



THE PORTRAIT OF A SOCIAL EDUCATOR AS A CARRIER OF INFORMATION-DIGITAL COMPETENCE

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Abstract: *The rapid process of digital transformation and the COVID-19 pandemic required in a relatively short time to adapt to new social conditions, master new types of communication and at the same time provide an atmosphere of comfort in the new digital environment. The task of creating psychologically comfortable interpersonal relations in a digital society, creating conditions for the self-development of the individual, productive interaction with other people relies on social educators. This is what distinguishes the role of a social educator from the role of a teacher. In difficult conditions today, social educators must have not only professional competences, but also have a high level of the digital competence to solve the tasks assigned to him. Therefore, the purpose of the research is to develop a portrait of a social educator as a bearer of information-digital competences in the contemporary modern society. The study provides a comparative analysis of the functionality of the teacher and social educator in the context of digital transformation; determining the conformity of competences formed during training; development of a model of the information-digital competence of a social educator and determination of ways of its formation.*

Keywords: information-digital competence; descriptors of information-digital competence; social educator, digital portrait of social educator.

INTRODUCTION

The rapid development of technology has led to the digital transformation of all spheres of society, which provides a great chance for their development, and at the same time poses a challenge. The process of digital transformation was accelerated by a pandemic caused by COVID-19. Institutions, educational institutions had to work remotely, to ensure work in which not only employees needed to master new digital technologies and tools, but all citizens-consumers of social services. The changes that took place required everyone to adapt in a fairly short time to new so-

cial conditions, master new types of communication and at the same time provide an atmosphere of comfort in a new digital environment. This has significantly changed the ways of thinking, and especially the requirements for the digital competence of citizens, created prerequisites for constant training based on frequent changes in activities, including through gadgets. Under such conditions, the teacher turns into a facilitator, moderator, tutor, becomes a bearer of his own competences acquired in terms of formal, informal education, which allows him to earn a living by forming and developing other necessary for life competences, attitudes, behaviours, etc. In fact, he becomes a professional intermediary between programmes, digital resources and the result of their mastery, which will be successful if psychological comfort and positive motivation is created. The task of creating psychologically comfortable interpersonal relations in the digital society, creating conditions for the self-development of the individual, promoting its development, productive interaction with other people relies on social educators. This is what distinguishes the role of a social educator from the role of a teacher. In difficult conditions today, a social educators must have not only professional competences, but also have a high level of the digital competence to solve the tasks assigned to him. Azlinda Azman, Paramjit Singh Jamir Singh, Jonathan Parker, Sara Ashencaen Crabtree (Azman, Singh, Parker, & Grabtree, 2020), (Silva, 2009), Pollianna Galvão, Daniel Carvalho de Matos, Wirna Lima Gomes (Galvao, Matos, & Gomes, 2018), Rana Duncan-Daston, Maude Hunter-Sloan, Elise Fullmer (Duncan-Daston, Hunter-Sloan, & Fullmer, 2013) and other researchers, including Ukrainian have studied the issue of the social pedagogues' digital competences. A lot of research has been published on the definition and development of the digital competence of the teacher, but the information-digital competence of the social educator is barely mentioned there are no works in describe the information-digital competence of the social educator is highlighted. Therefore, the purpose of the research is to develop a portrait of a social educator as a bearer of the information-digital competence in modern society. The main goals are to carry out a comparative analysis of the functionality of the teacher and social educator in the context of digital transformation; determining the conformity of competences formed during training; development of a model of information-digital competence of a social educator and determination of ways of its formation.

1. QUALIFICATION INDICATORS OF A SOCIAL EDUCATOR

In general, the requirements and criteria for assessing the professional qualification indicators of a social educator competence of employees, which are formed according to the essence of the profession and the labour market, are regulated by professional standards. For the most part in the literature basically there are two terms in the literature – „vocational standards/professional standards” and „occupational standards”. Professional standards are indicators of competence in certain professions and types of classes that are established by the state or professional body. Professional labour standards are indicators that determine how much a person meets the work performance requirements in a certain type of occupation (Semyhina & Pozhydaieva, 2020).

