**Innovative Models of Social Activity and Their Adaptation to Social Work**

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**Innovative Models of Social Activity and Their Adaptation to Social Work**

*Modelos innovadores de la actividad social y su adaptación al trabajo social*

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**ABSTRACT:**

This study investigates innovations and innovative processes in social activity and their subsequent adaptation to modern social work, with a view to improving the performance of social worker and the quality of social services provided to the population and certain categories and groups of citizens, who find themselves in difficult life situations. The success of innovative activities depends on many factors, which this study classifies. Experts distinguish two components in the structure of innovation: the technological process of

**RESUMEN:**

Este estudio investiga innovaciones y procesos innovadores en la actividad social y su posterior adaptación al trabajo social moderno, con vistas a mejorar el desempeño del trabajador social y la calidad de los servicios sociales prestados a la población ya ciertas categorías y grupos de ciudadanos que se encuentran en situaciones difíciles de la vida. El éxito de las actividades innovadoras depende de muchos factores, que este estudio clasifica. Los expertos distinguen dos componentes en la estructura de la innovación: el proceso tecnológico de
innovation and the functional process of the use of its potential. The conclusion is that social workers should have knowledge and skills of using social innovations and motivation for positive changes due to the reform-oriented modern Russian social development and the modernization of the social service system. Currently, all spheres of the society are exposed to innovative processes. Therefore, knowledge of historical, theoretical, and practical issues related to social innovation is of great importance for the improvement of social work. Keywords: innovation; development models; society adaptation; social work; social service.

innovación y el proceso funcional de la utilización de su potencial. La conclusión es que los trabajadores sociales deben tener conocimientos y habilidades de uso de las innovaciones sociales y la motivación para los cambios positivos debido a la reforma orientada al desarrollo social ruso moderno y la modernización del sistema de servicios sociales. Actualmente, todas las esferas de la sociedad están expuestas a procesos innovadores. Por lo tanto, el conocimiento de temas históricos, teóricos y prácticos relacionados con la innovación social es de gran importancia para la mejora del trabajo social. Palabras Clave: innovación; Modelos de desarrollo; Adaptación de la sociedad; trabajo Social; servicio social.

1. Introduction

Radical social and economic changes in the society have created and established new social attitudes, new social policies, and a special attitude to innovations in the social sphere (Ramon, & Sarri, 1996; Prigozhin, 2012; Dmitriev, Usmanov, & Shchepitkova, 2013). At the same time, innovation process should be regarded as changes that are implemented after scientific research or discovery, which are qualitatively different from their previous counterpart. Innovation is a special field of theory and practice, a system of actions on the part of a social subject that is improving the qualities of a socio-cultural object, which allows the agent to acquire the necessary resources and rewards him or her with a positive reputation (Dudchenko, 2015).

The success of innovation – the implementation of innovations and management by means of innovation – depends on many factors.

Firstly, specialists in the social sphere have to be highly competent. They should have scientific knowledge about the application of social innovations and have practical skills.

Secondly, the possibility of realizing the vast innovative potential that young people bring to the table is also an important factor. Its significance has yet to be realized by the society. Therefore, it is necessary to form a public opinion of young people as of carriers of innovative thinking and action.

Thirdly, large-scale implementation of innovations requires careful consideration of legal, socioeconomic, and organizational issues.

By taking these factors into account, it is possible to improve the process of introduction of innovations in social work. Modern social organizations and institutions should adapt to the changing realities and anticipate the trends of future changes in accordance with modernization trend in CIS countries, including Russia (Grigoryev, Guslyakova, & Gusova, 2006). As these problems are solved, various social innovations are designed and implemented. Researchers generally call them social innovations.

Social innovations, i.e. innovations that are organized socially or are new phenomena in social work, which form at a certain stage of development of the society in the context of changing social conditions and which trigger effective positive transformations in the social sphere, have a number of features that distinguish them from sociological, technological, and other types of innovations (Plotinsky, 2012; Cajaiba-Santana, 2014, pp. 42-51; Mollaert, 2013). The first type is a result of collective creativity; material and
technological innovations are designed by specific authors. In addition, return on social innovations is somewhat delayed – their effect is not immediate or specific, which is often the case with material and technological innovations. Social innovations are premised on the external environment; their scope of application depends on the group and personal qualities of people involved in their implementation under a large variety of social life phenomena.

Social innovations are classified differently.

*In terms of the level and range of social innovations* (Voorberg, Bekkers, & Tummers, 2015, pp. 1333-1357; Manzini, & Coad, 2015), we distinguish global innovations, which focus on solving common human problems, and regional or local innovations, which represent narrower interests of regional or local importance.

*In terms of social life* (Manzini, 2014, pp. 57-66; Popescu, & Gheorghe, 2015, pp. 77-82), we distinguish social, political, and economic innovations, innovations in the cultural and spiritual sphere, and innovations in social structures and institutions.

*In terms of scope* (Fujisawa et al., 2015, pp. 1-13; Borzaga, & Bodini, 2014, pp. 411-421), we distinguish single social innovations that apply to one object and diffuse ones that apply to many objects.

*In terms of the structure of the social sphere in general* (Martin, & Upham, 2016, pp. 204-213; Mehmood, & Parra, 2013), the components whereof include education, management, employment, pensions, culture, sports, etc., we distinguish pedagogical, educational, legal, managerial, and social innovations.

