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## ТРАДИЦІЙНІ Й ІННОВАЦІЙНІ ЗАСОБИ ЕФЕКТИВНОГО ФОРМУВАННЯ ІКТ-КОМПЕТЕНТНОСТІ СОЦІАЛЬНИХ ПРАЦІВНИКІВ

**Анотація.** Інформаційно-комунікаційна компетентність сприяє загальному розвитку соціальних працівників як висококласних фахівців, їхній професійній діяльності та взаємодії з цільовою аудиторією. У статті розкрито сутність та структурні компоненти ІКТ-компетентності майбутніх фахівців соціальної сфери. Зазначено, що інформаційно-комунікаційна компетентність необхідна для фахового зростання професіонала, представника сучасного цифрового суспільства й активізації комунікації між учасниками сфери соціальних послуг у час війни та за інших викликів сьогодення. Проаналізовано традиційні та інноваційні засоби формування ІКТ-компетентності майбутніх соціальних працівників під час вивчення курсу «Іноземна мова професійного спілкування». Зокрема обґрунтовано ефективність та доцільність використання з цією метою інтерактивних завдань, цифрових мобільних додатків та онлайн-ресурсів. Дослідниками підкреслено важливість цифрової взаємодії, що реалізується в процесі представлених у статті навчальних завдань, а також ефективність роботи з автентичними текстами, які знайомлять зі способами розв'язання такої проблеми у світі. Схарактеризовано специфіку використання цифрових інструментів як засобів формування інформаційно-комунікаційної компетентності майбутніх соціальних працівників у навчальному просторі (інструменти для створення та перегляду відеороликів, мультимедійних



презентацій, слайд-шоу, пошукові системи, Google-форми, сервіси для запровадження дистанційного та змішаного навчання, тестування тощо).

**Ключові слова:** інформаційно-комунікаційна компетентність, соціалізація, комунікація, соціальні працівники, цифрові інструменти, інноваційне навчання.

## TRADITIONAL AND INNOVATIVE MEANS OF EFFECTIVE FORMATION OF ICT COMPETENCE OF SOCIAL WORKERS

**Abstract.** Information and communication competence contributes to the general development of social workers as high-quality specialists, but also to their professional activity and interaction with the target audience. The article reveals the essence and structural components of ICT competence of future specialists in the social sphere. It is noted that information and communication competence is necessary for the professional growth of a specialist, a representative of a modern digital society, and urgent for activation of communication between participants in the field of social services during wartime and other current challenges. The traditional and innovative means of forming the ICT competence of future social workers during the study of the Foreign Language of Professional Communication course were analyzed. In particular, efficiency and expediency of using interactive tasks, digital mobile applications, tools and online resources for this purpose is justified. The researchers emphasized in the paper the importance of digital interaction, which is implemented in the process of educational tasks presented in the article, as well as the effectiveness of working with authentic texts that introduce ways to solve such a problem in the world experience. The specifics of the use of digital tools as means of forming the information and communication competence of future social workers in the educational space are characterized (tools for creating and viewing videos, multimedia presentations, slide shows, search engines, Google forms, services for the introduction of distance and blended learning, polls, assessment, etc.).

**Keywords:** information and communication competence, socialization, communication, social workers, digital tools, traditional and innovative learning.

### INTRODUCTION

**The problem formulation.** With the development of IC technologies, digitalization of all social sectors of human life, and active implementation of distance learning, online communication the problem of forming information and communication competence of specialists is gaining special relevance and is at the center of scientific and scientific-methodological research of students, scholars, practitioners, etc. The use of various information, the source of which is the Internet and the mass media, is a mandatory component of the cognitive activity of those seeking and obtaining education degrees. Students must navigate information flows, be able to work with received information, critically interpret it, as well as have the skills to work with the latest technologies, devices and sensibly use the gained knowledge in their professional activity, whatever it is.

Information and communication competence is a compulsory component of the professional competence of any modern specialist. The development of digital technologies and social cataclysms (pandemic, war) led to the active use of digital forms of interaction in Ukraine and beyond. This reality forms the position of the educational community for critical analysis and active use of new ideas in the conditions of digitization of various spheres of society.