For a better understanding of the peculiarities of the activity of a social educator, the authors we will conduct a comparative analysis of the main qualification indicators of the teacher and social educator. In accordance with the professional standard of the profession, the teacher’s task is to limit learning by forming key competences in education applicants, developing intellectual, creative and physical abilities that are necessary for learning and successful self-realization (Professional standard by professions, 2020).

To implement certain tasks assigned to his functions, the teacher must have 15 professional competences (Figure 1):

Subjects training (integrated courses)	<ul style="list-style-type: none"> • Linguistic and communicative competence • Subject-mathematical competence • Information and digital competence
Partner interaction with participants of the educational process	<ul style="list-style-type: none"> • Psychological competence • Emotional and ethical competence • Competence of pedagogical partnership
Participation in the organization of a safe and healthy educational environment	<ul style="list-style-type: none"> • Inclusive competence • Health-saving competence • Design competence
Management of the educational process	<ul style="list-style-type: none"> • Prognostic competence • Organizational competence • Evaluation and analytical competence
Continuous professional development	<ul style="list-style-type: none"> • Innovative competence • Lifelong learning • Reflective competence

Figure 1. Labour functions and competencies of a teacher

Source: Own work.

Since the professional standard for the profession „Social Educator” in the conditions of digital transformation is not approved, for analysis we will use the „Regulation on Psychological Service” (The Law of Ukraine, No. 509, 2018), which defines the types of activities carried out by a social educator and the functions of the service. The document highlights six main functions and clearly does not specify the necessary professional competences, but there are only descriptions of typical professional tasks and a general list of what a specialist should be able to do (Table 1).

The defined functions and abilities of a social educator indicate that their main task is to social assistance, protection, ensuring the comfort of the individual in a social environment, while the main functions of the teacher are activities teaching and educational. Social educators are assistants and mentors in the periods of personality formation, who help in independent problem solving without interfering in its affairs, who work to solve the problem of personality socialization, because the focus is on the development and formation of personality. (Bezpalco, 2015).

Table 1. Functions and skills of a social educator

Social Educator	The ability of a social educator
Diagnostic and prognostic	Select the optimal diagnostic tools; analyze, generalize diagnostic results; to predict the features of socialization of the individual; take into account the specifics of social groups.
Organizational and methodological	Determine priority areas of activity; plan the stages of activity; establish cooperation.
Correction and development	Forecast and plan life path; to carry out correction and development work; establish connections and provide assistance; stimulate personality.
Consultative and communicative	Make a communicative presentation; select methods of influence; to prevent and overcome conflicts; select tools and techniques of communication.
Educational and preventive	Organize individual, group, mass forms of preventive work; socio-positive activity; promote a healthy lifestyle; possess the ways and forms of preventive work.
Socio-protective	Create conditions for maintaining faith and achieving positive results; inform about rights and guarantees.

Source: Own work based on The Law of Ukraine, No.5 09, 2018.

2. PREPARATION OF MASTER'S SPECIALTY „SOCIAL PEDAGOGY”

We will investigate the formation of certain skills in the preparation of masters in the specialty „Social pedagogy”. Preparation of masters in the educational and professional programme „231.00.02. Social Pedagogy” at Borys Grinchenko Kyiv University focuses on the necessary knowledge, skills and practical skills in social and pedagogical activities and on the development of leadership, teaching and technological competences (Educational and professional programme: Social pedagogy, 2019). According to the educational and professional programme, graduates should have the following competences (Table 2):

In accordance with the Professional Standard „2446.2 Social Worker” (2021) it is recommended to expand the competences that a specialist should possess (Table 3). The knowledge, skills and skills gained by a social educator in the formation of these competences (see Table 3) require understanding and use of digital tools, and in the list of components of the educational and professional programme there is a single discipline „ICT in professional activity” of 4 credits, which is insufficient for the formation of the information-digital competence of a social educator.

