

identified, which confirms the need for their further investigation (Dewey, 1938). The analysis emphasises the significance of the upbringing environment in the professional formation of future social pedagogues and point to the necessity of expanding research in this area and developing new approaches aimed at improving the quality of the upbringing process at universities (Bowden et al., 2021).

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DIGITAL RESOURCES IN THE ACTIVITIES OF SOCIAL EDUCATION PROFESSIONALS IN THE PREVENTION OF DOMESTIC VIOLENCE

Abstract

This article explores the use of digital resources in the professional activities of social educators aimed at preventing domestic violence in families with children. The relevance of the study is determined by the ongoing digital transformation of the educational and social sectors, as well as the growing need for effective mechanisms for early risk identification and timely family support. The purpose of the research is to analyze the potential of digital platforms and identify the specifics of their application in preventive social and educational work. The study employed methods of literature analysis and synthesis, questionnaires, quantitative and qualitative data analysis, and SWOT analysis. The empirical basis of the research included survey results collected from social educators working in secondary schools in Astana and Almaty. The findings revealed that

digital technologies are mainly used for communication with parents and children, online consultations, and interagency interaction. At the same time, several limitations were identified, including insufficient digital competencies among specialists, the lack of specialized digital platforms, and limited methodological support. The study concludes that improving the effectiveness of violence prevention requires the systematic integration of digital technologies into social and educational practice and the enhancement of professional digital training for social educators.

Keywords: digital platforms, social educator, children, domestic violence, prevention, child protection.

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ТҰРМЫСТЫҚ ЗОРЛЫҚ-ЗОМБЫЛЫҚТЫҢ АЛДЫН АЛУДАҒЫ ӘЛЕУМЕТТІК ПЕДАГОГТЫҢ ҚЫЗМЕТІНДЕГІ САНДЫҚ РЕСУРСТАР

Аңдатпа

Мақалада балалар тәрбиеленетін отбасылардағы тұрмыстық зорлық-зомбылықтың алдын алу бағытындағы әлеуметтік педагогтердің кәсіби қызметінде цифрлық ресурстарды қолдану мүмкіндіктері қарастырылады. Зерттеу тақырыбының өзектілігі білім беру мен әлеуметтік саланың цифрлық трансформациясының күшеюімен, сондай-ақ отбасы жағдайындағы тәуекелдерді ерте анықтаудың тиімді тетіктерін жетілдіру қажеттілігімен байланысты. Зерттеудің мақсаты – әлеуметтік педагогтердің профилактикалық қызметінде цифрлық платформалардың әлеуетін талдау және оларды қолданудың ерекшеліктерін айқындау. Зерттеу барысында ғылыми әдебиеттерді талдау және жинақтау, сауалнама жүргізу, сандық және сапалық деректерді өңдеу, SWOT-талдау әдістері пайдаланылды. Эмпирикалық база ретінде Астана және Алматы қалаларындағы жалпы білім беретін мектептердің әлеуметтік педагогтері арасында жүргізілген сауалнама нәтижелері алынды. Зерттеу қорытындылары цифрлық технологиялардың көбіне ата-аналармен және балалармен байланыс орнату, онлайн кеңес беру және ведомствоаралық өзара іс-қимыл мақсатында қолданылатынын көрсетті. Сонымен қатар мамандардың цифрлық құзыреттілігінің жеткіліксіздігі, арнайы платформалардың тапшылығы және әдістемелік қолдаудың әлсіздігі негізгі кедергілер ретінде анықталды. Нәтижесінде әлеуметтік-педагогикалық практикаға цифрлық технологияларды жүйелі енгізу және мамандардың цифрлық даярлығын жетілдіру қажеттілігі негізделді.

Түйін сөздер: цифрлық платформалар, әлеуметтік педагог, балалар, тұрмыстық зорлық-зомбылық, балаларды қорғау, цифрлық технологиялар.

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ЦИФРОВЫЕ РЕСУРСЫ В ДЕЯТЕЛЬНОСТИ СОЦИАЛЬНЫХ ПЕДАГОГОВ ПО ПРОФИЛАКТИКЕ СЕМЕЙНОГО НАСИЛИЯ

Аннотация

В статье исследуются возможности применения цифровых ресурсов в профессиональной деятельности социальных педагогов, направленной на профилактику семейного насилия в отношении детей. Актуальность темы обусловлена активной цифровизацией социальной и образовательной сфер, а также необходимостью поиска эффективных механизмов раннего выявления факторов риска и своевременной поддержки семей, находящихся в трудной жизненной ситуации. Цель исследования заключается в анализе потенциала цифровых платформ и определении особенностей их использования в профилактической работе социальных педагогов. В ходе исследования использованы методы анализа и обобщения научной литературы, анкетирования, количественного и качественного анализа данных, а также SWOT-анализ. Эмпирическую базу составили результаты опроса социальных педагогов общеобразовательных школ Астаны и Алматы. Установлено, что цифровые технологии применяются преимущественно для коммуникации с родителями и детьми, онлайн-консультирования и межведомственного взаимодействия. Вместе с тем выявлены ограничения, связанные с недостаточным уровнем

цифровых компетенций специалистов, дефицитом специализированных платформ и отсутствием методических рекомендаций. Сделан вывод о необходимости системной интеграции цифровых технологий в социально-педагогическую практику и совершенствования подготовки специалистов к работе в цифровой среде.