A contemporary representative of a social field is not the exception and must be able not only to organize interaction with the target audience in synchronous or asynchronous formats with the help of ICT, but also to implement the content and tasks of planned events, to effectively use appropriate digital tools as a means of forming relevant knowledge or developing the skills and abilities of participants' communication. If we are talking about social work, then additional factors that complicate the communication process should be taken into account as well.

**Analysis of recent research and publications.** In recent decades, many studies have appeared devoted to the problem of the formation of an individual's information and communication competence. V. Bykov, O. Bilous, V. Vember, I. Zimnya, O. Kuzminska, V. Miroshnychenko, N. Morze, O. Ovcharuk, E. Polat, S. Sysoeva, O. Spirina and other scientists highlighted the definition of the concept, revealed the essence of this competence, characterized its structure and components. V. Bezpalko, M. Zhaldak, S. Pakhomova, V. Prokopchuk, V. Yurchenko focused on the methodical aspect of the formation of this competence in the process of studying informatics or other subjects at school, and N. Balovsiak, O. Boytsova, T. Blyznyuk, B. Gershunsky, R. Gurevich, T. Kachak, L. Konashevskiy, O. Konashevskiy, M. Korzyar, A. Kostyuchenko, Yu. Mashbytsia, O. Myronova, G. Fedoruk, O. Furman - in general in educational practice. Their contribution is without fail incredible.

### AIM AND TASKS RESEARCH

Within this scientific-methodical study we aim to analyze the efficient ways of forming information and communication competence of social workers; outline traditional and innovative means of its effective formation and the specifics of the development of digital literacy of future workers in the social sphere in the process of active use of ICT during the study of various educational academic courses, in particular, a Foreign language of professional communication.

### RESEARCH METHODS

In the suggested article theoretical research methods were used, including analysis and synthesis of research results on the problem; method of generalization to formulate conclusions, method of prediction – to determine the prospects for further research.

### RESULTS OF THE RESEARCH

Digitization of society contributed to the emergence of such concepts as "information and communication competence", "information literacy", "digital literacy", "digital competence", "computer competence", "computer literacy", "information



technology competence”, “technological literacy”, “ICT skills”, etc. Digital literacy is a set of knowledge and skills that are necessary for the safe and effective use of digital technologies and Internet resources.

According to Prokopchuk V. (Prokopchuk V., 2018) “Information and communication competence involves the confident and at the same time critical application of information and communication technologies for creating, searching, processing, exchanging information in workplace, in public space and private communication, information and media literacy, the basics of programming, algorithmic thinking, working with databases, internet safety and cyber security skills, understanding the ethics of working with information (copyright, intellectual property, etc.)”.

For instance, Fedoruk H. (Fedoruk H. M., 2015) considers information and communication competence as an integral characteristic of a person, manifested “in the ability to learn knowledge, achieve goals in the chosen field with the help of a computer”. The researcher is convinced that a specialist must be proficient in IT technologies in order to carry out professional activities efficiently and effectively.

However, there are several traditional means of effective formation of ICT competence (Fig 1), including:

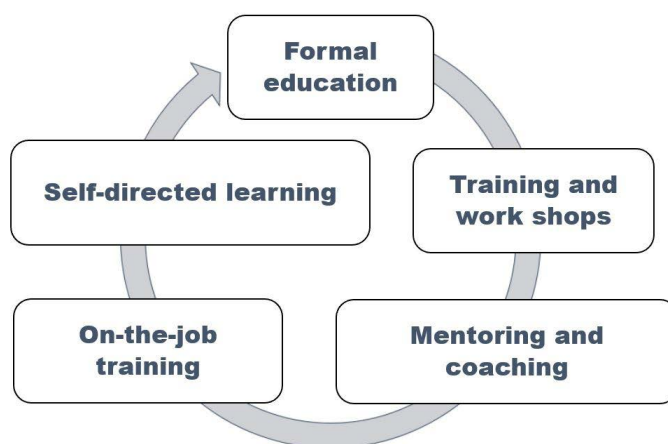


Figure 1. Traditional means of effective formation of ICT competence

As can be considered in Fig 1., formal education such as attending university courses is one of the most traditional and effective ways to acquire ICT competence for a future social worker. Educational process provides a structured curriculum that covers the fundamentals of computer science, programming, database management, networking, and other ICT-related academic courses.