Table 2. Competences of alumni of the educational and professional programme „Social pedagogy”

Competence	Forming Ability
Integral competence	Ability to organize and conduct social and pedagogical activities, conduct research, carry out social and pedagogical activities of the interdisciplinary team in an inclusive educational environment.
General competence	<p>Ability to abstract thinking, analysis and synthesis.</p> <p>Ability to develop and manage projects.</p> <p>Ability to evaluate and ensure the quality of work performed.</p> <p>Ability to communicate in a foreign language.</p> <p>Ability to conduct research at the appropriate level.</p> <p>Ability to show initiative and entrepreneurship.</p> <p>Ability to adapt and act in a new situation.</p> <p>Ability to generate new ideas (creativity).</p> <p>Interpersonal interaction skills. Ability to work in a team.</p>
Special (professional, subject) competences	<p>Ability to understand and use modern theories, methodologies and methods of social and other sciences.</p> <p>Ability to identify socially significant problems and factors to achieve social well-being of different groups of the population. Ability to professionally diagnose, predict, design and model social situations.</p> <p>Ability to implement methods and technologies of innovative practice and management in the system of social work.</p> <p>Ability to communicate with representatives of other professional groups of different levels.</p> <p>Ability to assess the process and result of professional activity and the quality of social services.</p> <p>Ability to professional reflection.</p> <p>Ability to collaborate and group motivation, facilitation of group decision-making processes.</p> <p>Ability to bring knowledge and own conclusions to specialists and non-practitioners.</p> <p>Ability to show initiative and entrepreneurship to solve social problems through the introduction of social innovation.</p> <p>Ability to identify professional identity and act on the values of social work.</p> <p>Ability to critically assess social consequences of human rights, social inclusion and sustainable development of society.</p> <p>Ability to form a positive image of the profession, its status in society.</p> <p>Ability to effectively manage an organization in the field of social work.</p> <p>Ability to develop, test and implement social projects and technologies.</p> <p>Ability to introduce the results of scientific research into practical activity.</p> <p>Ability to organize and conduct social and pedagogical activities with children, families, in educational institutions.</p> <p>Ability to carry out social and pedagogical activities of an interdisciplinary team.</p>

Source: Own work based on Educational and professional program of master degree „Social pedagogy”, 2019.

Table 3. Competences that are recommended to be added to professional ones

Competence	Forming Ability
General competence	Z.02 Ability to ensure confidentiality of personal information about social assistance recipients. Z.03 Ability to use information and communication technologies. Z.05 The ability to learn and be trained, to self-education, continuous professional development. Z.09 Ability to initiate, plan and manage changes to improve existing and develop new social systems. Z.11 The ability to establish social interaction, cooperation, manage versatile communication, prevent and resolve conflicts. Z.12 The ability to constantly learn and be modern, to self-education, continuous professional development.
Special (professional, subject) competences	A4. The ability to diagnose complex life circumstances of persons who have fallen into difficult life circumstances by various methods. A6. Ability to keep the necessary documentation when identifying potential recipients of social services. B4. Ability to conclude a contract for the provision of social services with a potential recipient of social services and maintain the necessary documentation. C(V)5. Ability to organize regulatory and informational and methodological support of social workers and social workers-specialists. Ye2. Ability to calculate the performance indicators of social services and their assessment. Zh2. Ability to use media and social networks to improve social work. Zh3. Ability to participate in interagency meetings, measures to prevent social problems within the administrative-territorial unit. Ability to implement methods and technologies of innovative practice and management in the system of social work.

Source: Own work.

3. INFORMATION-DIGITAL COMPETENCE OF A SOCIAL EDUCATOR

The changes occurring in society, both in educational and professional activities, concern especially the professional training of modern specialists in the social sphere, since their activities are related to work in society, analysis of social challenges. Taking into account the development of information and communication technologies, researchers Pavliuk, Liakh, Klishevych (Pavliuk, Liakh, & Klishevych, 2017) developed the structure of ICT competence of the future social specialist by transforming the structure of ICT competence of teachers recommended by UNESCO (Figure 2):

	Technological literacy	Deepening knowledge	Knowledge creation
Understanding the role of ICT in education and professional activities	Knowledge of educational and social policy	Understanding of educational and social policy	Innovations in educational and social policy
Curriculum and evaluation	Basic competences	Application of competencies	Competence of knowledge society
Educational and research activities	Use of technology	Using complex tasks	Self-education
ICT	Basic tools	Complex tools	The latest technology
Professional development	Literacy in digital technologies	Management and directions	social specialist as a role model

Figure 2. Structure of ICT competence of a social specialist

Source: Own work based on Pavliuk, Liakh, & Klishevych, 2017.