*Sources of social innovations* (Chesbrough, & Minin, 2014, pp. 169-188; Baker, & Mehmood, 2015, pp. 321-334) include changes in the external environment, social problems that cannot be solved through conventional methods, and changes in the demands of the society. Unresolved social problems give impetus to the development of new means and regulations in the social sphere.

Thus, the purpose of this study is to investigate the development and mechanisms of application of social innovations.

To that end, the following issues should be considered:

the effect of innovation on the social sphere;
forms of innovative methods;
program-based innovation principles.

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2. Materials and Methods

In solving the set problems, we used a set of such complementary research methods as analysis of special philosophical, psychological, and scientific-methodological literature on the subject matter, general theoretical methods of analysis, synthesis, and theoretical modeling.

On the philosophical level, social innovations develop as innovations in social practice, contributing to the resolution of contradictions that arise in a heterogeneous and unstable society under intensifying social mobility, when many traditional forms and methods of social guarantees fail.

Society develops through renewal, creating prerequisites for new unorthodox components in the social sphere and innovative ways of social activity. Innovations are a form of social development (Ramon, & Sarri, 1996). In this regard, it is necessary to consider the content of innovation.

The innovative process, i.e. the process of idea generation, development, experimental approbation, distribution, and use, includes innovative activity that aims to use scientific knowledge and practical experience to create new or improved products, manufacturing technologies, and social services. Innovative processes reflect the essence of social changes. They characterize the source of development of the society. These processes are
discrete and usually cyclical. They are related to the innovation life cycle, which does not preserve that which already exists, but transforms it and gives it different qualities with the inevitable risk of failure and revision or replacement of obsolete regulations. This is one of the fundamental socio-cultural prerequisites for development of social practice, its enrichment with new cognitive, technological, aesthetic, and other forms of human experience. The innovation process is predetermined by the dual nature of innovation. On the one hand, it is a direct experience formed within a specific type of activity (research, production, household, etc.). On the other hand, it is a new experience, a reproduced element of social practice, a phenomenon and representation of culture. The innovation process can take on a form of pragmatization of a new spiritual product, which transforms it into practical activity standards.

Experts distinguish two components in the structure of innovation (Prigozhin, 2012; Dmitriev, Usmanov, & Shchepitkova, 2013): the technological process of innovation and the functional process of the use of its potential.

The innovation process is divided into several phases, which have several stages:

- applied research;
- technical developments;
- primary development;
- spread;
- application.

Innovation process can be simple (unexpanded), simple (inter-organizational), and extended.

Extended innovation processes include the following six phases:

- creation;
- trade or supply;
- application;
- spread;
- extended reproduction;
- cessation of innovation development.

The innovation cycle denotes the period from the development to the application, the duration whereof can vary depending on many factors that may slow down the process. Such bottlenecks involve socio-economic and psychological factors.

The first group includes shortage of funding, obvious shortage of professionally trained personnel, and prospects of job cuts and unemployment throughout the development of each specific innovation process.

Psychological factors are based on various psychological barriers related to information or worldview (insufficient awareness of the essence and purpose of innovation or attitude to innovations as to a short-term campaign). The reasons that restrain the innovation process include closed-minded thinking and a lack of initiative and creative approaches to solving problems in the social sphere.

Scientists are developing special programs, the purpose whereof is to provide socio-psychological support of innovations (Plotinsky, 2010). Their main elements are as follows: a critical attitude to future innovations and reasoning in their favor; substantiation of expected results; study of the employees’ opinions, with a view to identifying the supporters and opponents of innovation and finding the correct approach to each person; approval of plans for the implementation of innovations with regard to public judgments and attitudes.

These programs are being used to develop a mechanism that should weaken inhibiting factors by stimulating the creativity of workers:

- creation of an environment for maintaining a creative atmosphere in the organization;
stimulation of innovative activity of young workers;
regular innovation contests;
financial and moral support of creative workers (state titles and prizes, referral to internships at foreign centers, etc.).

The innovator is the social foundation and the subject of social innovations. We propose to divide them based on the following characteristics:

- **Type of innovative activity** – creators (authors of the idea and its popularizers) and implementers (authors of the technological process behind the development and implementation);
- **Main specialty** – professional and amateur innovators;
- **Number of participants** – group and individual innovators;
- **Subject of innovation activity** – innovators – developers of new products, technologies, methods of activity, new social norms and relations.

Special implementation services are required to organize effective work with innovators and innovations. Personnel that satisfy a number of requirements are of great importance in this situation. Firstly, special training is required that involves knowledge of socio-psychological and economic aspects of innovation, as well as the ability to handle changing information. Secondly, intuition and a broad-based knowledge play a special role. Essential traits include motivation to help the innovator and the ability to put his or her interests before one’s own.

### 3. Results and Discussion

In recent years, innovators have developed modern methods of alcoholism treatment (social medicine), new methods for stimulating labor activity (production), and new training methods (pedagogy) that combine conventional classical modes with innovative education (Dudchenko, 2015; Grigoryev, Guslyakova, & Gusova, 2006). Innovation not only passes on social experience of one generation to another, but also contributes to the development of the personality of an active social subject that is capable of adapting to new conditions. All these novelties, technologies, and methods are the subject of social innovation.

