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The Diversification As The Trends Of Reforming Additional Professional Education Of Social Workers.

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ABSTRACT

The authors substantiate in the article the urgency of modernizing the system of additional vocational education for social workers. Diversification of education is one of the ways to solve this problem; diversification of education provides a new vector of the development of the system: its flexibility, accessibility, the ability to respond promptly to any changes in the social sphere. Diversification is the principle of innovative structuring of the system of additional vocational education, providing the possibility of variability in educational services and programs, forms, types, technologies of instruction. The authors demonstrate the mechanisms for implementing diversification processes in the context of additional professional education for social workers. The globalization of information technology, the socio-economic transformation of Russian society, the problems of its development require a rethinking of the quality of education that meets national interests, goals and strategies for progress. The problem of improving the quality of education has received a special sound today in connection with the actualization of the task of innovative education, which could provide training for specialists capable of carrying out innovative activities in all spheres of society. The introduction of professional standards of specialists in the social sphere, independent evaluation of qualifications against the backdrop of socio-economic changes in modern Russia make new demands on the professional level of social workers and the availability of professional competences. The social worker of the new formation must possess a whole range of professional knowledge, skills and skills in the field of social work, innovative technologies of social services for the population, be financially and legally competent, and be sociable, tactful, diplomatic, empathetic, etc. [Lomakina 2001]. The current state of Russian education confirms the dependence of the structure and functioning of this social institution on the conditions of the socio-cultural and political environment. State policy and the management process in the field of education are closely related to modern Russian modernization processes that have revealed crisis phenomena in Russian society, affected virtually all spheres of public life, and have and continue to have a serious impact on the functioning of the main socio-political institutions.

Keywords: diversification, additional vocational education, modernization, social worker, professional standards

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INTRODUCTION

The modern period of the development of society is characterized by a strong influence on it of information, and first of all, computer technologies that penetrate all spheres of human activity, ensure the dissemination of information flows in society, forming a global information space. Information technologies provide communication on the scale of society, acting as the main link between the external environment and the individual [Mkrtumova et al 2016].

New socio-economic conditions caused by globalization and the world economic crisis have given rise to many problems, the solution of which is related to the development of fundamentally different theoretical and methodological approaches to the management of education in the context of the contemporary realities of Russian statehood [Koryakovtseva et al 2016]. To some extent, this is an attempt to justify the transition of the educational system to the principles of the Bologna Declaration.

Tendencies of globalization of education led to the fact that the world educational space the most important strategic functions of the subject of educational policy -through the formation of international unions and in the field of education, implementation between popular programs, replicating the experience and failures in the development of educational development of joint normative and methodological documents [Kigotho 2014].

Innovative development of Russia, caused by continuous changes in the life of society, the rapid development of high technology, the growth of the level of technical equipment of production, high rates of development of science and technology requires a significant modernization of the system of national education [Rakisheva et al 2017]. The globalization of information technology, the socio-economic transformation of Russian society, the problems of its development require a rethinking of the quality of education that meets national interests, goals and strategies for progress.

The problem of improving the quality of education has received a special sound today in connection with the actualization of the task of innovative education, which could provide training for specialists capable of carrying out innovative activities in all spheres of society [Sumskaya 2007].

The introduction of professional standards of specialists in the social sphere, independent evaluation of qualifications against the backdrop of socio-economic changes in modern Russia make new demands on the professional level of social workers and the availability of professional competences. As a result, the issue of retraining and raising the level of qualification of social workers was sharply raised. Additional vocational education today is the "rescue circle", which contributes to promptly respond to the ongoing changes in the social sphere and represents the opportunity to constantly raise the social and professional level of its employees.

In search of an answer to the question: "What should be the modern complementary vocational education of social workers?" - Our answer lies in the plane of the Diversification.

A necessary condition for raising the level of modern Russian education is an increase in the status of adult education, because technological progress requires an adult to have the high professional competence necessary for mastering new technologies and knowledge-intensive industries. Increasing demands for social and professional mobility, to the level of intellectual development of the individual, to her professional culture. All these professional and personal qualities of a person should develop on a solid foundation of general education and on a fundamental change in the quality of vocational education. The need to improve the quality of training and retraining of specialists in the system of professional and postgraduate education, increasing the role of continuing education in the development of adult personality is associated with the need for research in the field of new directions, forms and technologies for adult education [Nakisbaev 2017].