Ключевые слова: цифровые платформы, социальный педагог, дети, семейное насилие, профилактика, защита детей, цифровые технологии.

Introduction. The problem of domestic violence against children represents one of the most significant threats to their physical and mental development. In today's changing social environment and the rapid digitalization of education and the social sphere, the need to find new, effective prevention tools is growing. Social educators are key players in the early detection and prevention of violence, facilitating interactions between families, educational institutions, and social services. However, traditional approaches (in-person consultations, foster care) do not always allow for timely risk identification and ongoing support for families. Digital platforms offer new opportunities for preventive interventions, including remote consultations, data collection and analysis, and access to support for children and parents. This necessitates scientific analysis of the effectiveness of these platforms in the work of social educators.

The effectiveness of digital platforms in the practice of social educators largely depends on the level of development of the digital infrastructure and the specifics of the regulatory framework in this area. These conditions determine both the possibilities of using digital tools and the degree of their integration into the system of prevention and support for children and families. The state program «Digital Kazakhstan», adopted on December 12, 2017, laid the foundation for the digitalization of the country, including education. The main goal of this program was to accelerate the development of the country's economy and improve the quality of life of the population through the use of digital technologies (Government of the Republic of Kazakhstan, 2017). In 2022, it became invalid, and in 2023, in accordance with the Decree of the Government of the Republic of Kazakhstan №269, the Concept of Digital Transformation for 2023–2029 was adopted, focusing on the development of human capital and the innovation ecosystem. This Concept actualizes issues related to the transition to the Data-driven Government model and the implementation of artificial intelligence technologies. To implement this concept, 54 activities were identified, including: Activity 1. Implementation of the GovTECH platform; Activity 3. Creation of a national artificial intelligence platform based on SDU; Activity 5. Development of a National Platform for Digital Biometric Identification. Another important aspect of this Concept is ensuring cybersecurity, since digital platforms operate in an intensive exchange environment (Government of the Republic of Kazakhstan, 2023).

In the Address to the People of Kazakhstan by President of the Republic of Kazakhstan K.-J. Tokayev (2026), «Kazakhstan in the Era of Artificial Intelligence: Current Challenges and Their Solutions through Digital Transformation», it was noted that the strategic objective of transforming the Republic of Kazakhstan into a fully-fledged digital country has been set. For this purpose, the Ministry of Artificial Intelligence and Digital Development was established on the basis of the relevant ministry. The declaration of 2026 as the Year of Digitalization and Artificial Intelligence underscores the strategic importance of this area for the country's socioeconomic development (President of the Republic of Kazakhstan, 2026).

On January 9, 2026, the Digital Code of the Republic of Kazakhstan was adopted and constitutes the digital legislation of the country. According to this code, the goals and objectives are legal regulation of matters arising in the digital environment, defining mechanisms for implementing a unified state policy, strengthening law and order, attracting investment in the digital environment, and ensuring legal digital transformation. A digital platform is one of the digital environments. A digital environment is an element of the digital environment created using digital technologies, possessing digital characteristics and allowing digital environment entities to exercise powers. The Digital Code of the Republic of Kazakhstan (2026) defines a digital platform as an object that provides access to services in the digital environment, data, services, and products posted by digital environment entities and enables interaction with each other. This definition allows for the digital platform to be interpreted not only as a

technological solution, but also as a space in which interaction between various participants is built, including specialists in the social and educational spheres.

The development of digital platforms in the social and educational spheres necessitates their integration into the system of ensuring children's well-being. In this context, the «Children of Kazakhstan» Concept for 2026-2030, approved by the Decree of the Government of the Republic of Kazakhstan (2026), is of particular importance which defines the strategic guidelines for state policy in protecting the rights and interests of children. The document aims to create a comprehensive support system covering key areas of a child's life, including safety, education, health, and social protection, and is focused on transitioning from targeted responses to systemic prevention through the development of interagency cooperation.

One of the key areas of the Concept's implementation is the introduction of a unified digital platform for psychological assessment and support of children. This initiative aims to promptly identify psychological and behavioral risks, expand access to qualified help, and strengthen the role of educational psychologists in the child welfare system. The use of digital solutions allows for monitoring the dynamics of a child's condition, developing individualized support routes, and improving the targeted nature of support. At the same time, digitalization of processes helps reduce duplication of functions between agencies and optimize the professional workload of specialists.

