

The structure of social competence of students in pedagogical university as a scientific problem

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Abstract. The article analyzes the social competence of pupils and students, presents author's own view on the structure of social competence of students of the Pedagogical University. It is noted that social competence is an important component of an active and modern personality that feels comfortable in society. The structure of students' social competence consists of several components, which are responsible for the array of knowledge, behavior, values, motivation, communication and reflection. The social skills that future teachers should possess are analyzed.

Keywords: social competence, students, higher education, structure.

Introduction. The realities of life in the face of dynamic political, economic, and social changes require appropriate reform of higher and secondary education in accordance with international educational standards. First of all, it concerns the implementation of personality-oriented and competency-based approaches to education, which today are effective factors for improving the quality of education.

Among the key competences that modern and active members of society should possess, social competence plays an important role, which ensures a process of constructive interaction with other people and society. Its importance for human life is difficult to overestimate, because the process of socialization of personality, its self-development occurs only in interaction and communication. This is especially true of future teachers who need to develop their own personality and learn how to socialize students.

Social competence is a multi-component pedagogical category that has its own structure. Its functions and content are usually determined by the specifics of the chosen profession, living conditions and so on. The study of the structure of students' social competence will allow to determine the methods of their development in the social sphere.

Analysis of recent researches and publications. Common issues of social competence covered a research area of I.Zymnia, J.Raven, I.Zarubinska, T.Kachalova, S.Krasnokutska, S.Ostapenko explored the social competence of student applicants, including students of pedagogical specialties (S.Bekirov, N.Borbich, N.Sivak, etc.). Different interpretations of social competence and approaches to its study, as well as the peculiarity of the profession of the future teacher actualize the need to clarify the structure of social competence of students of pedagogical universities.

The purpose of the article is analysis of social competence in terms of its need for personality development, analysis of the content and structure of social competence of pupils and students, coverage of the author's own view of the structure of social competence of students of the Pedagogical University.

Results. Today, there are positive processes in Ukraine related to the upgrading of higher and secondary education. This is facilitated by a number of adopted normative documents, including The Concept of the New Ukrainian School, The Law of Higher Education, The National Qualifications Framework, The National Doctrine of

Development of Education of Ukraine in the 21st Century and others. According to these documents, a person should have a certain list of general and professional competences, the formation of which is entrusted to various social and educational institutions.

It should be noted that the need to apply a competent approach in the educational process is conditioned by the orientation on the personality of the higher education applicant, on enhancing his competitiveness, activity and efficiency as a citizen. One of the strengths of a competency-based approach is to shift the focus on the accumulation of knowledge to the development of the ability to use knowledge to accomplish vital and professional tasks. Due to this reorientation of the educational paradigm, the competence approach is often opposed to the traditional system of education, characterized by a triad of concepts of «knowledge-ability-skills» [8, p. 28].

An important key competence that allows you to feel comfortable in society and to interact effectively with others is social competence. It is reproduced in the initiative, responsibility, ability to work effectively in a team, tolerance and compassion for another, helps a person to avoid conflicts and reach understanding with interlocutors.

In our study, we pay attention to the structure of students' social competence. It should be noted that education is a driving force for the development of the state and each individual in particular. It is aimed at developing a harmonious personality that is able to fulfill its professional responsibilities and constructively interact with society. N.Alyokhina is of the same opinion, she believes that in addition to professional skills, the future specialist should develop the ability to respond adequately to social situations, strive for self-improvement [1, p. 63]. On this basis, the development of social competence of students is a current task for higher education institutions.

The analysis of the definitions of social competence made it possible to reveal that this category is a complex concept, which demonstrates the level of socialization of the person [4, p. 27] and are interpreted differently by various researchers:

- set of social knowledge and skills, qualities and abilities, emotional-value orientations, ways of behavior necessary for comfortable existence in society [10, p.140];
- integrated personality characteristic, which allows the person to establish contacts with various people and groups of people, to interact actively with society [3].