A new branch of knowledge – *social innovation study* – has developed significantly due to the fact that many organizations and socially oriented companies are constantly compelled to adapt to ever-changing circumstances and develop conventional or search for fundamentally new ways of solving social problems. Social innovation study focuses on the theory and practice of social innovations.

*Innovative social technologies* are methods and techniques of creation and implementation of innovations in the society and realization of initiatives that lead to qualitative changes in various spheres of social life and promote rational use of materials and other resources in the society. Innovative technologies exist in two forms: in the form of programs and documents and in the form of real social processes that develop under the framework of these programs.

In order to use new methods and technologies to solve specific problems, it is necessary to modify and adapt them to the peculiarities of management, traditions, scales and levels of social systems. This, in turn, creates and develops innovative methods based on new ideas and principles that discover new opportunities for solving complex problems at all levels of the social system.

*The innovative method has developed in various forms, namely:*

- innovative games as a research and development method;
- game programs that provide ways and means of engaging group mental activities to solve problems;
socio-technical games based on the activity of social technologists; matrices that combine innovative methods and fundamental technologies of research, training, and practice.

Humans strive to bring certain order to the surrounding world using available images and programs. This process is called ontological synthesis and it is the foundation and mechanism of effective actions.

Crises in the life of social systems are resolved by means that have been developed within the framework of an innovative methodology that is aimed at developing means of searching for and implementing new technologies. Program-based innovation of social systems is one such method. It is based on a number of fundamental principles:

- the principle of orientation on the renewal and transformation of the entire organization and its connection with the environment, since changes of only certain parts and components of the system cannot be effective enough for the entire system;
- the principle of the "ultimate goal": strategic goals developed for the organization by its representatives should as high as possible;
- the principle of "pulsing innovation": a program of innovative lectures that is held with short breaks and involves intensive interaction between the consultants and members of the organization during the lecture;
- the principle of "cumulative motivation": analysis and evaluation of previous innovations. This will help motivate representatives of the social system for further positive changes, since the consolidation of results gives confidence in case of success on the one hand, but can cause dissatisfaction in the absence of success on the other hand;
- the principle of "integrative programming": development of a real strategy with regard to the actual results of each stage and their correlation with the concept of renewal;
- the principle of "innovation core development": change of the organization through change of its employees via initiation of their need for such a change; the innovative team of the organization is "nurtured" over the course of the program. The team is preparing to serve as carriers of innovative methodologies that is capable of implementing them in practice.

These principles allow forming alternative systems and relations that contain mechanisms for preventing the emergence of crises and conflicts rather than dealing with critical situations themselves.

The ability to affect social processes is comes from a series of factors (Grigoryev, Guslyakova, & Gusova, 2006): availability of all-round information on these processes, availability of social regulation tools, and development of effective organizational mechanisms for each specific case. Thus, only specialists that have information about this object and practical knowledge of what is going on can engage in innovative development in the social and organizational spheres. These specialties have become popular, especially in recent years: "social technologist", "social engineer", "social designer", etc. These specialists develop practitioners and teach them innovative social technologies.

Innovations in social services are the subject of scientific research, carried out in various directions both in Russia and abroad: research of programs, experimental social innovations, research in the field of creation of methods and models.

In the typology of innovative models, their classification is based on the language in which they are formulated:

- content model – natural language;
- formal model – one or several formal languages.

The natural science community often regards modeling as a purely mathematical tool, the humanitarian sphere often uses conceptual models (Figure 1).

Figure 1. Types of models
Any model is a model of an object, a fragment of reality (the top level in the above scheme). By observing the object, a person (or any cognitive system) reproduces in the mind a certain mental image of the object, which we call a cognitive model. One could also use the term "mental" model.

By forming a cognitive model, the subject seeks to answer specific questions. Therefore, everything unnecessary is cut off from the infinitely complex reality in order to create a brief description of the object. The cognitive model of an object is based on the "worldview" of the subject – the features of his or her perception, attitudes, values, and interests.

The content model is the next stage of modeling. It enables acquiring new information about the behavior of the object and figuring out relations and patterns that cannot be detected with other methods of analysis.

In terms of their functions, content models are subdivided into descriptive, explanatory, and prognostic (Dmitriev, Usmanov, & Shchepitkova, 2013).

Any description of an object can be regarded as a descriptive model. Explanatory models are used to figure out why something is happening. Prognostic models should describe the future behavior of the object and tell which changes cause particular effects on the studied object. Prognostic models do not have to include explanatory models. It is
possible to obtain a favorable prediction via empirical generalizations using only the data of descriptive models.

A conceptual model is a content model that is based on theoretical concepts and constructs of a certain subject area of knowledge. In a more general sense, the conceptual model is a content model that is based on a particular concept or point of view. The formulation of a conceptual model often involves the achievement of a certain level of abstraction in the transition from the preliminary description of an object to its formal model.

Conceptual models manifest themselves either in a purely verbal form or in a mixed verbal-visual representation. There are three types of conceptual models: logical-semantic, structural-functional, and cause-and-effect.

The elements of the logical-semantic model are all statements and facts included in the verbal description of an object. Such a model is analyzed by means of logic with the involvement of certain subject area knowledge.