The identified priorities include the development of institutional and professional support mechanisms for educational psychologists, including the introduction of special hours aimed at developing students' social-emotional skills, the creation of specialized support rooms for children affected by violence, and the updating of professional standards and qualification requirements for specialists. Significant attention is being paid to the organization of systematic professional development, considering contemporary challenges, the development of case management, and the expansion of psychologists' participation in interagency collaboration, including in supporting victims and witnesses of violence. The implementation of these measures will create the preconditions for the development of a sustainable system of psychological safety for children, enhancing the professional status of educational psychologists, and ensuring the availability of timely and high-quality assistance regardless of region of residence (Government of the Republic of Kazakhstan, 2026).

However, the use of digital solutions by social educators remains uneven, and their potential for preventing domestic violence is not fully realized. This necessitates a more detailed examination of the capabilities of digital platforms and the conditions for their effective use in the professional work of specialists. The aim of this study is to analyze the potential of digital platforms for social educators to prevent violence in families with children and identify areas for their practical application.

Digital platforms are becoming an important component of social educators' professional activities, expanding opportunities for the prevention of domestic violence, improving communication with families, and increasing access to social and educational support services.

- The study revealed that social educators mainly use digital technologies for communication with parents and children, online consultations, and interagency interaction, while specialized digital tools for violence prevention are applied less frequently.

- The findings indicate that the effective implementation of digital platforms is limited by insufficient digital competencies among specialists, a lack of methodological support, and the shortage of specialized preventive digital resources.

- The SWOT analysis demonstrated that the digitalization of social and educational practice has considerable potential, particularly in strengthening preventive work and improving coordination between institutions involved in child protection.

- The research substantiates the need for the systematic integration of digital technologies into social and educational practice, as well as the development of professional digital training aimed at improving support for children and families at risk.

The aim of the study is to determine the possibilities and effectiveness of using digital platforms in the activities of social educators to prevent violence in families with children.

Research objectives:

- *to determine the level of development of digital competencies of social educators*, including proficiency in digital platforms, online interaction tools, and skills for working in a digital environment in the context of preventing violence in families with children.
- *to identify and systematize digital tools and platforms used by social educators* in preventive activities (online counseling, family monitoring, communication with children and parents, interdepartmental cooperation, etc.).
- *conduct an empirical study (survey) among social educators* with the aim of analyzing the practice of using digital platforms, identifying difficulties and needs of specialists in this field.
- *conduct a SWOT analysis of the use of digital platforms in the activities of social educators to prevent violence in families with children*, highlighting the strengths and weaknesses, opportunities and threats of digitalization in this professional field.

Materials and Methods. Current research in social pedagogy and the digitalization of education demonstrates that the problem of preventing violence in families with children is taking on new dimensions in the context of society's digital transformation. Traditional approaches to social pedagogy, focused on face-to-face interaction with families and interdepartmental collaboration, are being supplemented by digital tools, necessitating a revision of both the theoretical foundations and practical mechanisms of prevention efforts.

Classic studies of social pedagogy focus on the content of the specialist's professional work in the context of protecting children's rights and preventing family dysfunction. For example, D.Z. Atayeva (2018) provides a detailed analysis of the social educator's work with children who have been subjected to violence, including diagnosing the family situation, identifying signs of abuse, and organizing assistance for child victims, emphasizing the need for early intervention and comprehensive family support. Antasheva (2012) takes a similar position, examining the work of school social educators in relation to the protection of children's rights. The author emphasizes interdepartmental cooperation, legal frameworks for violence prevention, and the importance of educational institutions as a space for identifying family dysfunction. An important contribution to the development of the theoretical foundations of violence prevention was made by Spirina and Spirina (2012), who examined the training of social educators to work with at-risk families. The authors highlight the key professional competencies of a specialist, including diagnostic, communicative, and corrective ones, and also emphasize the need for a systemic approach to prevention. With the development of the digital environment, research is shifting toward analyzing new risks and opportunities. Mitryashkina (2023) examines the training of social educators to prevent violence in adolescent online communications, emphasizing the need to develop digital competencies in specialists capable of working in the online environment and using digital tools for prevention.

Research into digital risks demonstrates that modern technologies not only expand prevention opportunities but also create new forms of violence. Tarabrina (2023) analyzes the impact of digital technologies on violent crimes against minors, identifying the role of the internet and mobile devices as means of engaging and controlling victims. The sociocultural aspects of the digitalization of family relations are explored in the works of Yanak (2021), who analyzes the interactions between parents and children in the information space, highlighting the risks of digital socialization and the need to create a safe digital environment. These findings are complemented by the research of Soldatova and Teslavskaya (2019), who examine the specifics of using digital technologies in families with children and emphasize the role of parents as mediators of the child's digital experience.

