

STRUCTURE OF SOCIAL COMPETENCE OF FUTURE TEACHERS AS A DIDACTIC PHENOMENON

*Nelia Samoilenko, PhD., Assoc. Prof.,
Hryhorii Skovoroda University in Pereiaslav, Ukraine*

STRUCTURA COMPETENȚEI SOCIALE A VIITORILOR PROFESORI CA FENOMEN DIDACTIC

*Nelia Samoilenko, PhD, prof. asoc.,
Universitatea „Grigory Skovoroda” din Pereiaslav, Ucraina*

ORCID:0000-0003-1682-8534

samoilenkonelia@gmail.com

CZU: 378.126

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Abstract. Un loc special în formarea Ucrainei ca stat independent, renașterea sa națională este ocupată de profesori foarte competenți și cuprinzător dezvoltați, al căror nivel de calitate al cunoștințelor ar trebui să asigure nevoile socio-profesionale ale societății moderne. Lucrarea științifică propusă este consacrată analizei structurii competenței sociale a viitorilor profesori ca fenomen didactic. Semnificația științifică a articolului constă în faptul că definiția autoarei a înțelegerii esențiale a structurii competenței sociale a viitorului profesor este propusă ca un set de cinci componente: motivațional-socializare, orientare-valoare, social-conținut, subiect. -activitate și socio-analitică. Interesul pentru problema formării competenței sociale a viitorului profesor este legat de faptul că starea actuală de pregătire a specialiștilor din învățământul superior nu corespunde întotdeauna cerințelor moderne. Schimbările și îmbunătățirile în fundamentele organizatorice și metodice ale educației în instituțiile de învățământ superior, determinate de implicarea sistemului educațional ucrainean în procesele europene, au scos la iveală lacune semnificative în calitatea formării profesionale a viitorilor specialiști. Dintre multitudinea de întrebări cu caracter teoretic și practic, cele legate de procesele de socializare a unui tânăr în condițiile unui mediu educațional și profesional necesită o soluție urgentă. Și acesta este unul dintre principalele motive pentru care se actualizează problema formării competenței sociale a elevilor moderni - viitori profesori. În primul rând, este necesar să se precizeze conținutul conceptului de „competență” și să se determine relația acestuia cu conceptele de socializare și competență socială.

Cuvinte-cheie: competență, competența socială, viitor profesor, didactică, structura, proces de învățare, specialist.

The term „competence” became widespread in scientific literature on pedagogy in the second half of the 20th century. Scientists began to investigate certain types of competence in the 70s and 80s of the last century.

Thus, until the end of the 90s, scientists considered this term as derived from other problems, approaches (the formation of professionalism, communication, work culture) and perceived it mostly as a borrowing or direct copying of Western (in particular, Western European) psychological-pedagogical and linguistic didactic research. A new look at the phenomenon of competence in the domestic scientific space was initiated in the works of E. Zeer, N. Kuzmina, and L. Mitina. Today, competence is studied from the standpoint of acmeology (L. Krivshenko, N. Kuzmina, A. Markova, V. Slastyonin, etc.), pedagogical psychology (N. Bordovska, Yu. Kulyutkin, A. Rean, I. Yakimanska, etc.), praxeology (N. Bibik, L. Vashchenko, O. Lokshina, O. Ovcharuk, L. Parashchenko, O. Pometun, O. Savchenko), pedagogy and management psychology (O. Bila, M. Vachevskyi, I. Malafii, O. Shchegoleva, etc.).

Thus, it can be stated that in the second half of the 20th century, in the field of domestic scientific space, a lot has been done in the context of studying the actual essential understanding of the concept of competence (namely its pedagogical content), the definition of types of competence, as well as the study of competence as a pedagogical phenomenon, taking into account the basic positions of pedagogical psychology, acmeology, praxeology and management aspects of pedagogical management.

The purpose of the article consists in the generalization and holistic concentrated presentation of the main didactic provisions, which are the basis of the study of the problem of understanding the structure of social competence of future teachers.

Today, competence is a unit of measurement of a person's education, since acquired skills and abilities are an insufficient indicator of the level of education quality. Competence is also considered as a basic characteristic of a person, a vision of solving problem situations, a stable part of it, which can be used to predict a person's behavior both in life situations and in purely professional ones. Competence is not reduced to a simple sum of knowledge and skills due to the fact that a significant role in its manifestation belongs to circumstances, that is, conditions, including pedagogical ones. Possessing the set of competencies necessary for successful integration into modern society means being able to mobilize the acquired knowledge and experience in a certain situation. At the same time, competence is closely related to the mobilization of knowledge, skills, and behavioral relations adjusted to the conditions of a specific activity.