The high professionalism of social educators is extremely relevant and important, since the fate of people who turn to them for help especially now, during the digitalization of society, which in turn significantly accelerated the quarantine restrictions associated with the COVID-19 pandemic. The widespread use of digital technologies, „life” in network society, online communication, etc. encourage changes to the defined structure of ICT competence, as well as general and professional competences. Analysis of the main international and Ukrainian documents, among which the Concept of digital competence development (Order, No. 167-p, 2021), The Digital Competence Framework for Citizens: DigComp 2.1 (Carretero, Vuorikari, & Punie, 2018), European Framework for the Digital Competence of Educators: DigCompEdu (Redecker, 2017), ISTE Standards for Educators (2017), Professional standard for a group of professions „Teachers of higher education institutions” (Law, No. 610, 2021), Draft of the Concept of Digital Transformation of Education and Science for the period up to 2026 (2021), Digital Education Action Plan (2021–2027), Teacher’s Digital Competence Standard (Morze, Gladun, Vember, & Buinytska, 2018), Corporate standard of teacher’s digital competence in university (BGKU, 2021) etc., and the objective actualization of the use of digital tools in the activities of social educators and their preparation outlined the need to develop a structural model of the information-digital competence of social educators.

The main areas of the standard of information-digital competence of a social educator are defined:

- Professional development and self-improvement
- Professional communication and interaction
- Information literacy and work with data
- Secure use of digital resources
- Formation of information-digital competence
- Digital self-management

As more and more attention is paid to international academic mobility, cooperation of the university with European educational institutions, we believe that the levels of information-digital competence should be as close as possible to European ones. At the same time, increasing the requirements for the level of the information-

digital competence of social teachers in the conditions of „living online” caused by COVID-19, encourages the allocation of one mandatory level “A” – Analyst. At this level, a social educator must understand, know the potential and be able to use the digital tools that are necessary to ensure his professional activities.

Sufficient and high level, in accordance with European standards and description of the framework of digital competence of the citizen (DigComp UA, 2021), will contain two sublevels: Integrator (B1), Expert (B2) – sufficient level; Leader (C1), Novator (C2) – high level. Integrator is a social educator who creatively uses, incorporates the use of new digital tools, constantly expanding their list. At the Expert level, the social educator creatively, critically, uses digital tools and technologies, experiments with integrating them into professional activities open to new ideas. The Leader level requires a social educator to have a certain approach, to constantly develop in practice, to share experiences using digital tools with colleagues, to analyze and take into account the shortcomings of certain tools and technologies. The highest level - Innovator, provides the ability to select and develop new approaches and methods, introduces digital innovations, experiments with digital tools, motivates others to use them in practice. The specified structural model is presented in Figure 3.

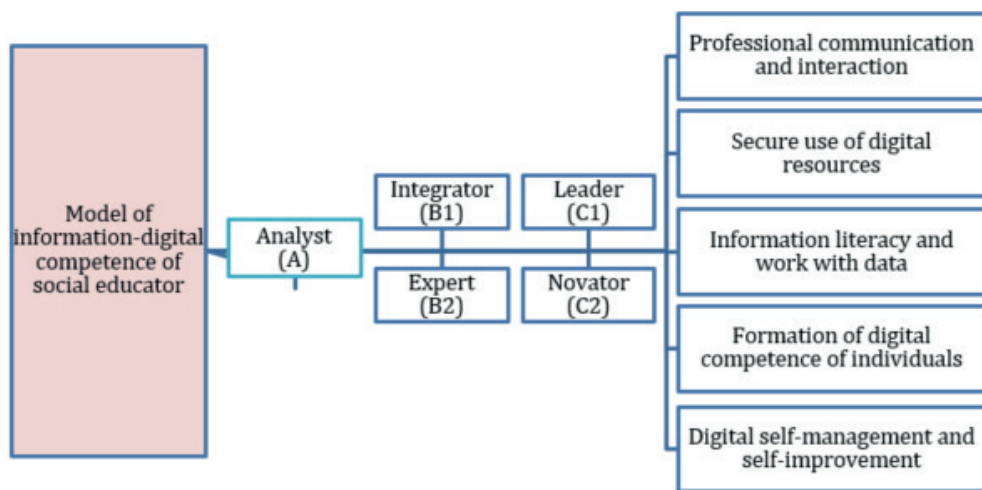


Figure 3. Structural model of the information-digital competence of social educators

Source: Own work.