In international studies, digital platforms are considered an effective tool for the prevention and support of victims of violence. For example, O'Campo et al. (2021) describe the development of web applications for violence screening and safety planning based on a user-friendly approach, which allows for the individual needs of users to be taken into account. An important area of research is related to the analysis of digital violence. Woodlock (2017) considers the use of technology as a tool for control and harassment in the context of domestic violence, introducing the concept of technologically mediated

violence. Developing this idea, Woodlock et al. (2019) introduce the concept of digital coercive control, emphasizing that digital technologies are becoming part of systemic violence. Contemporary research also highlights the insufficient integration of digital aspects into social work practice. Brookfield et al. (2024) indicate that technology-facilitated abuse remains an underestimated problem in the safeguarding system. Review and empirical studies (Fiolet et al., 2021; Rogers et al., 2022) demonstrate that digital violence is closely linked to traditional forms of domestic violence and requires a comprehensive approach to prevention, including digital diagnostic and support tools.

Practice-oriented studies (Ford-Gilboe et al., 2020; Hegarty et al., 2015; Koziol-McLain et al., 2018) confirm the effectiveness of digital platforms in violence prevention, including mobile applications and web services for risk assessment, safety planning and information provision. Thus, an analysis of the scientific literature suggests that digital platforms are becoming an important tool for social educators in preventing violence in families with children. They provide expanded access to assistance, early risk identification, personalized preventive measures, and increased effectiveness of interagency cooperation. However, there remains a need for further scientific understanding of the integration of digital technologies into social and educational practice, including the development of methods for their use and the development of digital competencies among specialists.

Furthermore, modern research by American scientists demonstrates the active integration of digital platforms into domestic violence prevention practices, including the work of social workers interacting with families raising children. Although the terminology «social work» and «child welfare» is more commonly used in international research, these studies are highly relevant for analyzing the work of social educators. Anderson et al. (2021) made a significant contribution to the study of digital interventions, analyzing the effectiveness of web-based and mHealth interventions in preventing intimate partner violence in her systematic review. The author emphasizes that digital platforms are used for screening, information, development of individualized safety plans, and referral to specialized services. Furthermore, she notes the high accessibility and acceptability of such tools, particularly for women in vulnerable situations, including mothers with children. Choo et al. (2016) research examines the implementation of the B-SAFER web-based intervention, which aims to reduce the risks of violence and substance use. The study demonstrates that digital platforms can be effectively used in crisis settings (e.g., emergency departments) to provide initial support to women experiencing violence. This is particularly important for families with children, where timely intervention can prevent further escalation of violent behavior (Choo et al., 2016).

Glass et al. (2022) is developing a program of personalized digital tools, specifically the myPlan app for risk assessment and safety planning. Research shows that using such apps increases users' risk awareness, strengthens their autonomy, and enables them to make safer decisions. These tools can be integrated into the practice of social educators as a means of supporting families in crisis (Glass et al., 2022). Sabri et al. (2021), who develops digital interventions for immigrant women experiencing violence, pays special attention to vulnerable groups. The it's weWomen Plus project uses digital platforms to improve mental well-being, enhance safety, and empower users. This approach is particularly important in the context of social pedagogy, as migrant families with children often face limited access to traditional forms of support. A practice-oriented approach is presented in Burnett et al.'s (2021) research on the DOVE (Domestic Violence Enhanced Home Visitation) program. This model integrates digital technologies into home visits to families during the perinatal period. Results show that the use of mHealth tools enhances the competence of professionals, improves the identification of cases of violence, and strengthens preventive work in families with young children (Burnett et al., 2021).

Constantino's work analyzes the potential of online platforms and digital support communities for women experiencing violence. The author notes that digital environments provide anonymity, reduce psychological barriers to seeking help, and facilitate the development of sustainable crisis management strategies. Such platforms can be used by social educators as an additional resource for supporting families (Constantino et al., 2015). An analysis of scientific research suggests that digital platforms are becoming an important tool for preventing violence in families with children. Their use ensures:

- expanding access to assistance;
- increasing confidentiality and safety of treatment;
- the possibility of early identification of risks of violence;
- individualization of preventive and corrective measures;
- strengthening interdepartmental cooperation of specialists.

At the same time, the researchers emphasize the limitations associated with digital inequality, the risks of privacy violations and the need for qualified specialists to accompany users. Therefore, a model combining digital technologies and traditional forms of social work, including the work of social educators when supporting children, is considered the most effective. In a broader context, a well-developed level of digital competence contributes to the efficiency of professional activities across different areas of social and educational practice and supports more effective interaction within the modern digital environment (Zhunusbekova et al., 2023).