During the creation of structural-functional models, the object is usually regarded as an integral system that should be broken down into parts, components, elements, and subsystems. System parts are connected by structural relationships that describe subordination and the logical and temporal sequence of problem solving. Structural-functional links should be visualized in the form of various graphs, charts, and diagrams. Such diagrams are useful for analyzing the supporting role and purpose of individual subsystems in relation to the whole and for assessing the interdependence of separate elements.

Cause-and-effect models are often used to explain and predict the behavior of an object. Unlike structural-functional models, they focus primarily on describing the dynamics of studied processes. Herein, time is not always taken into account explicitly. The fact is that the cause-and-effect relationships between the elements of the model imply the development of processes and events in time. Elements of such models may involve notions, categories, concepts, constructs, indicators, and variables that describe the behavior of studied object. The element of cause-and-effect content models should be considered a factor (from Latin factor – a doer, maker, performer) – a reason, a driving force of the studied processes and phenomena (Gulina, 2010; Chertopolokh, 2014). The term "factor" reminds the researcher that the following operations are required after the object is divided into parts and components: identification of the main relationships; determination of how changes in certain factors affect other components of the model; understanding of how the mechanism works in general and whether it describes the dynamics of studied parameters adequately.

The cause-and-effect mechanism of a phenomenon is often studied separately from all the unnecessary factors, taking into account only the factors, the interaction whereof enables understanding the structure and predicting the behavior of the studied object.

During its development, study, and improvement of the content model, the cognitive model is constantly modified and complicated. In the humanities, the modeling cycle usually ends with this stage, but in certain cases, the model can be formalized to such an extent that it becomes possible to develop and study the formal model of an object.

In social sciences, formal models hold a decent, but relatively modest spot in the lower part of the scheme. Formal models enable comprehending the essence of the studied social phenomena and revealing its main interrelations and patterns. Formal means of analysis allow studying the behavior of a model and obtaining new unobvious results. In any case, the results of formal modeling are used to specify the content model and, most importantly, the cognitive model.

In social sciences, cognitive factors are the leading factors due to the fact that cognitive models are an integral part of social reality. Moreover, they shape and design reality itself to a great extent.

In any case, the mechanism is a model of the studied object. Thus, this term is not obligatory, but it is often useful.
The final stage of development of a content model is problem setting. It is worth bearing in mind that problem setting is sometimes regarded as the initial stage of development of the model, which involves preliminary specification and elaboration of the main research tasks. Two options are possible after problem setting: one could examine the model at the content level or further formalize the description of the object and proceed to formal research methods.

The formulation of goals, to which the studied object should aspire and the determination of major factors and limitations of the model is the most essential part of problem setting. To set limitations means to determine the list of possible actions and the acceptable and unacceptable states of the object. Limitations may prevent the object from achieving the goals.

A good content model requires experience, intuition, knowledge, and improvisation.

The study of a formal model of an object can be useful for the development of a content model, since it helps to clarify formulations, identify missing elements, and remove excessive ones. However, the development of the model is only the first part of the modeling process; the second part is the study of the model (operation and experimentation).

The evolutionary research model is the main model in the social sphere, which can be applied to various methods of studying the development of social work technologies. The model involves evolutionary research phase (analysis, development, improvement, and evaluation) and a utilization phase (spread and implementation).

The analysis phase implies the identification and actualization of the problem. This is followed by a review of solution techniques and a practical assessment of the proposed development methods. The successful completion of this stage is the making of a decision as regards to whether or not the innovation is possible (rational).

The development phase consists of the following stages: determination of the goals and area of the innovation and the need for the innovation; determination of the problems that emerge during development; collection and processing of information; search for and selection of alternative solutions; connection of the development components; improvement of innovations in real conditions; solution of procedural issues related to its application or description of how it should be used. The success of each stage increases the probability of the innovation solving the problems of the social service, for the solution whereof it was designed.

The improvement phase is a process of studying the innovation and its tests, verifying its adequacy, and improving or redoing it (if necessary). Main attention is paid to the development plan that defines the scope of work, the subject and sequence of operations, and the conditions for trials and tests. This phase ends the stage of evolutionary research.

The evaluation phase is the starting point for further development of the innovation. The phase lays the foundation for its spread and implementation. At the same time, its cost, efficiency, and capacity are evaluated in normal operating conditions. If the evaluation phase yields mostly positive results, this means that the research has created a ready-to-use innovation.

The spread and implementation phases involved the preparation of all necessary materials, the spread of innovations among potential users, and implementation.

4. Conclusion

In general, evolutionary research provides conditions for creating a useful methodology in addition to the common research methods and requires special training of social workers.

Social workers should have knowledge and skills of using social innovations and motivation for positive changes due to the reform-oriented modern Russian social development and the modernization of the social service system. Currently, all spheres of the society are exposed to innovative processes. Therefore, knowledge of historical,
theoretical, and practical issues related to social innovation is of great importance for the improvement of social work.

The results of this study can serve as a theoretical source for the development of practical models of social innovation.

References


Introduction

Professionalization of the activity in the social sphere has been studied for more than 100 years, beginning with article of A. Flexner about the issue whether a social worker is a professional. Profession is understood as a selected set of the highest occupations, and in English literature professionalization is understood as an increase in social status by social closing. In the Russian science, the most pronounced works are those of representatives of neo-Weber school.