The proposed model of information-digital competence covers the key needs of a social educator in the context of society digital transformation and is aimed at the practical use of means and services of digital technologies and increasing the level of digital literacy of the individual. The generalized structure of the information-digital competence of a social educator in accordance with the model determined by the authors are presented in Table 4.

Table 4. Generalized structure of the information-digital competence of social educators

Scope of competence	Title of competence
Professional communication and interaction	Critical perception of information for proper communication Participation in professional networking communities Dissemination and exchange of data using digital technologies Collaboration and interaction through digital technologies
Secure use of digital resources	Use of digital devices and software Using the Internet and online resources, online applications Compliance with copyright and use of licenses Protection of personal data and privacy Compliance with Internet security and network etiquette
Information literacy and work with data	Browsing, searching, filtering information and digital content Managing data, information, content Realization of requests and needs using digital technologies Modification and development of necessary digital content Understanding the significance of instrumental and representative types of literacy in the life of the individual
Formation of information-digital competence of personalities	Promoting the use of digital resources in the main spheres of society life Organization of selection and processing of digital tools for problem solving Creating new content that will provide easy adaptation personality in digital society Increasing positive motivation and interest in digital technologies
Digital self-management and self-improvement	Digital Identity Management Self-realization in digital society Self-assessment of the level of digital competence and elimination of gaps Professional self-development in a digital environment The use of digital technologies for continuous professional development

Source: Own work.

The proposed structure is not established, it can change in accordance with the challenges of the labor market, the state of development of digital literacy, the emergence of new digital services and technologies.

4. DIGITAL PORTRAIT OF A SOCIAL EDUCATOR

To develop a portrait of a social teacher as a carrier of information-digital competence in modern society, we will take as a basis the structure of information-digital competence and define digital technologies that can be applied in the process of professional activity.





Quarantine restrictions have become one of the catalysts for the chaotic and unreasonable introduction of digital technologies, since no appropriate analysis was done and an individual approach was not taken into account. As noted by I. Kuropas „mod-

ern digital technologies expand opportunities for access to information, development of personal competence, establishment of interaction and communications, as well as for expressing their own opinion, for creativity, self-realization, protection of their rights and manifestation of civic activity. It's not only about social media posts, but also about the adaptation of traditional formats to new realities" (Kuropas, 2021). A key role in the adaptation of the individual to a new digital society relies on social educators, so their training in educational institutions should be carried out taking into account modern requirements.

Let's take a closer look at each of the areas of application of the information-digital competence.

Especially important in today's conditions caused by the COVID-19 pandemic, when almost all communication takes place online, is the competent organization of professional communication and interaction. To understand each competence, the authors adapted and selected a list of necessary skills and skills descriptors, which are important for future social educators (Table 5).






Table 5. Competences and descriptors of the field „Professional communication and interaction”

Title of competence	Schematic designation	List of descriptors
Participation in professional network communities and creation of new ones		Join professional network communities, initiate active discussions, establish professional business contacts Be able to create and promote professional communities with digital tools
Dissemination and exchange of data using digital technologies		Be able to select and apply digital technologies for the dissemination and exchange of data, take into account the rules of confidentiality and authorship
Critical perception of information for proper communication		Understand and take into account the relevance of using digital tools for communication Skills to analyze, select and use digital tools for effective professional communication according to the needs of the audience Be able to adapt different rules of communication to a specific audience
Cooperation and interaction through digital technologies		It is correct and appropriate to select digital technologies taking into account the context, age category, cultural and social features Be able to create common digital content, organize group work, implement joint social initiatives, network projects, experiment with new forms of cooperation organization

Source: Own work.

The implementation of professional activities of a social educator today cannot occur without the use of digital resources. To organize effective work, you need to know how to choose resources taking into account goals, features and needs, how they can be modified and improved, how to properly and safely use. In order to provide recommendations for their selection, dissemination, use, modification, it is necessary to observe copyright, to be able to protect personal data, etc., as shown in the specified descriptors (Table 6).