The term "diversification" was first used in the economy at the turn of the 19th and 20th centuries. In 1951, Kenneth Andrews defined diversification as the transformation, expansion and expansion of the range of goods produced by enterprises [Kenneth Andrews 1971, c.183].

Diversification as a pedagogical phenomenon includes both new directions in educational policy and the transformation of educational institutions, changes in the content of educational programs, forms and technologies of education, and educational services.

The need to analyze the diversification of adult education as a socio-pedagogical phenomenon is due to the peculiarities of the present stage of the socioeconomic and socio-cultural development of society. Modern society and the education system as its component are experiencing crisis phenomena. At the same time, it is education that ensures the socio-economic and cultural development of the country, as well as the all-round development of the individual, since it is always oriented to the future. Signs and properties of the state of the process of diversification include the strengthening and further development of the individualization of teaching, the differentiation of pedagogical technologies, the expansion of the range of humanities education and socio-psychological sciences.

Changing the system of professional training of specialists leads to the question of using the term "diversification of practical training". Consequently, the diversification of higher pedagogical education can be one of the ways to solve the existing problems between the theory and practice of the educational process. And yet, practice-oriented education becomes an initiative force, a factor in the transformation of the university community into an open, variable, dialogical, tolerant system that ensures the formation of a specialist as a practitioner. Diversification of education plays a key role in ensuring social stability, a high standard of living, and a civil and legal culture at the expense of practitioners.

Diversification adapts the educational system to new conditions. It can be stated that already in Kazakhstan and in Russia real academic autonomy of universities, the emergence of different educational institutions, and the variability of training programs have been achieved.

The task of developing the process of diversification is related to bringing the system of pedagogical education in line with market relations in the state, which requires the development of a mechanism for implementing the principle of equivalence of theory, as knowledge and practice, as skills that will ensure the quality and relevance of the specialist educator in the labor market.

MATERIALS AND METHODS

The methodological basis of the study was the most important provisions of dialectics and philosophy on the public significance of education, on the connection between theory and practice, the theory of knowledge that reveals the nature of scientific knowledge and the process of their development. The theoretical and methodological basis of the research is also the scientific works devoted to

- The problems of the philosophy of education (B.G. Gershunsky, V.D. Shadrikov, etc.);
- Democratization, humanization of learning and personality development (L.I. Božović, S.I. Gessen, V.S. Mukhina, A.M. Novikov, G.V. Mukhametzyanova, L.I. Ruvinsky, N.M. Talanchuk, and others);
- Individualized learning (G.I. Ibragimov, A.A. Kirsanov, V.A. Krutetsky), self-learning, self-control, self-control, etc.), (L.A. Volovich, A.I. Kochetov, M.I. Makhmutova, P.N. Osipov, V.Sh. Maslennikova);
- Development of a systematic approach to the analysis of pedagogical phenomena (S.I. Arkhangelsky, F.F. Korolev, N.V. Kuzmina, R.Kh. Shakurov, etc.).

The study was based on the achievements of the general methodology of pedagogy (Yu.K. Babansky, M.A. Danilov, V.I. Zagvyazinsky, V. Kraevsky, I.Ya. Lerner, M.N. Skatkin, V.A. Slastenin and etc.).

Issues and problems in the formation of the content of education were revealed on the basis of an analysis of the literature on didactics (P.R. Autov, Yu.K. Babansky, V.P. Bepalko, I.D. Zverev, V.S. Lednev, and others), and also relied on regularities and features of professional activity (S.Ya. Batyshev, A.P. Belyaeva, E.A. Klimov, A.N. Leibovich, G.V. Mukhametzyanova, K.K. Platonov, V.A. Polyakov, Z.A. Restekova, G.M. Romantsev, L.G. Semushin, I.A. Khaliullin and others).

The main methods of research were: methods of promotion from abstract to concrete, more complete and holistic analysis; analysis domestic and foreign pedagogical, psychological and philosophical literature, educational and programmatic documentation educational institutions of general secondary (full) education, primary, secondary and higher vocational education, as well as after university education; analysis of statistical data; results sociological and social research; pilot-experimental work on the formation of continuous content models vocational education, the development of typology professional educational institutions, on the relationship of content, forms and methods of vocational training and their verification in practice; questioning and interviewing.