The study was aimed at examining the possibilities and practical effectiveness of digital platforms in the professional activities of social educators involved in the prevention of domestic violence in families raising children. Attention was paid to the level of digital preparedness of specialists, the forms of digital interaction used in preventive practice, and the institutional barriers influencing the implementation of digital technologies in social and educational. To achieve the research purpose, several interrelated objectives were formulated. The study sought to assess the level of digital competencies among social educators, including their ability to use online communication tools and digital platforms in professional practice. Another objective involved identifying and systematizing the digital resources most frequently applied in preventive work, including online counseling services, communication platforms, educational systems, and interagency interaction tools. In addition, the research aimed to investigate the practical experiences of specialists working in the digital environment, as well as to identify the major difficulties and professional needs associated with the use of digital technologies in violence prevention activities. Finally, a SWOT analysis was conducted to evaluate the strengths, weaknesses, opportunities, and potential risks related to the digitalization of preventive social and educational practice. Methodologically, the research was based on a mixed-methods approach combining quantitative and qualitative strategies of data collection and interpretation. The integration of these approaches made it possible to obtain a broader understanding of both statistical tendencies and the subjective professional experiences of social educators working with children and families at risk. The theoretical foundation of the study relied on the competency-based approach and the systems approach. The competency-based perspective allowed for the assessment of professional digital skills required for preventive activities in contemporary educational environments. The systems approach made it possible to analyze digital prevention as part of a broader structure of interagency child protection and social support. The empirical stage of the research was carried out between September 2025 and January 2026 in secondary schools located in Astana and Almaty. The study involved 23 social educators employed in educational institutions and directly engaged in preventive work with children and families experiencing social vulnerability. A purposive sampling strategy was applied because the respondents were selected according to their professional involvement in child protection and domestic violence prevention. Data collection was conducted through an anonymous online survey distributed via Google Forms. The anonymous format was selected intentionally to ensure confidentiality and encourage more open responses concerning professional challenges, institutional limitations, and practical difficulties associated with digital prevention. The questionnaire consisted of several thematic sections. One block focused on assessing the level of digital competencies among respondents, including their confidence in using communication technologies and digital services. Another section examined the frequency and forms of digital platform use in professional practice. Additional questions explored the use of digital technologies in communication with parents and children, online consultations, family monitoring, and interagency cooperation. The survey also included questions related to methodological difficulties, digital security, and the professional support required for more effective implementation of digital prevention tools. Both closed-ended and open-ended questions were included in the questionnaire

structure. Closed-ended questions generated quantitative indicators regarding the use of digital technologies, whereas open-ended responses allowed participants to describe their professional experiences, concerns, and expectations in greater detail. The quantitative data obtained during the survey were processed using descriptive statistical analysis, including percentage distribution and frequency analysis. Qualitative responses were interpreted using thematic analysis aimed at identifying recurring professional problems and tendencies associated with the digitalization of preventive activities. To ensure a more systematic interpretation of the findings, the study additionally employed SWOT analysis as an analytical framework for evaluating the internal and external factors influencing the implementation of digital platforms in preventive social and educational work. This analytical procedure made it possible to identify both the developmental potential of digital technologies and the institutional limitations reducing their practical effectiveness. Ethical considerations constituted an essential component of the research process. Participation in the survey was voluntary, and respondents were informed about the academic purpose of the study prior to data collection. No personal identifiers were collected, which ensured anonymity and confidentiality throughout the research procedure. The study complied with general ethical principles applicable to educational and social research involving professionals working with vulnerable populations.

To achieve the stated goal and solve the research objectives, a set of theoretical and empirical methods was used to provide a comprehensive analysis of the use of digital platforms in the activities of social educators in the prevention of violence in families with children. At the theoretical level, the following were applied: *methods of analysis, synthesis and generalization of scientific literature*, which made it possible to reveal the content of the concept of «digital competencies of social educators», to determine the functions of digital platforms in preventive activities, and to identify modern trends in the digitalization of social pedagogy. The empirical part of the study was implemented using *a survey method* aimed at studying the level of development of digital competencies of social educators, as well as identifying the digital tools and platforms they use. We would like to note that the survey was conducted on condition of anonymity, which was due to the professional specifics of the activities of social educators who work directly with children and families at risk.

The survey included several semantic blocks:

- assessment of the level of proficiency in digital technologies and platforms;
- frequency and nature of the use of digital tools in professional activities;
- types of digital resources used (messaging, educational platforms, online consulting services, etc.);
- identification of difficulties and needs of specialists in the field of digitalization of preventive work.

The survey was conducted online using digital survey forms on Google Drive, which ensured convenient participation for respondents and efficient data collection. The study involved 23 social educators engaged in professional activities in 23 secondary schools in Astana and Almaty. The sample was targeted, as it included specialists who work directly with children and families at risk. The selection criteria were the experience of social and pedagogical activities and participation in the prevention of violence in families with children.

