# Developing the research potential of a social teacher in the context of digital technologies

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**Abstract**

In the system of modern domestic education, the problem of professional-pedagogical activity of teachers is one of the most popular and relevant, deserving separate empirical research and further practical study. This article aims to consider the role of a social teacher in society and reviews the research potential of a social teacher. Opportunities such as advanced training courses in research capacity development, ICT courses, speech at scientific conferences, participation in professional competitions, project works, master classes, and participation in network communities of social teachers are identified. The features of each opportunity noted in the development of research capacity are discussed in detail. Essential features of the notion's potential and research potential are disclosed in the article. Structural elements of the pedagogical model on three stages of teacher's research potential development at the system of further professional training.

**Keywords:** ICT courses; network community; research potential; social teacher.

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## 1. Introduction

The twenty-first century is not accidentally called the era of the information society. Information and communication technologies at a time of globalization are an important key to achieving results in all sectors of society (Derudder & Taylor, 2020). To date, the introduction of information into education is an important way of reforming it. In many cases, the information determines the further path of development of society and leads to the active development of human capital - to the formation of a new society, where the knowledge and skills of the future will be nurtured from an early age, where automation and other new technologies will increase the efficiency and speed of business, and the dialogue of citizens with their state will be simple and open. It is also expected that information technologies in the education system will change the life of society, ways of communication, and social habits.

The specialty of social teachers in our country appeared recently. The introduction of the specialty of social teachers into the education system was connected not only with changes in the political and economic life of society but also in social life. To date, a social teacher is a specialist who monitors the lives of children and adolescents, carries out social and pedagogical diagnostics, establishes communication between them and State and law enforcement agencies, identifies various problems between parents and their children, and searches for a way out of difficult situations that have arisen in the lives of children and adolescents (Sydorenko & Kovalchuk, 2019). Since today the specialty of a social teacher is in great demand, this issue requires a diverse, scientific study.

### 1.1. Purpose of study

Our research focuses on the research potential of social educators who work with the people in educational institutions that deal with social issues. The purpose of the study is to define the concept of "research potential," to identify opportunities to develop the research potential of a social teacher.

## 2. Methodology

The task of the study is to show the peculiarities of the possibility of developing the research potential of a social teacher, and ways of using them. On research issues, research methods such as conclusion, analysis, comparison of scientific works on the theory of pedagogy and psychology were used. . Particular attention is paid to the analysis of the professionalism of the modern teacher as the most important component and as a strategic resource that ensures the success and effectiveness of its daily activities in a digital educational environment.

## 3. Results

The development of the research potential of a social educator is a command of time. The main object of work of the social teacher is the child (Bochkareva et al., 2018). The needs and demands of the child, his views, and the mood at the current stage of development of digital technologies constantly change not only under the influence of the microenvironment surrounding him, but also social networks, and any innovations that constantly take place in every corner of the world. The growth of responsibility and the influence of changes in society on the work of a social teacher determines the need to develop the research potential of a social teacher.

The research potential of a social teacher is a characteristic showing a set of updating resources for the effective and useful setting of the goal, formation of a problem of research, formation of a hypothesis, collection, and processing of information in the process of research activity, analysis and collection of information for logical conclusion aimed at the achievement of

results in the process of formation of the applicant. Increasing the digital literacy of a social educator is one possibility to develop the research potential of a social educator (Spante, Hashemi, Lundin & Algers, 2018). Digital technologies are constantly changing, updating, and increasing their capabilities. In such a case, the digital literacy of a social teacher is the main condition for improving his professional qualifications and research capacity. Any teacher can increase their digital literacy in information and communication technologies (ICT) with the help of qualified specialists, remotely, or by attending courses.

These courses provide teachers with sufficient knowledge of ICT. The ICT is the concept characterizing different methods, ways, holes, ways, and information processing algorithms (Sazanova, 2016). Through network methods of ICT, it is possible to access educational and methodological, scientific information, organize quick advisory assistance, model scientific and research work, to carry out virtual educational works. The relevance of the use of information technologies by social teachers is connected with the constant growth of the volume of information in the flow and results of the educational process, with the need to obtain urgent information for the implementation of the practical direction of activity of the social teacher.