In accordance with one of the directions of the "Capital Education" program within the framework of the public scientific and practical laboratory of "Family Education and Governance" of the Institute for Advanced Training of Social Protection Workers of the Government of Moscow, a marketing research "Niche of a Modern Tutor on the Market for Educational Services of the Capital" was conducted in which more than 140 respondents took part.

Diversification today becomes a condition for the development of the adult personality. There is a need to continue theoretical studies of the processes of diversifying adult education. The theory of diversification needs to be enriched - through a comprehensive study of this phenomenon in conjunction with other phenomena and trends affecting the development of the adult education system and shaping its modern specifics and methodological approaches.

DISCUSSION

The phenomenon of diversification M.Gort (M.Gort) designated as a simultaneous complex work of the company with several markets with low cross-elasticity of demand for goods [Gort 1962: 234].

Initially, diversification was associated only with the financial aspects of activity, and only by the end of the twentieth century did elements of diversification as management and quality management began to appear [Rostovtseva 2005: 46]

V.V. Bagin points out that "in a broad sense, diversification is a strategic orientation toward creating a multi-profile production. Diversification of production - the simultaneous development of many unrelated types of productions, the expansion of the range of manufactured products within a single enterprise, concern, etc. "[Bagin 2006: 66].

In the late 60's and early 70's XX century in Western Europe, the concept of "diversification" appeared in pedagogy in connection with the need to transform the education system and denotes a variety of improvements, diversity, expansion of activities in the assimilation of new types of services provided by the organization.

The phenomenon of diversification is treated as diversity, because diversification is a process that presupposes the existence of an object, it is necessary to change; has a purposefulness to achieve the diversity of the existing object [Rakisheva et al 2017].

Today the term "diversification" is applied in various branches of knowledge - economics, philosophy, culture studies, education, etc. This is the process of organizing student learning activities, which is carried out not only by the level of ability, intellect, interest, professional self-determination, but also from the standpoint of a socioeconomic state that directly and indirectly affects all elements of the system of pedagogical education. Thus, diversification is also a social and economic phenomenon caused by the emergence of a pedagogical alternative, the development of an active innovation search, the commercialization of education, etc.

It is known that the national economy is self-sufficient if it has in its composition a highly effective strategy for the training of the personnel system. To date, the main areas for the development of diversification processes should be:

- technology retraining of teaching staff;
- Conditions for the development of the personality of the future teacher with skills and competences, helping to work in the specialty, a specialist with professional and social mobility, competitiveness;
- constant updating of the model of the social and professional appearance of the specialist in accordance with the social order;
- development of mechanisms for the integration of universities into the socio-economic and social-pedagogical environment;
- improvement of mechanisms for strengthening the practical orientation of training in accordance with the needs of the region;
- conducting marketing of the pedagogical labor market, developing methods for prompt and strategic response to its changes;
- organization of the system of employment of graduates, ensuring their secondary employment [Nakisbaev et al 2017].

This factor is already being implemented on the basis of studying the best international experience, acquaintance with the world-class educational institutions and their resources, mastering new skills in organizing the educational process, practical and industrial training in accordance with modern requirements, through familiarization with technology innovations in training specialties, and taking into account industry specific features. In this regard, the main goal of the work on training the personnel reserve of educational institutions is the formation of highly qualified specialists of the new formation, the translation of their experience into the entire system of pedagogical education of the Republic of Kazakhstan.

But all this rests on the vagueness of the concepts used and the accuracy of their semantic load. If the terms of knowledge, skills and skills were used in the post-Soviet space, then their semantic load is not lost even now. The new term "competences", which has entered into the usage of higher education, pushes the idea, and where the term "competence", and whether there is a difference in the semantic load of these terms (table).

The quality of pedagogical education and competence is determined by the students' professional mobility, readiness for continuous self-education. Continuity of training specialist suggests, from the point of view of L.V. Zanina, "diversification, i.e. creation of a flexible system that creates conditions for the selection, construction and implementation of an individual educational trajectory by the student. "

For this, it is necessary to have scientific laboratories, centers for the profile of pedagogical education and their information and scientific and technical equipment and scientific and methodological support.