The analysis of the definitions of social competence confirmed the opinion of the researchers that there is no single definition of this term, and therefore the approaches to determining the essence of social competence and its structure differ from each other [6, p. 128; 10, p. 140]. A similar situation applies to the structure of social competence, which according to different studies has different components.

T. Kachalova refers to the structure of students' social competence as follows: the motivational-personal component involves enhance the social experience, cognitive-evaluation activity, social orientation of a person; the participatory-activity component implies the presence of social activity, appropriate skills and abilities; implementation and management component implies the availability of socio-predictive skills, the ability to self-actualization in the social sphere; the reflexive component include the ability to self-analyze social activity, self-development of personality in the social sphere [5, p. 189].

In the case of the students of a pedagogical university, social competence is a component of the professional training of future teachers, who will later share the social experience with their pupils.

N.Sivak refers to the structure of social competence of students of pedagogical educational institutions:

- a cognitive component that provides for knowledge about a life crisis, students' own path in life and professional activity;
- motivational component, which implies the presence of motivation to obtain social (professional and personal) experience during training;
- a behavioral component that contains various socio-professional skills that are common among the students [9, p. 164].

S.Bekirov includes to the structure of social competence of future teachers: the knowledge component involves the availability of knowledge about the society and the laws of its development, ways to resolve conflict situations; the value component implies the presence of such personality characteristics as respect for others, tolerance, social responsibility; behavioral component implies the ability to define goals and effective strategies for interaction and communication, productive cooperation and fulfillment of various social roles, avoidance and conflict resolution [2, p. 20].

Analysis of the scientific works of domestic researchers showed that the structure of social competence includes various components, which can be divided into several categories:

- the component responsible for the presence in the personality of knowledge about the essence of society, himself, norms and rules of behavior in society (knowledge, cognitive);
- the component responsible for the emotional state of the individual when interacting with people and social groups;
- the component responsible for motivating the individual for self-development, social adaptation, etc.;
- the component responsible for the value orientations of the individual;
- the component responsible for reflecting social activity;
- the component responsible for the activity and behavior of the individual depending on the specific situation.

Also, the structure of social competence includes components of a complex structure containing several components. Researchers identify a composite component that connects values and motivation, emotions and motivation, behavior and activity, behavior and communication.

The components of social competence of students of pedagogical universities include:

- cognitive-value (assumes the presence of social ideas, value orientations);
- emotional and motivational (presence of motivation for the development of one's own social competence and constructive interaction with society, systems of means of emotional response to different situations);
- operational-activity (having the necessary skills and methods of constructive interaction with the external environment);
- reflexive (the ability to analyze their activities, evaluate and adequately respond to situations that arise).

Social competence, as the ability to interact constructively with society, is needed for students in different situations.

These include:

- completion of educational tasks with classmates during project work;
- communication with teachers in class when discussing problematic issues in the discipline;
- solving problematic issues with the leadership of the structural units of a university;
- avoiding misunderstandings and conflicts in communication;
- various presentations at conferences, defense of scientific works, etc.;
- increasing of own rating among group members.

Bearing that in mind, in addition to the usual situations in which students may be present, future teachers apply social competence abilities in the following cases:

- communication with pupils during passive and active practice;
- communication with teachers of secondary schools in order to develop pedagogical skills;
- participation in vocational guidance activities.

It should be noted that recently communication and interaction among the educational process participants is taking place with usage of information and communication technologies. This is explained by the orientation of modern society to technological development and the introduction of modern information tools in educational activities [11, p. 33]. Therefore, to skills and abilities of social competence of students, we include the ability to use information and communication technologies while communicating and solving educational and professional tasks. Its development can occur through social networks, platforms for distance learning [7, p. 108], various training computer applications, mobile applications, cloud services and so on.

Thus, social competence is an important component of an active and modern personality, which enables effective interaction with society and avoiding conflict situations. The structure of social competence consists of several components that are responsible for the array of knowledge, behavior, values, motivation, communication and reflection. The structure of social competence of students of

pedagogical universities includes cognitive-value, emotional-motivational, operational-activity, reflexive components.

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