One of the most pressing and urgent problems in Russia which impede the modernization of society is a low level of integration of vocational education and the labor market. There are several basic obstacles: the first is inconsistency of the content of education and labor market needs. Profession of “a social worker” is inherently rooted in the distant past. But officially it was recognized in our country in 1991. Social work personnel training started in the same year. However, the development of two spheres was and still is little coordinated. The second obstacle is lack of coordination of theoretical and practical training: these two themes are actively being discussed by both practitioners and theorists. Fundamental preparedness of students for work in the social sphere has been and remains the peculiarity and tradition of Russian higher professional education. But their practical skills and competence leave much to be desired. The third obstacle

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Abstract

Background/Objectives: The article discusses the convergence of social education and labor market in the social sphere. Professionalization of social work is studied all over the world. Methods: Currently, discussions are continuing in the context of possibilities for standardization of professional activity and education, as well as their relationships. The main object of the study is the profession of “a social work specialists”, the representatives of which work in the system of social protection of the population in the Russian Federation. Findings: The authors carried out an experimental study using traditional sociological methods
The development of professional standards in the field of social protection of the population is one of the most difficult areas, as experts in social work interact with different categories of people, social institutions and complex social problems; the object of their attention are conflicts. Social work is recognized worldwide as one of the most difficult social and humanitarian professions. This activity is multi-functional; it requires cross-disciplinary knowledge and competences and therefore it is difficult to be standardized.

2. Research Methods

2.1 Theoretical and Methodological Bases of Research

The theoretical foundation of the study is:

Research of sociogenesis of social work as a kind of professional activity (V.I. Zhukov, P.D. Pavlenok, L.I. Starovoitova, E.I. Holostova, M.V. Firsov et al.);


Interdependence of culture and society, education and society (V.S. Bibler, B.Z. Vulfov, B.S. Gershunsky, A.M. Egorychev, I.I. Zaretskaya et al.);

Concepts of socio-historical laws of social education development and training for social services (O.A. Anikeyeva, T.B. Kononova, M.V. Firsov, Ye.I. Holostova);

Theoretical foundations of training in high school (S.I. Archangelskiy, V.P. Bespalko, N.V. Kuzmina, V.A. Slastenin et al.);

Theory of integration of higher education of Russia in the world educational space (V.I. Baydenko, V.A. Bolotov, B.L. Vulfov et al.);

Goals, objectives and strategies of social education development (I.A. Zimnyaya, V.A. Nikitin, P.D. Pavlenok, V.V. Sizikova, L.I. Starovoytova, L.V. Topchyi et al.);

Theoretical ideas in the field of designing, forecasting and modeling of educational systems (N.G. Alekseyev, I.V. Bestuzhev-Lada, B.S. Gershunsky, Yu.V. Gromyko, I.A. Lipskii, G.P. Shchedrovitskii et al.);

Design and technologizing educational processes (V.P. Bespalko, G.K. Selevko, Ya.V. Shimanovskaya et al.).

The article is based on the results of a study conducted on the basis of the grant of the Ministry of Labor and Social Protection of the Russian Federation on the development of standards of professional activity of a social work specialist. During the work process, a complex of research methods has been used: methods of theoretical analysis (comparative, retrospective, systemic, inductive-deductive, structural and functional), forecasting methods, design and modeling, diagnostics (monitoring and rating), observational (direct and indirect observation), as well as the methods of mathematical statistics. The empirical base of the study has been grounded on a number of methods of social research, which include a survey on the issue of “Assessment of the demand for qualification” among representatives of regional authorities from all territorial districts of Russia, heads of social service organizations, experts in social work. Statistical and qualitative analysis of the results allows revealing the expert activity algorithm in social work in the social services system, establishing the basic elements of the professional standard: basic labor functions, labor activities, skills and the necessary knowledge to implement them. A standard of professional activity of social work specialist, who performs the basic functions of social protection of the population in this country, has been developed. The problem is solved taking into account not only current issues, but also the prospects for the development of the profession. Previously, there were no such standards in Russia.

Improvements: The purpose of the article is to formulate scientifically sound approaches to the development of uniform requirements for the professional activity of specialists, the quality of social services, as well as to justify the possible next steps in the integration of the labor market and social education, introducing necessary changes in vocational education standards.

Keywords: Labor Market in Social Sphere, Simulation of Professional Work, Social Education, Social Work Specialist, Standard of Professional Activity, Vocational Education Standards is the backwardness of the labor market and social management system, which is marked by both Russian and foreign researchers. The Soviet model of social security in many respects was strong, but at the end of the twentieth century was no longer consistent with the needs of society. However, there was no other experience at the beginning of reforms in the 1990s and the new social security system perceived shortcomings of the Soviet system to a large extent. Finally, the fourth obstacle is the problem of relations between science and practice in the course of the modernization of society and education. This is due to basic problems: how scientific works meet the needs of practice, how they can be demanded and implemented in practical social work? And how do they influence the development of social education? Any of these questions has no clear answer, but it has lots of social stereotypes. And it significantly complicates the process of integration of education and the labor market.