Table: Comparative analysis of the terms "competence" and "competency"

Scientists	Competence	Scientists	Competency
Jacques Delors: In the report of the International Commission on Education for the 21st Century "Education: Hidden Treasure"	Competence: learn to know, learn to do, learn to live together, learn to live	In the report of the international commission on education for the 21st century "Education: the Hidden Treasure" by Jacques Delors	"To learn to do in order to acquire not only a professional qualification, but also a broader sense of competence, which makes it possible to cope with various numerous situations and work in a group"
At a symposium in Berne (March 27-30, 1996) in the report of W. Hutmacher (WaloHutmacher)	The concept of "competence" is closer to the conceptual field "I know how" than to the field "I know that"	At a symposium in Berne (March 27-30, 1996) in the report of W. Hutmacher (WaloHutmacher)	"Competence" as a synonym for "basic skill"
Khutorsky A.V.	Competence in Latin from <i>competentia</i>	J. Ravenom	Competence as a life success in a socially significant area, i.e. ability

	means a circle of issues in which a person is well informed, has knowledge and experience. A person competent in a certain area has the appropriate knowledge and abilities that enable him to reasonably judge this area and effectively act on it		to self-education, self-control, critical thinking, readiness to solve complex problems, self-confidence, perseverance, ability to work together, personal responsibility and other
In dictionary S.I. Ozhegov	At present, there are a number of attempts to define the concept of "competence" from the educational point of view. For example, at the meeting of the concept group of the project "Standard of general education" the following working definition of the concept of "competence" is formulated: "the willingness of the student to use the acquired knowledge, training skills and ways of working in life to solve practical and theoretical problems"	N.V. Kuzmina	"1. Special and professional competence of the discipline taught. 2. Methodological competence in the field of ways of formation of knowledge, abilities of students. 3. Socio-psychological competence in the field of communication processes. 4. Differential and psychological competence in the field of motives, abilities of students. 5. Autopsychological competence in the field of merits and demerits of one's own activity and personality "
A Brief Dictionary of Foreign Words	Definition: "Competent (Latin <i>competens</i> , <i>competentis</i> - proper, capable) - knowledgeable, knowledgeable in a certain area; who has the right, by his knowledge or authority, to do or decide anything, to judge something "	A.K. Markov	- Competences related to himself as a person, as a subject of life; - competencies related to human interaction with other people; - Competences related to human activities, manifested in all its types and forms
B.G. Ananiev	A group of key competencies that a person manifests in a system of relations to society, to other people, to himself, to work	L.M. Mitina	The concept of "pedagogical competence" includes "knowledge, skills, skills, as well as the ways and methods of their implementation in the activities (self-development) of the individual"
		N.V. Kuzmina, L.A. Petrovskaya, A.K. Markova,	Competence is interpreted in different ways: both as a synonym for professionalism and as soon as

		L.M. Mitina, L.P. Alekseeva, N.S. Shablygina and etc.	one of its components
		B. Oscarsson	List of basic skills
		L.A. Petrovskaya	Competence in communication

A.N. Ganicheva considers the diversification of education as a principle of innovative structuring of the education system, which provides the possibility of variation in educational programs, services, types, and forms of educational organizations. The modern market of educational services requires multilevel and multistage vocational training, retraining and advanced training from additional professional education [Ganicheva 2014: 21]. Back in 1998, analyzing the changes taking place at renowned universities in the world, Burton Clark noted that, along with a reduction in spending on education, which is connected with solving problems in the field of health and social services, there has been an increase in its scale, as well as the desire of students to -oriented education. In his opinion, the increase in the requirements for the quality of educational services goes against the background of the loss of the former stability in the content and technology of education, as well as increasing the requirements for the productivity of teachers and the educational activity of students and the need to include them in active creative work [Clark Burton 1998: 56].

RESULTS

In the course of the questionnaire, the following was revealed: for 20% of respondents, nationality is not a fundamentally significant (respondents indicate the priority of personal qualities); 39% prefer Russian nationality; 41% oriented for the services of a foreign tutor (this aspect requires special following).