Table 6. Competences and descriptors of the field „Secure use of digital resources”






Title of competence	Schematic designation	List of descriptors
Use of digital devices and software		Be able to safely configure and use gadgets for your own needs and activities Correctly select, install and use software, online services, applications
Using the Internet and online resources, online applications		Be able to use the Internet properly, safely use online resources Prevent online crimes in a digital environment Understand the technology of creating online resources, applications, be familiar with their administration Be able to detect questionable Internet resources
Compliance with copyright and use of licenses		Be able to use and distribute content in compliance with copyright and privacy rules Understand the principles of distribution of copyrights and licenses for content, data, etc.
Protection of personal data and privacy		Understand how to use and share personal information Know and be able to reliably protect personal data, privacy in the Internet and digital environments
Compliance with Internet security and network etiquette		Know and adhere to the ethics of communication, rules of conduct, integrity, legal norms in the Internet and digital environments Know and adhere to security measures on the Internet, understand the risks and threats in the network environment Be able to protect yourself and others from bullying, cyberbullying, phishing and other dangers

Source: Own work.

During a sharp increase in access to information, the movement of communication online due to the pandemic COVID-19, the increase in the flow of disinformation in the modern world, which poses a threat to life, information literacy is a key competence to solve the problem of disinfodemia. Information literacy „promotes access to information, freedom of expression, protection of privacy, prevention of violent extremism, promotion of digital security, etc.” as noted in the Seoul Declaration

on Media and Information Literacy (2021-19) and is called to increase information literacy to overcome gaps in access to information, ensure open, inclusive and safe development of technologies, solving the problem of misinformation. A necessary, in our opinion, list of descriptors is shown in Table 7.

Table 7. Competences and descriptors of the field „Information literacy and work with data”





Title of competence	Schematic designation	List of descriptors
Browsing, searching, filtering information and digital content		Be able to formulate needs, set searches, analyze critically and select the necessary data, content in digital environments Be able to check the reliability of sources and reliability of information
Managing data, information, content		Be able to select, process and store information, content Be able to accumulate, organize, form visualized understandable reports
Realization of requests and needs using digital technologies		To be able to select and use digital services and technologies for social services, professional development, recreation, savings, etc.
Modification and development of necessary digital content		Be able to create digital content in different formats and integrate into other data arrays, modify and edit existing content Use a variety of services and tools to modify content, give it creative attractiveness Understand the benefits and limitations of services and tools
Understanding the significance of instrumental and representative types of literacy in the life of the individual		Be able to track and take into account know-how on the dissemination of new technologies (computer, network, technological), to have instrumental literacy Be able to analyze information that has an impact on the needs of society in communication and to understand the meaning of information, visual, media literacy, to have representative literacy Be able to track media influence on different social groups, solve different social problems with media involvement

Source: Own work.

The formation of digital competence is an important factor in supporting digital transformation processes. Social educators will have to develop the ability to independently evaluate and master new digital tools as they appear and at the same time

need to learn how to popularize them, acquaint others with them, explain their need and use. These basic abilities are presented in Table 8.



Table 8. Competences and descriptors of the field „Formation of digital competence of individuals”




Title of competence	Schematic designation	List of descriptors
Promoting the use of digital resources in key areas of society		Know and train others to use digital resources to ensure social well-being To be able to support others in the development of digital competence
Organization of selection and processing of digital tools for solving problems		Teach to assess needs, select and use digital tools to respond and meet these needs Be able to ensure accessibility through resource settings
Creating new content that will provide easy personal adaptation in the digital society		Be able to create simple and understandable digital content, make innovative changes to existing digital products Use digital services and technologies to create and distribute content for easy adaptation of other personalities
Increasing positive motivation and interest in digital technologies		Encourage others to use digital technologies to solve social problems, ensure communication, avoid health risks, find opportunities for self-development, etc.

Source: Own work.

In the digital society, digital self-management has become important, i.e. the ability to use digital tools to manage themselves, their time, their lives, manage the flow of their lives, develop and improve (Table 9).