Training and workshops are another traditional means of improving ICT competence for specialists. The suggested programs are typically more focused and tailored to specific topics or technologies, and are often offered by technology vendors, software companies, or training institutions like, for instance, Centre of innovative educational technologies “PNU EcoSystem” at Precarpathian national university (Blyznyuk T., 2022, 2021).

On-the-job training is another way to acquire ICT competence for specialists in social field. This involves learning by doing, and involves gaining hands-on experience working with ICT systems and technologies in a real-world setting during practice, for example.

Self-directed learning is an increasingly popular means of acquiring ICT competence. This involves taking advantage of online resources such as tutorials, e-books, online courses, and forums to learn about specific technologies and systems.

Mentoring and coaching are effective means of acquiring ICT competence, especially for those just starting out in the field of social work. These programs involve pairing learners with experienced ICT professionals who provide guidance and advice on specific topics or technologies.

Overall, the mentioned traditional means of acquiring ICT competence, and the most effective approach will depend on the individual’s learning style, experience, and goals.

Information and communication technologies and systematic work with them are obviously the main means and tools for forming the information and communication competence of future social workers. Information technology is a concept that has a generalized meaning and means such technologies that are aimed at processing and transforming necessary information. Information and communication, information and computer technologies are not only methods and algorithms for searching, collecting, processing, storing and transmitting information (Kademia M.Yu., 2009), but also various types of programs, services, applications, Internet networks.

To compare with the previously mentioned traditional means of formation of ICT competence of future social workers it is worth noting that there are several innovative means considered not less or sometimes even more effective, including the following:

**Massive Open Online Courses (MOOCs):** MOOCs are online courses that allow students to access quality content on ICT-related topics from top universities and institutions around the world. MOOCs provide an innovative approach to ICT learning, offering learners the flexibility to learn at their own pace and on their own schedule.



**Gamification:** Gamification is the use of game design principles and mechanics in non-game contexts, such as learning. Gamification of ICT training provides a more engaging and immersive learning experience that can help learners develop skills more quickly and effectively related to their field of work placement.

**Microlearning:** Microlearning involves breaking down ICT training content into small, easily digestible modules that learners can complete in a short amount of time. This approach to learning can be more effective for busy (part-time students or employed social workers) who need to fit learning into their busy schedules.

**Virtual and augmented reality:** Virtual and augmented reality technologies can provide an innovative and immersive learning experience for ICT training. Learners can use these technologies to simulate real-world scenarios of social work and gain hands-on experience with ICT systems and technologies.

**Collaborative learning:** Collaborative learning involves group-based learning, where learners work together to solve job-related social problems and share knowledge. Collaborative learning can be facilitated through online forums, chat groups, video conferencing, and other communication technologies, and provides an innovative approach to ICT learning that can help learners develop teamwork and communication skills. This means proved particularly useful and interesting for students during the study of the course Foreign Language of Professional Communication (Blyznyuk T., 2021) at Pedagogy Faculty, PNU.

The above given innovative means of effective formation of ICT competence can be provided in groups (Fig. 2) and defined according to the tools' specifics used during the study of the academic course Foreign Language of Professional Communication.

According to Figure 2, among the Platforms for organizing distance - tele/video communication we single out Google Meet, Google Classroom, Moodle, Zoom, Teams, Webex, etc. With their help a social worker can organize synchronous video communication or exchange materials, upload ideas, tasks, any information, communicate with teachers, students, clients. As positive experience of the past three years shows, many institutions have chosen Google applications as the main platform for organizing blended learning.