The data obtained was processed using quantitative and qualitative analysis methods. The quantitative analysis included frequency counting and the distribution of respondents' responses, which allowed to identify dominant trends in the use of digital platforms. The qualitative analysis aimed to interpret the data obtained, identify problem areas and specific aspects of social educators' professional work in the digital environment. To systematically summarize the results of the study, the SWOT analysis method was applied, which made it possible to identify strengths and weaknesses, as well as opportunities and threats of using digital platforms in the activities of social educators to prevent violence in families with children. Thus, the combination of methods applied ensured the reliability and validity of the results obtained and also allowed for a comprehensive examination of the problem under study in the context of the digital transformation of social pedagogy.

Results. As part of the empirical study, responses from 23 social educators from comprehensive schools in Astana and Almaty were analyzed to determine the level of digital competencies, identify the

digital tools used, and evaluate their application in preventing violence in families with children. 1. *Level of development of digital competencies*

The analysis of the survey results showed that the level of digital competencies of social educators is heterogeneous.

A *high level* of digital competencies was demonstrated by 26% of respondents – these specialists confidently use various digital platforms, use online tools in preventive work and are able to adapt to new digital services.

The *average level* was found in 52% of respondents – these teachers use basic digital tools (messengers, email, video communication), but experience difficulties when working with specialized platforms.

A *low level* of digital competencies was recorded among 22% of respondents – this group is limited to minimal use of digital technologies and has pronounced difficulties in their application in professional activities.

Thus, it can be concluded that the majority of social educators have only a basic level of proficiency in digital technologies, which limits the possibilities for their full use in violence prevention. The results of the study are clearly presented in Figure 1.

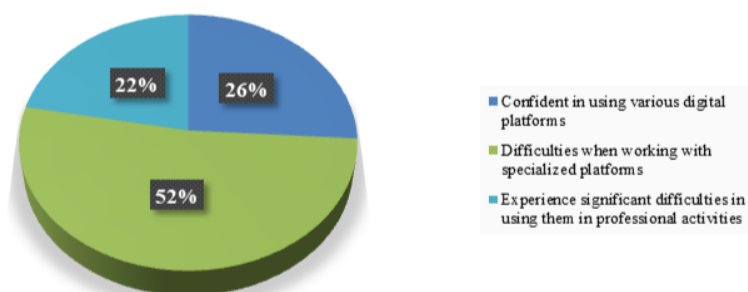


Figure 1. – Results of the study on digital technology proficiency social educators

2. *Digital tools and platforms used.* The study revealed that social educators use a wide range of digital tools, but their use is predominantly universal rather than specialized character.

The most commonly used tools are:

- messengers (WhatsApp, Telegram) – 22% of respondents;
- video calling (Zoom, Google Meet) – 18%;
- e-mail – 21%;
- social media – 16%;
- educational platforms (Kundelik, etc.) – 19%.

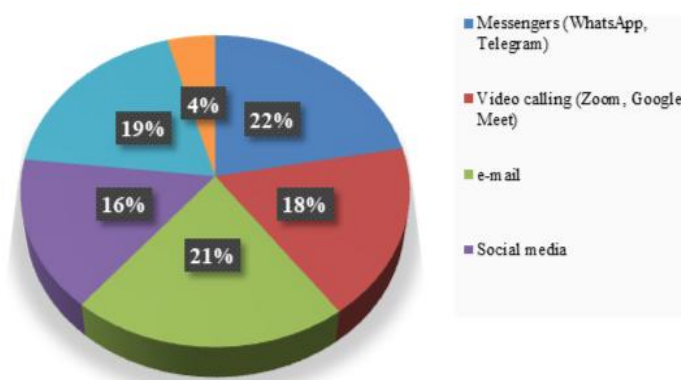


Figure 2. – The most frequently used tools by respondents according to the research results

At the same time, specialized digital resources aimed specifically at violence prevention or psychological support are used much less frequently – only 4% of respondents noted that they had experience working with similar platforms, Figure 2.

This indicates that the digital activities of social educators are more focused on communication than on systemic prevention using specialized digital solutions.

3. *Practice of using digital platforms in violence prevention.* Survey results showed that digital tools are used by social educators primarily in the following areas:

- communication with parents and children – 30%;
- online consultations – 22%;
- family monitoring (information collection, observation) – 18%;
- interdepartmental cooperation – 19%.

In this case, only 11% of respondents indicated that they systematically use digital platforms specifically for the purpose of violence prevention, while the rest use them episodically or indirectly, Figure 3.