One of the most important ways of their rapprochement was the development of the National Qualifications Framework. As a document, it contains a general description of qualification levels and the main ways of achieving them in the territory of the Russian Federation. Qualification is understood as a readiness to perform certain types of work, confirmed by the official recognition in the form of a diploma, certificate, etc. Competence is seen as a willingness to apply the knowledge, skills and experience to successfully perform job functions.

The development of professional standards in the field of social protection of the population is one of the most difficult areas, as experts in social work interact with different categories of people, social institutions and complex social problems; the object of their attention are conflicts. Social work is recognized worldwide as one of the most difficult social and humanitarian professions. This activity is multi-functional; it requires cross-disciplinary knowledge and competences and therefore it is difficult to be standardized.

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professional competences in social work” (N = 1158; random quota sampling); method of focus group (N = 37; topic: “The content and the main directions of development of the standard of social work specialist’s professional work”); brainstorming (group 1 – N = 26; group 2 – N = 28; topic: “Development of a professional standard of social work”); expert survey (N = 257; topic: “Professional standards of social work specialist: the basics of development and implementation”). The study was attended by representatives of all eight districts of the Russian Federation.

Aims and objectives of the study.

Social education in accordance with the decision Ministry of Education and Science of the Russian Federation includes the directions of professional training of “Sociology”, “Social Work”, “Organization of Work with Youth”. In this series, training of social workers is one of the most sought-after and popular by the number of higher education institutions (according to the data of Ministry of Education and Science of the Russian Federation as of 01.15.2016, 234 universities/branches have been registered for implementing training in Specialty Social Work).

The initial provision of the study is defined as the need to develop standard bases of professional activity of social workers and institutions. On the one hand, these standards must be real in demand at the moment, on the other – focused on the strategic perspective. These standards can help change the requirements for the quality and efficiency of work in the social sphere and social protection of the population. In addition, they will be the basis for changes in educational standards, as well as the basis for the formation of continuing professional education (Life Long Learning – LLL).

In accordance with the objectives of the study theoretical and methodological basis of the standard of professional activity of a social work specialist has been developed. It includes socio-historical analysis of the experience of social assistance to the population and comparative analysis of the Russian and foreign experience. The basic socio-historical models and support paradigm, features of a modern complex and multi-paradigm model have been revealed, the characteristic of the strategic objectives of the current stage of development and formation of social work have been introduced.

3. Research Results

The authors studied socio-historical models of social work applicable in Russia until the end of the twentieth century.

Historically, all the basic models of social help and mutual assistance have been implemented in Russia. In the archaic period, it was a mutual community. In the Middle Ages, it was complemented by confessional assistance carried out by the church. The Russian experience as well as that in Western Europe, was distinguished by strong development of assistance on behalf of the Russian Orthodox Church and the developed charity. All models identified during the study have been analyzed and described on the basis of the adopted methodology. The story of their origin, evolution and current value have been revealed.

However, the establishment of state social help is connected to a greater extent with the formation of the Soviet state. It occurred later than in Europe and the United States, but became so powerful breakthrough in the social sector, which caused a huge international response. Soviet Russia was the first in the world who ensured the equality of men and women in all spheres of life; unprecedented protection of motherhood and childhood, as well as a well-organized pension insurance system have been established. By the mid-twentieth century the branched system of free universal education has been formed: from pre-school and general school education to professional education, including postgraduate training of higher level (Doctors of Science) personnel. Funding of science development was also carried out by the state that has provided a world-class breakthrough, especially in the exact sciences and engineering: The Soviet system of education and science organization received the highest international assessments. In the analytical report of Dr. C.R.S. Manders to the NATO Science Committee in 1959 it was noted: “If we cannot constantly reinvent methods that exceed methods of the USSR, we should seriously think about borrowing and adaptation of Soviet methods”. And further: “If the 210 million people in the West will work harmoniously with the same priorities and the same fervor as their counterparts in the Soviet Union, they will achieve similar results”. The Soviet-American social experiment conducted in 1958 also clearly demonstrated
the dignity of the Soviet education system on the example of two pupils from the Soviet Union and the United States.\(^{21}\)

The social guaranteed package of free medical care including initial consultation, treatment in hospitals, and even expensive treatment and surgery was no less important. All these features of the Soviet model of social security were evolving over 70 years and formed a rather articulate but rigid system.

The conclusion has been made during the study that the peculiarity of the Russian experience has become a model of social security, which is characteristic for the Soviet period in the history of social work.\(^{18}\) It assumed centralization of all resources of society and state in solving social problems. The centralized state apparatus should have provided the population with everything needed for a minimal social reproduction. Funding was provided from the state budget: all payments, allowances, benefits were guaranteed.

On the one hand, this model was very attractive. It provides full protection to every citizen of the country and was essentially egalitarian. This allowed reducing the conflict on the basis of social inequality. Priority protection was available to the most vulnerable strata and groups of society.

However, the Soviet model of social welfare had the hidden contradictions. In 1970-1980-ies it did not been already encourage employees to work efficiently and productively, enhance their skills and earn more money, improve their well-being on their own. More precisely, there were incentives and they were very strong, but they were ideological in nature, poorly supported by material interest. The desire of the state to control all forms of security led to the strong growth of the bureaucratic apparatus, which, in turn, “consumed” huge financial funds for their activities. The population for decades absorbed the ideology of “transferred responsibility” when responsibility about the future of each person was borne not by citizens but by the state. At the same time, people can work quite conscientiously and even more productively, but the salary level was so low that it was extremely difficult to secure a decent old age or treatment.