Modern didactics singles out structural components as part of a holistic system of organizing independent educational activities of students of higher pedagogical education institutions on the basis of detailed and thorough in-depth understanding. It is here that the emphasis shifts to the further disclosure of the provisions of the competence approach, which, according to O. Malikhin, involves the specification of axiological, motivational, operational, cognitive, reflective and other component learning outcomes. It is also noted that in the plane of independent cognitive activity, the basis of competence is cognitive independence [4]. Such competence, the scientist explains, involves mastering the methods of acquiring knowledge from various sources of information, which turns into the basis of competence in other areas,

In Ukraine, a thorough and comprehensive study of competencies was initiated with the fundamental work „Competency Approach in Modern Education: World Experience and Ukrainian Perspectives.” The paper contains a theoretical justification of competence-oriented education, highlights the peculiarities of the application of the competence approach in domestic areas, and also provides a list of key competences defined by Ukrainian teachers. Such competences include: the ability to learn, social competence, general cultural, health-preserving competence, information and communication technology competence, civic and entrepreneurial competence. When determining the list of key competencies, Ukrainian scientists refer to the materials of the Lisbon Conference (2001), which took place within the framework of the Bologna process.

N. Bibik claims that competences can be derived as real requirements for students' assimilation of a set of knowledge, methods of activity, experience of attitudes from a certain field of knowledge, qualities of a person who acts in society. The scientist made an attempt to convey the concepts of „competence”, „competencies” through the established concepts of „complex of skills”, „skill”, „readiness to ...”, „ability to ...”. This level of competences can be characterized as subject requirements for mastering the multi-component content of education [3].

Academician O. Savchenko notes that the ability to learn is a key competence of general secondary education. The scientist proves that the condition and result of an innovative type of

education is the formation in students of the desire and ability to learn independently, to search for information in various sources and apply new knowledge, to develop the ability to act, to strive for creativity and self-development [1].

Scientist O. Lokshina in his research „Innovative approaches to monitoring the levels of competence achievements” notes that the new requests of modern societies regarding the effectiveness of educational systems cause a movement towards the formation of the content of education on a competence basis, which, accordingly, determines the need to develop technologies for assessing the level of competences and competences students. The problem of assessing the student’s level of competence is new and quite difficult for most countries and the international community in general, since competences, primarily key ones, are complex multi-level formations [3].

O. Pometun, summarizing the scientific works of Russian researchers S. Shyshov and V. Kalney, notes that the concept of „competence” is, from their point of view, integrative, containing the following aspects: readiness for goal setting; readiness for assessment; readiness for action; readiness for reflection [3].

So, summarizing the scientific views of N. Bibik, O. Pometun, O. Savchenko, O. Lokshina regarding the world experience and Ukrainian prospects for the implementation of the leading provisions of the competence approach in modern education, it is worth noting that this was the beginning of the strategic gradual development of these ideas in real educational process in Ukraine.

If competence can be considered as a set of knowledge, abilities, skills acquired during training, which form the content component of such training, then competence means properties, qualities of an individual that determine his ability to perform activities based on acquired knowledge and skills formed on their basis and skill. Competence is a range of issues on which someone is well-versed, possesses knowledge and experience. Competence is a personality trait based on competence [2].

Social competence should be understood as a person’s ability to effectively solve problems (individual and collective) in the process of interaction with society, determined by personal qualities and level of awareness.

Factors that prompted the emergence of social competence as a didactic phenomenon:

- aging rate educational information even before the completion of the training process of the future specialist in higher education;
- factors of globalization that require the individual to be fertile productive interaction with people of different socio-cultural preferences, nationalities, religions, mass education, the need for lifelong learning.

The essence of social competence is that a student’s social competence can be interpreted as a conscious, adequate, positive attitude of a person to himself and others, which is based on the realization of the balance (equilibrium) between cooperation and confrontation in the interaction. The content of social competence includes an adequate assessment of one’s personality, self-control of behavior and activity, personal reflection, acceptance of another person, recognition of his subjectivity, respectful attitude towards others, communicative reflection.

M. Honcharova-Goryanska, based on the analysis of the works of foreign authors, notes three approaches to determining the content of social competence:

- 1) on the basis of specific social skills (certain Art strategies that use personality for effective interaction with society);
- 2) on the basis of parameters of measurement of social competence (situational manifestations of the level of social competence);

3) on the basis of the quality of behavior of a socially competent individual (a set of certain personality qualities, especially those of her character and behavior) [2, p. 72].