Most preferable is the age of the tutor from 35-45 years and 25-35 years (respectively, 36% and 25%); There is a low demand for a specialist after 45 years (12%); an extremely small niche (6%) for nannies and tutors from 18 to 25 years for the implementation of youth entrepreneurship in the service sector preschool education. The traditional sphere of education is oriented women in the female segment: 52% of respondents confirmed our proposition. A small part of the respondents (5%) is ready to invite a male tutor; and for 43% this indicator is insignificant. The request of a modern family, meeting the tasks of escort, largely focused on the incoming specialist:

64% of respondents need the services of a tutor for 6-8 hours a day; 22% noted the need for such a specialist only for 2-3 hours per day; 14% would like to completely shift the process of education on the shoulders of a nanny / tutor. Analyzing the marital status of the tutor. We found that this criterion is not the main one for the family – for 76% of respondents do not care; 14% of families want whether to have as a home teacher a person with a family (this, in their opinion, is some guarantee of social maturity and stability); there is an order for a "unencumbered family" specialist (9%), and even divorced (1%).

Education tutor: the overwhelming majority of respondents (70%) note the need for the tutor of higher (not always pedagogical) education; 15% opt for a practice-oriented home teacher (secondary specialized education); for 13% - education is not an important criterion when choosing a tutor; 2% note that it is enough to have a complete secondary education.

With the parallel analysis of the criterion of "education" with the criteria "basic functions", conflicting trends were revealed:

only 11% of parents are focused on integrating care functions and education functions; 2/3 of the families interviewed need only the functions of supervision and care (we believe that these are the answers of parents of children under 3 years old who have not been available in pre-school establishments). Taking into account the sensitivity of the early childhood period and 2/3 of the waiting lists to the early age groups, which are closed in a number of constituent entities of the Russian Federation, we consider this indicator as alarming, requiring the implementation of special measures for the formation of "enlightened parenthood". The functions of supervision and care can be carried out by a specialist without special higher education, and the request for this segment is as great as possible (70%). For 5% of families, only educational services are

important; and for 10% - the combination of educational services with the services of a housekeeper, which reduces the entire educational process "to nothing".

We consider continuing education as continuity support of professional skills, but this requirement only for 26% of respondents - significant; 23% mark it optional (compare, in fact more than 70% are focused only on supervision and leaving); more than half (51%) believe that "it depends on the level of education". These results were unexpected and require a new study vector.

In the context of international educational integration, it is important to study foreign experience on the issue of education diversification. So the European Union develops a policy in the field of education, formulated special programs: COMETT, ERASMUS, SOCRATES, etc.

The purpose of the COMETT program, approved in 1986, is the formation of cooperation between universities and enterprises.

The ERASMUS program, approved in 1987, solves the issues of increasing and strengthening inter-university relations in the form of academic exchange programs, the implementation of joint educational projects.

The SOCRATES program has united a number of projects, among which:

- MINERVA (open and distance education, information and communication technologies in education);
- GRUNDTVIG (additional education, self-education, adult education).

The main idea of the SOCRATES program is to promote continuous learning and development. The purpose of the SOCRATES program is to strengthen international educational integration: improving the knowledge of foreign languages, promoting cooperation and mobility, developing new technologies, and ensuring equal opportunities.

At present, the issue of training and retraining of qualified personnel is important for any country. Russia is actively seeking new ways of modernization, reforming the education system.

The introduction of professional standards actualises the development of new additional professional retraining programs with the appropriation of qualifications. As a result, new educational programs for social workers have been developed at the Institute of Additional Professional Education for Social Workers of the Department of Labor and Social Protection of the Population of Moscow (hereinafter referred to as the IDPO DSPP of Moscow), among them "Social Work and the Development of the Organization of Social Protection of the Population" (680 hours), "Social rehabilitation of disabled people" (680 hours), etc.

The programs for advanced training courses (72 hours) are also constantly updated and developed taking into account the educational needs of social workers. At present, programs on such topics as "Innovative technologies of social services for elderly and disabled people", "Social support in the activities of social service organizations", "Models of development of public-private partnership in social service organizations", "Management and prevention of psychosocial risks", and many others.

In the educational and educational process of IDEP, the DSTN of Moscow actively uses one-day workshops, master classes, workshops, which are developed taking into account the educational needs of social workers. The themes of the seminars are diverse. For example, for the social workers, practical work is related to the problems of gerontology, dementia, geriatrics, innovative technologies of social services for the elderly. Taking into account the educational needs of the trainees, the trainings "Difficult client: what to do?", "Work with complaints", "Prevention of emotional burnout", as well as trainings for personal growth.