The main task of the social teacher is not to get a new result as in science, to provide moral assistance to the applicant in a certain current situation, to give a direction, or to help get a list of social assistance. To achieve this goal, one condition is placed on the social teacher - knowledge of the legislation in the social field. Usually, a social teacher is a specialist with higher education, with experience in social work, who owns legislation in the social field, can organize various events, and knows the peculiarities of their conduct (Dempsey et al., 2022). General social pedagogy can be called an industry that considers the process of education through the lens of social phenomena inherent in society. Each individual develops in an environment where there are certain traditions, moral principles, stereotypes, and advantages.

Man cannot exist outside society. But at the same time, he has an active influence on the environment. That is, it is an interconnected process. An individual may obey environmental conditions or the environment will be forced to accept it as it is. And a social teacher is a specialist who influences the socialization of the children and teenagers he works with, in the environment, and helps them find their place in life by remaining individuals. The social teacher at school monitors families with unfavorable living conditions and prevents offenses among adolescents. Its purpose is to help children find ways out of different difficult situations. In society, a social teacher meets many unresolved problems. These are the professional duties of the teacher, as well as related to the achievement of certain goals, the results that society expects from him (Kim, Jörg & Klassen, 2019). Even under such conditions, the social educator often faces the problem of the unwillingness of families with unfavorable living conditions to solve their problems. Because his working contingent is most often drinking parents who consider themselves very unhappy. Other parents are unwilling to solve their problems that are negligent in raising their children.

Many adolescents living in such an environment may perceive the way of life of their parents as proper. And the social teacher, in turn, works to properly direct children from such families to the needs of society, to the conditions that society places before them (Tursynay et al., 2021). Any type of these works is carried out within the framework of the legislative acts of our country. For this purpose, the specialist can use sites specially designed for legal-normative acts. The social teacher in his work can use legislative acts not only of the Republic of Kazakhstan but also of foreign countries. For this purpose, it is necessary to use the websites of law enforcement agencies, public authorities, bodies that deal with the social problems of children and citizens in general, and the websites of legal - regulations. In the course of his work, a social teacher may cooperate with law enforcement and judicial authorities. Certificates, reports, and characteristics issued in the practical work of a social teacher are carried out based on the legal acts used. Thus, the social teacher, attending ICT courses,

gets acquainted with ICT, legal acts, learns different innovations in the use of ICT methods, and based on this develops his research potential.

The next point in the development of the research potential of a social teacher in the conditions of digital technologies is courses of advanced training for teachers. Gukasova (2012) notes the following main directions of professional enhancement of social teachers: continuous improvement of professionalism and qualification, development of the social and pedagogical activity. Following the State educational standard of the Russian Federation, social teachers must take advanced training courses at least three times a year (Federal Law N 273-F3, 2012). This is an indicator of the importance of the work of a social teacher.

The content of education and upbringing is constantly changing, and the criteria for assessing the work of educational organizations and social work are constantly changing. The review of courses to improve the skills of social teachers in our country helped to find out that they take courses together with social psychologists. The courses provide additional knowledge linking social psychology and social pedagogy. In the courses, the teacher learns to monitor the relationship between the child and the social environment, to carry out research works by methods of adaptation of his or her submitted to the collective following the standards of education and upbringing. Advanced training courses provide an opportunity to learn new knowledge, and to increase professional competence.

In advanced training courses, the teacher is allowed to share the experience he has gained in life, in his environment, and from his colleagues in the team. In the process of work receives theoretical knowledge, and acquires practical experience from colleagues, representatives of the "risk group," and employees of state institutions. As a result of this mutually beneficial activity, professional experience is gradually being formed. Any situation encountered in the work of a social teacher requires a solution based on theoretical knowledge obtained at the university, the legislation used and using noted objects and methods in state institutions (Strah, Rupp & Morris, 2022). The social teacher carefully considers individual cases found in his work, and the work of his colleagues takes into account ways to solve them and makes conclusions. Today there are many opportunities to take advanced training courses. They can be passed anywhere remotely. For this purpose, the teacher follows his direction or the direction of his organization, where he works to choose from the course offered on the Internet necessary for himself.