T. Vasylyuk in his dissertation work „Didactic principles of the formation of social competence of students of pedagogical universities in the process of teaching humanitarian disciplines” substantiates the didactic principles of the formation of social competence of students as a basis for the implementation of practical, didactic influences through the creation of a set of didactic conditions (complex monitoring of the level of formation of partial competences, which together determine the social competence of students, the stimulation of reflective activity of students aimed at ensuring their social and personal self-realization) and implementations of the developed didactic model; determines the content structure of the social competence of students, future teachers, which includes competences of a lower hierarchical order (cognitive, interactive, operational,

We understand the structure of the social competence of the future teacher as a set of components that can be divided into elements that interact at the system-synergistic level as separate and interconnected didactic systems capable of self-organization within the framework of an integral pedagogical (didactic) system, which manifests social competence and the process its formation and development.

S. Ostapenko sees an element of scientific and theoretical novelty in the development of the structure of social competence of students of philology majors, which consists of five components: cognitive-perceptive, motivational, communicative-active, communicative-reflective, and personal. In the cognitive-perceptive component, the scientist includes: knowledge (subject, general humanities), emotional and sensory perception of educational information; to the motivational - the need for social interaction, social attitudes, the purpose and planning of educational activities, social-cognitive purposefulness; to the communicative and active - educational skills and social interaction skills, social activity, social self-realization, social and prognostic skills; to communicative-reflexive – reflection, self-analysis, self-evaluation of educational activity;

Modern scientist M. Marusynets considers the reflection-oriented concept of education, which creates a reorientation of target attitudes for self-realization and creative development, to be one of the promising directions of training students (future teachers). In the basis of the reflexive-oriented concept, the scientist puts the idea of organizing interconnected reflective activities of all subjects, which ensure the focus of the main educational processes on the development of reflection as a whole, its qualities and components of the personal and meaningful sphere of subjects of educational activity [6].

So, based on the results of the theoretical analysis of the investigated problem of understanding the structure of social competence of future teachers as a didactic phenomenon, we can state that there are a number of approaches and a variety of positions regarding the scientific vision of the structure of social competence of students in general and students - future teachers in particular, namely:

- based on the analysis of the works of foreign authors, it is worth highlighting three approaches to determining the content of social competence:
 - 1) based on specific social skills (certain strategies that the individual uses for effective interaction with society);
 - 2) on the basis of parameters of measurement of social competence (situational manifestations of the level of social competence);
 - 3) on the basis of the quality of behavior of a socially competent individual (a set of certain qualities of an individual, features of his character and behavior);

- the social competence of a student can be interpreted as a conscious, adequate, positive attitude of a person towards himself and others, which is based on the realization of the balance (equilibrium) between cooperation and confrontation;
- developed, substantiated at the theoretical level and experimentally tested the functionality of the structure of social competence of hundred students of philological specialties, which consists of five components: cognitive-perceptive, motivational, communicative-active, communicative-reflective, personal;
- defined content structure of social competence of hundred students of pedagogical universities, which includes competencies of a lower hierarchical order (cognitive, interactive, operational, implementation and reflection).

On the basis of the analytical and generalization study of the problem of understanding the structure of the social competence of the individual as a whole and the social competence of specialists in various fields, we try to offer an author's definition of the social competence of the future teacher as a didactic phenomenon. We understand the social competence of the future teacher as the ability and willingness to freely interact with society at the level of a whole society and various groups of subjects of educational activity as a mature socially literate person, which manifests itself in the presence of socially significant knowledge, the formation of relevant skills and the skills of their application on a conscious motivational and value basis and for the use of the acquired and topically important experience of solving various socially significant situations in the educational process and types of extracurricular activities related to it. We understand the structure of the social competence of the future teacher as a set of components that can be divided into elements that interact at the system-synergistic level as separate and interconnected didactic systems capable of self-organization within the framework of an integral pedagogical (didactic) system, which manifests social competence and the process its formation and development.

The components of such a structure of the future teacher's social competence are: motivational and socialization (motivation for the socialization of the future teacher's personality); value orientation (social value orientations); socially meaningful (meaningful content of the educational process in the context of the formation of social competence as a competence of a lower hierarchical order together with reflective competence relative to the social-reflective competence of the future teacher); subject-activity (involvement of the subject of the educational process of the higher pedagogical educational institution in socio-subject types of activity as a means of active socialization of the personality of the future teacher); socio-analytical (acquiring the ability to evaluate and reflect when solving socially significant situations in the educational process).

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