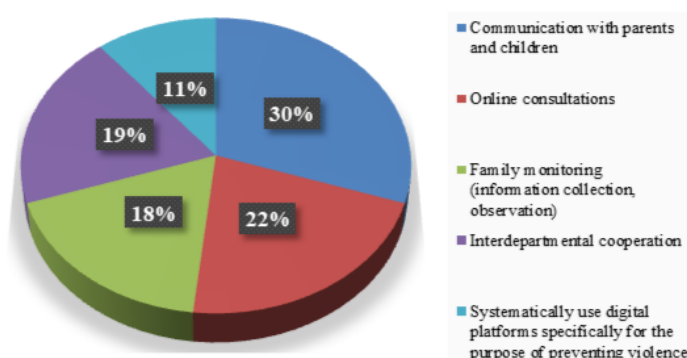


Figure 3. – The directions of digital tools used by social educators

4. *The main difficulties in using digital platforms.* The study identified key barriers limiting the effectiveness of digital tools:

- lack of digital skills – 19%;
- lack of specialized platforms – 21%;
- privacy and data protection risks – 20%;
- lack of methodological recommendations – 22%;
- high workload and lack of time – 18%.

Thus, the biggest difficulties are associated not so much with the lack of technology, but with insufficient methodological and professional readiness to use it (Figure 4).

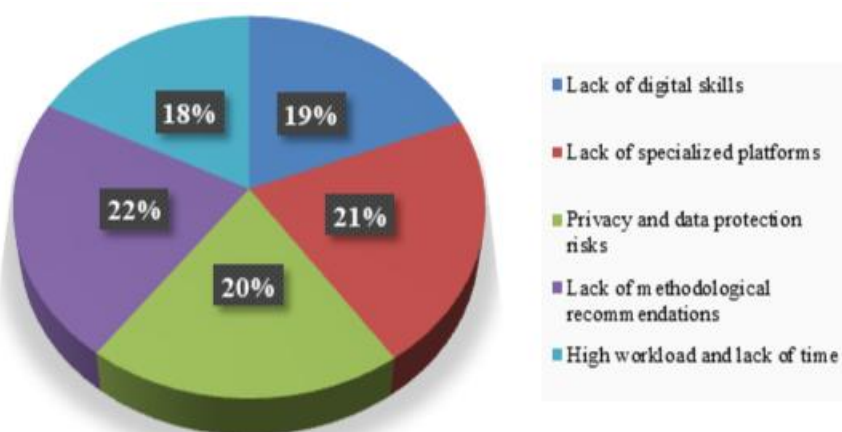


Figure 4. – Key barriers limiting the effectiveness of using digital tools

5. *Needs of social educators.* Respondents identified a number of pressing needs:

- training in working with digital platforms – 27%;
- development of specialized services for violence prevention – 25%;
- methodological recommendations for digital work – 26%;
- providing secure digital communication channels – 22%.

The findings indicate that digital platforms are already actively used by social educators, but their use is primarily auxiliary and limited to communication functions. The study results are presented in Figure 5.

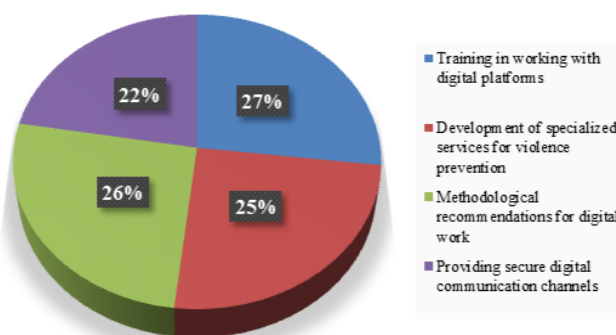


Figure 5. – Needs of social educators

The identified discrepancy between the potential of digital technologies and the actual level of their use is due to the insufficient development of digital competencies, the lack of specialized tools and a methodological base. At the same time, the high interest of specialists in developing digital skills and using digital platforms indicates the presence of significant potential for further digitalization of the preventive activities of social educators.

Based on the results of the empirical study SWOT analysis was carried out aimed at a comprehensive assessment of the use of digital platforms in the activities of social educators (Figure 5).



Figure 5. – SWOT analysis of the use of digital platforms in the activities of social educators

The presented SWOT analysis demonstrates that, despite high motivation and a basic level of digital literacy among social educators, the effectiveness of using digital platforms in violence prevention is limited by a lack of competencies, methodological frameworks, and specialized tools. At the same time, the identified opportunities point to high potential for further digitalization of this professional activity.