The feature of the system of advanced training of teachers is the availability of special psycho-pedagogical courses, events, and training, which give opportunities to prevent difficulties encountered in professional growth in the process of performing the teacher's activities and allow to know themselves professionally. Thus, in the context of digital technologies, one of the possibilities for developing the research potential of a social teacher is the development of knowledge in courses of advanced training for social teachers.

Another possibility to develop the research potential of a social teacher is their participation in scientific and practical, scientific and theoretical conferences. Information about such conferences can also be found on special websites on the Internet. At such conferences, it is possible to share topical problems of social teacher practice, problems whose solution is very difficult or impossible to find and to summarize common signs of situations found in social work. Thus, the teacher engaged in social work can propose to include different topics in the social and psychology sectors in the work of the conference. Or, through familiarization with the conference materials, and reports, he can supplement his knowledge with the necessary data. He can use this information further in his professional activities. Participation in conferences will increase the culture of research activities of the social teacher and will give an opportunity to get acquainted with innovations in science, new directions, and opinions (Roy, 2018).

At scientific conferences, a teacher engaged in social work can meet with scientists who carry out research on topics relevant to his activities. It can also allow him to establish a connection with scientific staff who will be able to lead and give theoretical direction to his work. Such a pedagogical link provides an opportunity to establish a creative link between researchers and practitioners.

Scientific conferences shape the scientific environment in educational institutions. At conferences specialists not only get acquainted with other people's reports, but they can also make a report on problems encountered in their professional activity. Of course, for this purpose, it is necessary to view a lot of scientific works and read and study a lot. In turn, this is an important factor affecting the development of the research potential of the social teacher. In the context of digital technologies today it is necessary to note that it is possible to take part in conferences remotely (Moorhouse & Wong, 2022). Despite the part of the world in which the conference takes place, with the help of modern technologies it is possible to take part in them remotely, to make a report, or as a listener. Thus, one of the possibilities for the development of research potential is in scientific-practical, scientific-theoretical conferences devoted to social problems, branches of pedagogy, and psychology, presentation at them.

Another possibility to develop research capacity is participation in professional competitions. To date, a large number of various competitions are held aimed at identifying the best specialists in their industry. The purpose of such competitions is to develop creative activity and increase professionalism. The main task of such competitions is to disseminate objects and methods considered to be advanced in the work of the specialist, to improve the quality of work, to develop objects of professional relations, to expand the sphere of its use, to raise the status of the profession, to draw the attention of society to the problems of children and their parents (Afanasyev et al., 2018). During the competition, such tasks as writing essays on different topics, creating presentations, holding open lessons on the selected topic, analyzing their works, and tasks to solve difficult life situations are carried out. The materials for the competition can be provided on paper or in the form of videos.

Participating in the competition, the specialist offers his or her formed view of solving different problems, reveals problems from a theoretical point of view, and shares his or her own experience with the participants. The competition assesses his ability to reveal the topic in-depth, the feature of the methodological methods used by him, the variety of sources, the ability to establish contact, and the ability to analyze his work in-depth and accurately. During his/her work, the participant demonstrates his/her skills of professional communication with colleagues. The ability to assess the exact results of its work, learn to recognize needs, will be able to assess the effectiveness of its work in the process of comparison with others. Thus, the participation of the teacher in professional competitions of different levels allows them to develop their research potential.

The next opportunity to develop the research potential of a social teacher is to design and present the results of his work to colleagues. Project - activities aimed at achieving the goal in the process of work, and fulfillment of the exclusive product. In the field of psychology and pedagogy, the term "project" is not used for long. The project activity is based on theoretical conclusions of pragmatic pedagogy. The basis of project activities should be problems taken from life. And to solve them, you need the knowledge that students have gained before and the knowledge that they will get in the process of finding the disclosure of the design topic. Today the project activity consists of educational and cognitive or game, creative activities (Kozlova, 2015).

Principles of the organization of the project:
- Be properly executed, implement the project;
- Successful conditions must be created to enable the project to be executed effectively;
- Preliminary preparation of students for preparation of projects (special direction of the teacher in the selection of the project theme, etc.);

- Management of the project by the teacher - provision of topics for selection, work plan (including execution time, etc.);
- Mandatory familiarization with the results of works on the project at any site, etc.