Table 9. Competences and descriptors of the field „Digital self-management and self-improvement”

Title of competence	Schematic designation	List of descriptors
Digital identity management		Understand what digital identity is, know what information and what means are collected about the individual
Self-realization in the digital society		Critically evaluate yourself and your own environment, be able to navigate, develop, adapt in a digital environment Acquire training to use a digital environment for self-expression, self-improvement

Self-assessment of the level of digital competence and elimination of gaps		Be able to identify gaps in the development of digital competence and build a personal trajectory of development, to carry out constant monitoring of own development
Professional self-development in the digital environment		Be able to use digital educational resources for self-development, improvement of professional practices, etc. Be able to use digital tools for resource management
The use of digital technologies for continuous professional development		Be able to determine the need and choose resources, plan, organize and carry out self-education and professional development

Source: Own work.

For the formation of knowledge, skills and abilities defined in Tables 5–9 there is a large list of digital resources that can be used in the professional activities of a social educator. Our study presents only a small part of the possible digital resources for each areas of application of the information-digital competence. The combination of the areas of application of the competence, the list of competences and digital resources for the formation and development of the information-digital competence are reflected in the digital portrait of the social educator (Figure 4).

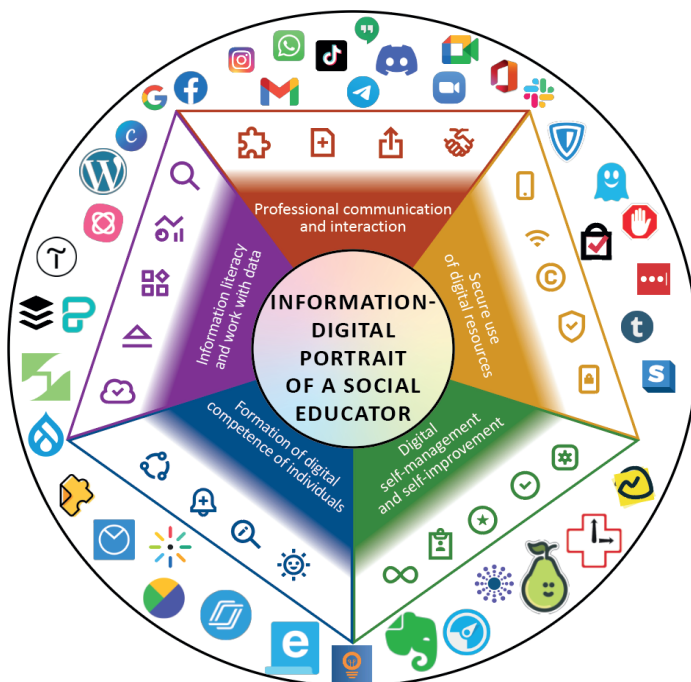


Figure 4. Digital portrait of a social educator

Source: Own work.

Among the presented tools (Figure 4), the possession of which will allow to prepare competitive social educators, we will single out the main groups - tools for working on the Internet, tools for working together, tools for working with electronic documents, tools for online communication, tools for organizing events, content creation tools, visualization tools, work organization tools, project management tools, learning management tools, productivity tools, cybersecurity tools and more.

We will not dwell on the description of the tools related to each of the groups, as they are constantly updated, improved, new ones appear and existing ones cease to be used. When training social educators, it is necessary to constantly monitor the development of digital technologies to teach them new modern tools that will help in professional activities. In addition, modern specialists must independently analyze the latest digital technologies, search for and master the work with new digital tools, self-study in open mass online courses to be able to provide quality professional assistance.

CONCLUSION

In modern conditions it is important to ensure the creation of psychologically comfortable interpersonal relationships in the digital society, to create conditions for self-development of the individual, to promote its development, to help organize productive interaction with other people. These are the main tasks that are entrusted to social educators. To solve them, the social educator must have not only professional competences, but also have a high level of digital competence. The analysis of general and special competences defined by the educational and professional training programme for masters in the specialty “Social Pedagogy” confirmed the inconsistency of the needs of the digital society.

Based on the study of major international and Ukrainian documents on digitization and development of digital competence, a structural model of information-digital competence of social educator has been developed, which covers the key needs of social pedagogy. A detailed description of the generalized structure and descriptors of information-digital competence of a social educator, analysis of digital resources for the formation and development of the information-digital competence are contained in the digital portrait of a social educator. The digital portrait of a social educator reflects his key needs in the context of digitalization of society and focuses on the practical use of tools and services of digital technologies to improve digital literacy.

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