Wisely organized Google Classroom allows a future specialist to create meetings and use this platform to send assignments and announcements to target audience, organize surveys and polls. Then tasks are completed and uploaded to the platform with the following opportunity to constantly communicate with all the participants of the events. This service is closely connected to other main services, for example, Google meet, Gmail, Google Drive, YouTube, etc.



Figure 2. Means of effective formation of ICT competence grouped by tools' specifics

These applications can be easily used not only via computers, but also via mobile devices and smartphones or other available gadgets.

The second group, in our view, might be represented by **searching services** as Google, Yahoo, Bing, etc.

According to the research by Kachak T., the third group are **online services and digital tools** which are used to create various media content, game tasks, entertainment or informative announcements, and projects. Among the most common which deserve worldwide attention are Canva, Padlet, LearningApps, Cooggle.it (Kachak T., (2021).

Efficient **assessment tools** proved to be Kahoot, Formative, Quizizz, Plickers, Google Forms which are the fourth component of this group of means of forming the information and communication competence of future social workers. As our observations show, it is reasonable to use Google Form for a survey. If the aim is to suggest testing in a game form and diversify the stage of monitoring knowledge, abilities and skills, it is advisable to use the digital tool Kahoot. Its advantage is in the ability of the organiser to provide grades for the completed work without spending time on evaluating it. At the same time, it is possible to analyze all the answers and immediately get appropriate statistics in the form of diagrams or Excel tables, a comprehensive analysis of the survey in real time, and draw conclusions about the level of mastery of the topic or else.



Blyznyuk T. highly appreciates the possibilities of working with this service: "In the context of solving the problem of forming information and digital competence, the electronic educational resource Kahoot helps students who can quickly master innovative technologies, as they learn to analyze and critically evaluate information and digital content, and also develop the ability to interact in a digital learning environment with the help of modern technologies" (Blyznyuk T., 2021).

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The scientific findings allow to conclude ICT competence is a qualitative characteristic of the future social worker, determined by knowledge and abilities of using ICT in social sphere of life, value orientations; ability and readiness for communication with target audience. This is one of the factors of a professional development, self-realization and self-determination of a student who dreams of becoming a proactive social worker.

The essence of the information and communication competence is the ability to acquire knowledge, to achieve the set goals with the use of ICT in professional and everyday life. The formation of this competence is evidenced by the ability to search, understand, choose, systematize, generalize, store, broadcast information; rationally use the computer and digital tools to solve the tasks; the ability to create own media products with the help of digital resources and services in order to improve the professional level in a modern dynamic environment.

Mastering information technologies in the process of studying various educational subjects is an active practical work, not just theoretical materials detached from life. Combining traditional and innovative means of formation of ICT competence can be efficient for social workers for several reasons. Combining traditional and innovative means of formation of ICT competence can help social workers maximize their learning outcomes. Traditional means such as formal education and on-the-job training provide a strong foundation of fundamental knowledge, while innovative means such as MOOCs, gamification, and virtual reality can help social workers build on that foundation and apply their knowledge to real-world scenarios of social work.

By combining traditional and innovative means of formation of ICT competence, social workers can benefit from the engagement and interactivity of innovative technologies, while also benefiting from the structure and guidance of traditional training methods. This can help keep social workers motivated and engaged in their learning, leading to better retention and application of knowledge.

Moreover, different learners have different learning styles, and by combining traditional and innovative means of formation of ICT competence, future social workers can benefit from a variety of training methods that cater to different learning styles. For example, some social workers may prefer to learn through hands-on experience, while others may prefer online tutorials or group-based learning. Finally, this promotes lifelong learning. As by using a variety of training methods, social workers can continually develop their skills and knowledge in a rapidly changing ICT landscape, ensuring they stay up-to-date with the latest technologies and best practices.

Therefore, combining traditional and innovative means of formation of ICT competence can be an efficient and effective approach for social workers to develop their skills and knowledge in the field of ICT. We find it promising to conduct an empirical study of the effectiveness of these and other digital tools in order to form the students' ICT competence during other academic courses.

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