CONCLUSION

Diversification belongs to the number of social and pedagogical phenomena characterizing the modern period of the development of the world educational system. It is connected with the search for ways out of the crisis; with the formation of a new educational paradigm, oriented not to production, but to

personality; with an increase in the degree of flexibility of the educational system, its ability to quickly restructure, to take into account the increased demands of society for the results of its activities.

Modern additional vocational education for social workers requires diversification as an opportunity to expand and diversify educational services, actively introduce innovative forms and technologies, modernize the management structure of additional professional education, as well as mobility, flexibility and dynamism of the system of additional professional education.

The need for diversification of additional vocational education is conditioned not only by crisis phenomena at the level of the society, but also at the personal level, in the spiritual sphere of the person, expressed in reducing the moral, intellectual, cultural potential of the individual. Therefore, the process of diversification of additional vocational education should be carried out on the basis of a personality-competence approach. In this aspect, diversification is seen as a path to the formation of a socio cultural competence, the independence of the individual in the choice of the construction of instruction in accordance with their capabilities and abilities, as well as the needs of the market [Chuev 2016].

Diversification of additional professional education is impossible without the modernization of educational technologies. Active and interactive educational technologies, such as: trainings, business and role plays, case studies, situations from the professional activities of specialists in the social sphere, quests, workshops, roundtables, are coming to replace the traditional lectures at the Institute of Additional Professional Education of the Social Protection Staff of Moscow Learning through action is a key factor in the development of educational activities in the conditions of additional vocational education [Lebedeva 2017a : 161].

Creation of the personal-developing environment of the educational space for additional professional education, taking into account the andragogical approach to the training of social workers, is also one of the mechanisms for diversifying additional vocational education. Listeners of additional vocational education are workers who have their own professional and life experience, a certain level of education, as well as features of motivation for educational activities and certain educational requests. Andragogy, as the science of adult education, contributes to the creation of a personal and educational environment in additional professional education, taking into account the andragogical approach. The interaction of teachers and listeners on the basis of partnership, dialogue, cooperation creates an atmosphere conducive to the professional and personal development of social workers [Fedyakina,Zhukova 2013].

Diversification of additional professional education is impossible without renewing the role of a teacher working with an adult audience. Today, the teacher of additional vocational education is a facilitator, mentor, coach, educational manager, mentor who helps the social worker understand the "gaps" in some knowledge, skills, and quickly improve, develop the professional competencies required by a modern specialist, and also favors the launch of an internal activity, thereby developing professional mobility.

The International Social Work School, whose goal is to study the international experience of social work, carries out its activity in the Institute of Additional Professional Education of Social Protection Workers of Moscow on a regular basis. This format is also a model for training social workers. The International School of Social Work develops programs and organizes internships for its students and teachers in Germany, Austria, France, Switzerland, Italy, the Czech Republic, Singapore and other countries in Europe and Asia, as well as CIS countries.

Foreign internship is a way to get to know fellow-thinkers from different countries, to establish new business contacts, to share about their achievements in the field of social protection of the population and to get acquainted with the best work experience in the social sphere.

An important part of the International School of Social Work is the organization of international scientific and practical conferences. Within the autumn session of 2017 of the International School of Social Work, a round table was held in the format of the Moscow-Toulouse TV bridge (France) on "How to preserve personal identity in Alzheimer's disease: the experience of France".

The above models of training social workers with a variety of forms and educational technologies contribute to the modernization of additional vocational education for social workers. The implementation of the diversification of the system of additional professional education as the main vector for the development of innovative education is aimed at enhancing the professional and personal development of social workers. Speaking about the place and role of additional vocational education in the training of social workers, it should be emphasized that the actually developing system of education of social workers creates such an educational space within which each student has the opportunity to maximize his individual abilities and capabilities, promptly respond to the emergence of new objective trends .

Thus, at present, diversification is the main trend in reforming the system of additional vocational education that is able to respond quickly to the rapidly evolving social and economic transformations of Russian society, as well as to raise the level of professionalism of social workers, thereby ensuring their competitiveness in the modern labor market. In addition, diversification contributes to the creation of a personal-oriented educational space in the conditions of additional professional education and the construction of an individual educational trajectory of social workers.

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