Project works of students are carried out under the guidance of a teacher-specialist. To carry out design works with applicants, the social teacher must thoroughly understand the differences between design works and comprehensively consider the theoretical aspects of the topic under consideration. Using his knowledge acquired at the university in the process of working life, that is pedagogical potential, studying different literature, different publications, articles on a given topic, as a result of additional search he gets an opportunity to develop research potential. Educational, developmental, and educational goals are realized during the organization of design works and their implementation. The main task of the project work is to encourage each student to work independently, and if teaching the subject, formation of research skills, performance, and work with different literature is a developing goal, the educational goal is to teach the child to feel responsible in performing the selected work.

Project work planning begins with a discussion of the topic within the team. It consists of an exchange of views. Students with the help of a teacher, taking into account the potential of each participant (organizational, sports, communication, etc.) are divided into different directions. Information is collected and processed at the parsing stage. Each participant, taking into account the purpose of the project and the tasks of the team working with this project, determines their tasks. Based on his experience collects information, shares it with other information, and shares data obtained on the Internet or in other special literature. The teacher will be able to develop his research capacity in the process of collecting and familiarizing himself with information. In the next step, they are grouped by common characteristics, and a logical diagram is created to produce the total. And at this point, every participant should be ready to show their creative and research potential. By presenting the results of their work to the majority, participants will see the result of their project. This will help them to finally reveal their creative and professional abilities. And any of these works can be guided and carried out on the Internet. Thus, in the process of implementation of project works, which have recently been widely used in educational institutions, in the conditions of digital technologies through the selection of a topic, its versatile consideration, the definition of literature following the topic, the analysis of information, etc., it is possible to develop its potential.

One of the possibilities for developing research potential is masterclasses (Latypova, 2012). They are a modern object of training seminars to develop practical skills in the field of new techniques and technologies aimed at improving the professional level, summarizing the best practices of participants, expanding the outlook, and getting acquainted with new branches of knowledge (Toleubekova et al., 2016). During the master class, the specialist shows how to use a new technique or technology in practice. A certain specialist conducts master classes for those who aim to improve their results. Specialists deal with social problems by giving examples taken from real-life sharing their own experiences of problem-solving.

The master class can be called a two-way process, during which a personal connection is established with each participant. The specialist holds a master's class when he has grown sufficiently in his industry and has gathered the necessary experience. The master class can be called the object of advanced training of specialists collected by the technology of transfer of experience to others. The master class demonstrates one certain methodological method, the technology of teaching, education, and education methodology. Usually, the theme of the master class is formed from an analysis of current problems and technologies, aspects and methods of using different technologies, author's methods of using technologies in practice. You can participate in the master class both as an organizer and as a listener. Both provide an opportunity to develop research capacity (State Education Development Programme of Kazakhstan for 2011-2020, 2010). The potential is realized in conditions of a demonstration by the master social teacher of his experience, methods of the

pedagogical activity, methods, objects, joint analysis of the problem given in the master class program, independent definition of tasks and self-development, formation of the self-development program.

In the process of the master class, the social teacher can think about developments, participate in the analysis of the results obtained in the process of the master class, ask questions to the specialist who conducts the master class, in cases of need to get advice or advise himself, can propose to discuss his problems, questions, developments with others, show ways to solve the problems discussed, put forward his proposals. In the master class, the main ideas of the technology offered by the specialist are given in a brief form, his achievements in the process of work are described, and the effectiveness of the technology used is proved. Problems and prospects of his work are identified. In the master class, the specialist not only shares his knowledge, but participants are also actively involved in his work, obstacles to development are revealed, and direction is given for their elimination. Thus, participants are given conditions to know and reveal their opportunities. Masterclasses provide an opportunity to promote the effectiveness of pedagogical and methodological activities, quality improvement, professional growth, preparation and implementation of successful educational projects using new information technologies, and development of effective methods and facilities. Thus, digital technologies have been actively used recently in the participation and holding of master classes in educational and educational institutions (Toleubekova & Sarzhanova, 2018).

## 4. Discussion

Membership in the town, district network community, and active participation in its work gives a great opportunity to grow research potential. Such communities are accessible through the Internet. These communities work as an information and educational space for the collection of experience, methodological assistance among colleagues, and professional development. They constitute a virtual service of methodological assistance, consist of a base developed in educational institutions and tested various methodological materials, and programs, assist in the study of new theoretical knowledge and technologies. The review of materials of such communities has shown that the main goal of teachers or specialists working in educational institutions is to increase professional competence, ensure professional, creative, and cultural growth, help to study new content, technologies, and methods of their activities, summarize best practices, implement its propaganda (Buckingham, 2012).