Discussion. The findings of the present study indicate that the integration of digital platforms into the professional activities of social educators represents an increasingly important direction in the modernization of preventive social and educational practice. The growing digitalization of educational and social support systems has significantly transformed the ways in which specialists interact with children, parents, and interagency institutions. In this context, digital technologies create additional opportunities for early identification of family-related risks, remote counseling, and continuous communication with vulnerable. The theoretical analysis conducted within the study demonstrates that digital platforms possess considerable preventive potential, particularly in expanding access to support services and improving coordination between educational and social institutions. Similar conclusions were reached in the studies of O'Campo et al. (2021) and Glass et al. (2022), who emphasized that online safety-planning tools and web-based interventions increase the accessibility of assistance for individuals exposed to violence. The present research confirms these conclusions, showing that social educators actively use digital communication channels to maintain contact with children and parents the same time, the empirical results reveal that the level of digital competence among social educators remains predominantly moderate and does not fully correspond to the demands of the contemporary digital environment. Most respondents demonstrated confidence in using general communication technologies; however, difficulties emerged when working with specialized preventive platforms and digital support systems. Comparable tendencies are discussed in the research of Brookfield et al. (2024), who note that technology-facilitated safeguarding remains insufficiently integrated into professional support practice due to limited institutional preparedness and the absence of specialized digital infrastructure. The study additionally revealed that digital tools are used mainly for communication and organizational interaction rather than for systematic violence prevention. This finding partially corresponds with the conclusions of Anderson et al. (2021), whose research highlights the significant preventive effectiveness of digital interventions while simultaneously emphasizing their limited implementation within everyday professional practice. In contrast to international models where digital safety-planning applications and specialized online services are actively incorporated into social support systems, the preventive use of digital technologies among social educators in Kazakhstan remains fragmented. The obtained data further demonstrate that the most significant barriers to digital prevention are associated with insufficient digital competencies, limited methodological support, the shortage of specialized digital resources, and concerns related to confidentiality and data protection. Similar risks are identified in the works of Woodlock (2017) and Rogers et al. (2022), who examine the problem of technology-facilitated abuse and underline the importance of secure digital environments when supporting victims of domestic violence. The SWOT analysis conducted during the study revealed a clear contradiction between the substantial preventive potential of digital technologies and the limited effectiveness of their practical implementation. Nevertheless, respondents expressed a strong interest in professional digital training and the introduction of specialized digital instruments into preventive practice. This result supports the arguments of Spirina and Spirina (2012), who stress that the effectiveness of preventive work directly depends on the continuous development of professional competencies among specialists working with at-risk families. The scientific contribution of the present research lies in identifying the specific characteristics of digital technology use within the professional activities of social educators involved in preventing domestic violence against children. Unlike many previous studies focused primarily on technological aspects of digitalization, this research concentrates on the practical conditions influencing the implementation of digital resources in preventive social and educational work.

Conclusion. The practical value of the study is associated with the possibility of applying the obtained findings in the development of professional training programs, methodological guidelines, and

specialized preventive digital platforms adapted to the needs of social educators. Overall, the results confirm that improving the effectiveness of violence prevention increasingly depends on the systematic integration of digital technologies into professional practice and on the development of sustainable digital competencies among specialists. At the same time, the study has several limitations related to the size of the empirical sample and the regional scope of the research. Consequently, further investigations are required to explore the long-term effectiveness of digital preventive interventions and to develop integrated digital support models for families and children exposed to domestic violence.

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БОЛАШАҚ ПЕДАГОГТЕРДІ ОҚУШЫЛАРҒА КӘСІБИ БАҒДАР БЕРУГЕ ДАЯРЛАУ

Аңдатпа

Қазіргі қоғамда еңбек нарығы мен мамандықтардың үздіксіз жаңарып, жедел дамуы және кәсіптер әлеміндегі өзгерістер болашақ педагогтердің оқушыларды кәсіби бағдарлауға даярлау жүйесін жетілдіруді талап етеді. Жалпы алғанда, оқушыларға кәсіби бағдар беру әлеуметтік жүйе ретінде мемлекеттің кадрлік саясатының бөлінбейтін элементі және еңбек ресурстарын басқару тетігінің құрамдас бөлігі. Ол экономиканың сұранысын, халықтың демографиялық және ұлттық ерекшеліктерін ескеруге, еңбекпен қамту құрылымын қалыптастыруға, тұлғалық және қоғамдық қызығушылықты үйлестіруге, олардың шығармашылық қабілеттері мен әлеуметтік белсенділіктерін дамытуға, еңбекпен қанағаттандыруды арттыруға мүмкіндік береді. Бүгінгі қоғамда кәсіби бағдар беру жүйесі қоғам және жеке кәсіпорын деңгейінде әлеуметтік-экономикалық дамудың табыстылығына қол жеткізудің мақсатын анықтайтын маңызды факторлардың біріне саналады. Сондықтан, заманауи қоғамда кәсіби бағдар беру оқушылардың болашақ мамандығына тұлғалық қатынасын, оның мәні туралы түсініктерін, ары қарай кәсіби өзін-өзі жетілдіруіне қажетті еңбек дағдыларын қалыптастыруды жаңаша ойлауды және оны практикалық тұрғыдан шешуді талап етеді.

Түйін сөздер: кәсіби бағдар беру, кәсіп, кәсіби бағдарлау жұмыстары, инновациялық технологиялар, педагогикалық шарттар, психологиялық шарттар.