build a pedagogical activity based on their individual characteristics.

Implementation of socio-creative techniques in the process of organizing counseling, which is quite effective during distance learning, allowing for operational information and professional communication not only with the teachers of the training center, but also with colleagues from other training centers that provide training to inmates.

On the basis of theoretical and historical-scientific study of vocational education in the institutions of the penitentiary system the specific features of socio-creative process of training inmates, professional activity of the teacher of the training center in the conditions of the penitentiary system are determined.

In the context of the goal set during the acquisition of a working profession, professional tasks are realized:

- understanding the essence of socialization and resocialization and the scope of action and enhancement of professional abilities in terms of professional growth of the future specialist;
- improvement and study of different types of professional activity in relation to the use of the possibility of implementing and participating in the resocialisation process of the inmates during the training process;
- study of the possibilities to increase the efficiency of the training center, continuous reforms to improve the training process and the professionalism of the inmates;
- study of the possibilities of influencing the Internet resources and communication in order to improve the learning process and to increase the level of inmates' training as a result of learning with the outside world;

– development of the conceptual framework of inmates’ incentives and justification of the possibility of granting them the right to receive benefits and incentives stipulated by law, provided they participate in the training process and obtain a working profession.

Self-education for teachers at the present stage is a reform, the search for new ways of harmonizing the content with personal requests and world standards. New realities put forward new requirements for the quality of self-education, in particular the universality of teachers’ training, improvement of their professional culture, adaptation to social conditions, personal orientation during the educational process, its informatization, the importance of education in providing educational development [3, P. 12].

Factors that influence the introduction of innovative approaches in the training of teachers include modern information and communication technologies, which are increasingly being introduced in the work of teachers [2, P. 49].

The main pedagogical condition of correction of inmates is understood as their assimilation of basic human values - respect for work, personality and society, the formation of pedagogical improvement of teachers’ skills, prevention of their professional deformation in order to increase the level of professionalism.

In order to create a motivational-value and emotional-stimulating base, personal learning of students is applied, which provides: psychotherapeutic nature of the educational process; development of facilitative function of the teacher; use of active dialogic forms of communication and establishment of interactive nature of communicative interaction; consideration of natural inclinations, talents, needs, subjective experience, social and personal requests of each student [1, P. 19-22].

During the organization of the training process the formation of professional thinking in students with a purposeful nature. In doing so, it is recommended that in the course of vocational training at the training center, students be encouraged to develop knowledge, skills, and abilities in solving professional problems:

– during theoretical classes, seek to ensure that the students consciously assimilate professional knowledge as a basis for solving practical tasks during their training and mastering the working specialty;

– during the practical classes to discuss and apply the best pedagogical and professional experience.

Theoretical significance of the socio-creative approach during the mastering of working professions by inmates:

- the availability of the professional level of the personality of the teacher and master of vocational training of the training center in the conditions of the penitentiary system, professional activity on the basis of the identified specific features of its implementation;

- opportunities for organizational and pedagogical growth of professionalism of the teacher, providing flexibility of regime changes of the educational process and assistance in identifying the specific characteristics of the trainees.

The activity of the teaching staff of the training center in the conditions of the penitentiary system is considered from the position of the system approach, which allows to identify socio-creative system properties and qualitative characteristics during the organization of the training process.

The validity of the results in the learning process and reliable conclusions are provided by the original methodological provisions, the use of a set of methods, which contributes to the improvement of the learning process in order to master the working profession.

Consulting in the process of communication with colleagues, listeners, the media and the use of Internet resources not only helps the teacher to comprehend the problems of their own professional activity, but also to assess the opportunities and ways to improve them.

As a result of the application of social and creative direction, a given level of formation of a law-abiding citizen is achieved, deviations in his development are eliminated, and the inmate returns to the social and useful to society norms of behavior.

The given socio-creative typology of the educational process of inmates' training contributes to the identification of trends in their professional development, the development of recommendations for improving the learning process, the use of such principles of training as a combination of direct and parallel pedagogical influences. Consistency of requirements of teachers of the penitentiary system for the growth of quality of mastering the working profession by inmate education applicants is the basis of the socio-creative model.

The proposed socio-creative mechanism of interaction between trainees, teachers and staff of the penitentiary system provides flexibility,

high level of competence, formation of socio-creative tendencies, taking into account regime changes during the educational process.

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