The work of such communities is aimed at analyzing the factors impeding the development of the student's personality, providing psychological, rehabilitation, advisory assistance, preparing development programmes taking into account sexual and age characteristics, improving the effectiveness of educational works, creating a bank of innovation, passing certification by specialists, organizing studies concerning the problem, psychology of students and children being enrolled, organizing the work of a young, non-experienced specialist. The social situation of people from different social groups, creation of conditions for the participation of adults, parents in solving problems of children, organization of social and preventive space in the educational institution, organization of joint work of such institutions as educational institutions dealing with social problems, children's homes, charitable organizations, foundations are considered within the community.

As part of the work of these communities, various games, actions, and round tables are organized. Parents, subjects of the educational process, and the pedagogical team can participate in the work of the community. Such communities have no boundaries, being at any distance, it is possible to gain unlimited access to the development of their knowledge, that is, potential. Work in network communities is a new object of organization of professional activity. It provides an opportunity to communicate with people from different countries, share experiences among themselves, discuss ways of solving problems, to improve their professional level (Polichka, 2019).

Thus, we believe that Internet participation in online communities is another opportunity for capacity development.

The independent development of any specialist is a very important opportunity. It is the most important object of meeting the cognitive needs of the individual and requires the ability to organize time effectively and refine willpower, to be responsible for its development. The culture of self-education has been instilled in a future specialist since his studies at an educational institution. Later, in the process of adaptation of a young specialist, this skill develops even more. The specialist can use this opportunity most effectively provided that the social teacher has an interest in his professional growth, in research activities aimed at solving problems arising in the process of work. For this purpose, today there are huge opportunities to register in libraries in different parts of the world via the Internet, use literature on the necessary topics, process materials on different sites, familiar, and download materials from the websites of institutions that deal with social problems. The main factors of professional psychological training are the system of their values. It affects professional and practical activities (Luchaninov et al., 2017).

The main sign of psychological training can be called sincere attitude towards the child, in general towards the person, desire for justice and humanity in any case, resilience, courtesy. Self-development of a social teacher is a process aimed at increasing and developing pedagogical signs following special requirements and development programs. Self-development allows for increasing pedagogical competence. The set of standard methods includes retraining courses, subject commissions, seminars, methodological communities, creative communities, pedagogical readings, etc., to raise the professional level, it is necessary to systematically increase the professional level online with the above-mentioned methods. First of all, the development of the individual begins with a self-analysis of himself and his personal qualities, a critical view of his signs. Understanding, analyzing, and processing your work provides an opportunity for professional development.

Self-knowledge, self-evaluation, and discussion of disadvantages and advantages in their work provide an opportunity to overcome obstacles in their work. For this purpose, the teacher performs various online tests, takes part in online courses on the Internet, and gets the opportunity to evaluate himself. Thus, the social teacher evaluates himself. Based on this, it works with an already defined area of its research. To implement the self-development program, he must be professionally engaged in auto training. To increase skill, the presence of order, and systematicity in the person is important. If a person aims to develop his research potential, he can develop by reading certain literature in one program to taking courses, setting himself the task of achieving certain results (Pinto et al., 2016).

## 5. Conclusion

Self-development is an important opportunity to develop research capacity. Development of research potential is necessary to familiarize with innovations in science, scientific consideration of problems arising in professional activity, knowledge of scientific foundations of diagnostics, testing, questionnaires, etc. The educational institution is obliged to create conditions for effective, high-quality work of the social teacher, and the development of his research potential.

If the potential means a certain fund, resources, and the research potential of the social teacher in professional training, further aimed at achieving the goals in research activity, it is a system of abilities and capabilities which are the basis of his personal and professional development. Today there are many opportunities for the development of research capacity. During the writing of this article, we tried to reveal the content of several opportunities (advanced training courses, ICT courses, scientific conferences, participation in professional competitions, design, masterclasses, participation in network communities, and self-development) serving as the basis for the development of the research potential of the social teacher.

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