With the rise of social contradictions and the economic slowdown, such a system was becoming less effective and costly.\(^{22}\)

**Start of modernization of system of social protection of the population and reforming of Russia**

Since the late 1980s, the transformation of the political and economic system of the society began, which led to the destruction of social welfare. This coincided with the catastrophic increase of social conflicts, the gap between the very small layer (less than 5%) of the most affluent citizens of the new Russia and poor, who made up more than half of the society, the growth of mass unemployment and deviation processes, the criminalization of society.\(^{23}\) It requires the establishment of a new system of social protection, and it came into being. In this process, a large role was played by experts from European countries and the US whose experience was proved to be very useful for a new Russian service.\(^{24, 25}\)

However, the extent of social evils was very large, and the first model was formed as a reaction to them. Recruitment for social protection institutions came from a number of citizens who find themselves without work for reasons of mass layoffs. Most of them did not have a professional education in the field of social work, as social education system was also at the beginning of the formation.\(^{26}\)

It should be noted that the first engagement of social workers did a great job. They managed to stop the avalanche increase of contradictions. Professional technologies aimed at helping people in desperate need were developed. Senior citizens and children were the priority groups.

Comparative socio-historical analysis conducted during the study showed that in the late 2000s there was a turning point in the social situation in the country, and in the formation of the social protection system. A new strategy for the development of social work, aimed not so much at overcoming the consequences of social crises, but at the prevention of social disadvantage became in demand. Modern social work should become more flexible, mobile and promote social cohesion of people. This setting is reflected in the new law “On the foundations of social service for citizens of the Russian Federation.”\(^{27}\) But there is a number of difficulties on a way to a new model of social work.

**Research for the formation of an innovative model of modern social work**

As the conducted survey showed, one of the main obstacles on this way is the unpreparedness of social work personnel to change technologies and basic facilities of professional activity.

The study was conducted as a survey, which included Integration of Social Education and the Labor Market through a Simulation of Professional Activity.\(^{28}\)
questionnaires, expert survey and interviews, as well as testing social work specialists and social workers.

The first stage of the study included a survey of social work specialists and heads of departments in the institutions of social protection of the population. Two types of questionnaires under a common plan have been designed to provide representative information. Written survey has been selected as a research method.

Two questionnaires have been proposed to each respondent. The first questionnaire included open-ended questions aimed at clarifying the most actual competences of social work professionals in their practice. Respondents were asked to formulate their own work functions on such activities and applied technologies as the technological, organizational and managerial, design- and research-based and others. The following criteria have been offered for the assessment: frequency of performing the mentioned function (in points), knowledge and skills necessary for its implementation.

The answers to this questionnaire allowed identifying the most common job responsibilities of social work specialists. Another questionnaire contained 10 closed questions, which formulated the most sought after and often implemented job responsibilities. Closed-ended questions allowed conducting a simple mathematical processing. The questionnaire was aimed at clarifying (and updating) the frequency of use of certain job functions and technologies, including traditional and innovative ones.

The developed questionnaires were completed in intramural and extramural form. Extramural form involves placing the questionnaire on the official website of the Russian State Social University and educational association of universities of Russia for education in the field of social work, as well as e-mail newsletter. Testing has been intramural and extramural as well.

The second study – an expert survey, which was also held in various forms – an oral opinion poll with a record of the information obtained, which was processed in the development of standards of professional activity of social work specialists. And another kind of expert survey – a written one, in which experts proposed to assess and amend the options of the standard layout developed by the working group.

The third study – testing experts of social work and social workers –was intended to differentiate the job functions of representatives of these professional activities. Indirectly, this survey has shown not only the differences but also the connection of a single space of social work.

Comprehensive analysis of the sought-after competences showed that practitioners favored socio-technical, organizational and communicative competences, specific methods and technologies of work with different groups of people – 88% of survey respondents constantly implement them. Usually such set of techniques corresponds to client-oriented approach (work with people that seek help by themselves). This approach corresponds also to foreign traditions in social assistance. Competencies associated with the interaction with partners and experts of related fields of activity are in less demand. Socio-design-oriented and research competencies are less commonly used. However, experts pointed out the need to move from solving the acute problems of conflict in “emergency” mode to the decisions on the basis of prevention and preventive technologies. It is necessary to form a database of categories of citizens that are in need of social assistance, of the types and forms of social services that will adequately assess the social risks and will allow being proactive. The need for involvement of social agents in the form of socially oriented non-profit organizations and social enterprises is particularly emphasized.

One of the most important innovative features for the Russian social work is self-actualization of citizens who find themselves in difficult situations. Self-reliance as a social technology has long been used in a foreign social work, and perhaps most successfully in the United States. This attitude is underlined in the documents of the International Federation of Social Work. The recommendations for the development of ethical principles of social work (Statement of ethical principles) International definition of social work) directly emphasize: “The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being”. Thus, at the development of standards of professional activity of a social work specialist in today’s Russia, the recommendations of international organizations have been taken into consideration, which accumulated experience of many countries.

According to the research data, the study algorithm of professional activity of a social work specialist was built – an innovative model that integrates traditional approaches

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and innovative, tactical objectives and strategic goals. Two generalized job functions have been obtained, which are divided into labor actions that have a specific purpose in the work of a professional. At the same time the necessary skills activities and knowledge necessary for professional social work have been identified. A characteristic feature of this model is the organic unity of the person-centered and environmental (environmental) approach to social assistance. This model, in turn, demanded a reorganization of basic social standards of professional education.

4. Discussions

Reform of social education and its integration with the labor market in the social protection system in modern Russia. The development of a standard of professional activity has put two major problems: the first is the ratio of fundamental education in social work and personnel’s applied training. Analysis of the obtained data has shown that the fundamentality set of Russian higher professional education remains valid. The professional is only a person who is well prepared theoretically, able to quickly and flexibly navigate the rapidly changing social environment, and, most importantly, to act socially responsible. More recently, in 2009, the US President Barack Obama addressing the National Academy of Sciences said: “At such a difficult moment, there are those who say we cannot afford to invest in science, that support for research is somehow a luxury at moments defined by necessities. I fundamentally disagree with it. Science is more essential for our prosperity, our security, our health, our environment, and our quality of life than it has ever been before.” It is difficult not to agree with this statement. And it is fully in line with our traditional values – high requirements for the level of fundamental training of social work specialists. This profession is very complicated and important; it is worthy of the most serious training both theoretical and practical.

Social education solves special strategic objectives inherent to it: the formation of socially responsible behavior of professional experts in any sphere of life. Tactically social education mission involves solving a number of practical problems: the development of a new concept of social formation, the formation of areas of cooperation in education on the basis of social partnership, a change of training model, the method of formation of professional competence and the implementation of a new model of the relationship between students, teachers and employers. These tasks are realized by theorists and practitioners of social education, their settlement has already begun, but the conclusion is not yet close, both in theory and in practice. At the same time, it became apparent that it is necessary to expand the level of students’ practical training in curriculum and programs, to include them into the labor market during their studies. Narrow specialization is extremely harmful for vocational training. It is emphasized by authors of hierarchical concept of functions and competences of the social workers. The completeness of vocational training is achieved only in the professional practice, in the process of continuing professional education. Developed standard of professional activity of a social work specialist allows making necessary correction of the curricula of vocational education at all levels, becoming the basis for licensing and certification of institutions, as well as changing requirements for the composition and productivity of work in the social sphere.

Today, in the modern world, a new paradigm is being created – stability and sustainable social development have become the main value and a fixed capital. Measuring of social success by only economic and centric parameters is receding into the past. The system of social protection of the population is transformed as a social partnership model based on the ideology of the joint social responsibility. This transition requires new competences in the frame of social work, new approaches to social education. The transformation process in this direction has started in Russia, but it poses a challenge. The study research conducted by the scientific team concluded the change of paradigm of social assistance, the transition to the prevention of difficult life situations based on social partnership and sustainable social development. This conclusion does not mean striving for egalitarianism inherent in the Soviet system of social security. It aims at the alignment of starting opportunities, which is also characteristic for strategic approaches in solving social problems in a number of foreign countries.

5. Conclusion

Standard of professional activity of a specialist in social work is a model, in which an invariant is given, i.e., the Integration of Social Education and the Labor Market through a Simulation of Professional Activity
professional minimum of activities, skills and knowledge, which is necessary for each social work specialist with whichever group people he/she would work, with no matter what kind of problem will be addressed to.

The standard is important as an all-Russian rate of professional activity, as well as any standard – it is legitimized requirements for professional activities (Standardization and related activities). However, it is a framework document. It makes possible, firstly, to complement national standards within regional requirements, which take into account socio-cultural, demographic and other characteristics of the area. Secondly, the all-Russian standard can and should be supplemented with an internal standard of social institution, the system of job descriptions that take into account the particular features of a social institution, its goals, objectives and specialization. Thirdly, the framework document status allows varying this core, adding new job activities and functions, basing on the proposed necessary minimum of professional requirements which, naturally, must be provided with appropriate justification and additional provisions, including those relating to personnel. This is an opportunity to highly evaluate the work of employees who are creative, interested in the work, take initiative, work efficiently or participate in activities at the most difficult areas of the work.

The content, focus and scope of social welfare depend on both the complexity of the situation and the capabilities of people facing difficult challenges; besides, the success of assistance depends on the knowledge and skills, on the competence of social work professionals. Until now, in Russia these requirements were mainly represented by educational standards. Standards for practical professional activities of social workers were not developed. This led to a significant break of vocational education and social requirements for the personnel of the social sphere. In addition, there is a gap of social expectations of citizens who come to the system of social protection of the population, and the implemented practice.

Developed standard of professional activity of a social work specialist meets both definitions by the International Federation of Social Workers, and international conditions and prospects of training for the social sphere. This standard allows constructing an algorithm for the profession, in which an invariant is given, i.e., the professional minimum of activities, skills and knowledge, which is necessary for each social work specialist whichever group of people he/she would work with, and whatever problem he would address to. Further studies may be aimed at the experience in implementing professional standards and their improvement. It is also very important to study the possibility of using other countries’ experience related to job standardization of social work sphere.

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