Model of formation of social competence of students in the process of studying the disciplines of the humanitarian cycle

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Abstract. The article analyses the course of implementing the competence approach in modern educational realities, social competence as an integrated complex of partial personality competencies is presented. The interdependence between the orientation of the world economy towards integration and globalization, the appeal to the European system of higher education, defined by the Bologna Process, and the reason for radical changes in the guidelines of the educational paradigm for the competence approach are traced.

The didactic aspect of the process of studying humanities by students has been clarified. It has been established that the system of humanitarian disciplines can and should be aimed at developing the structural components of students' social competencies, which are fully interactive and interdependent, as they have the properties of variability, interdependence, integrativity, social and personal significance.

The introduction of the model of formation of social competence is described, which consists of four consistently interconnected blocks, namely: motivational-target, organizational-activity, technological and result-reflective. Each block corresponds to the functions, forms and methods and conditions of effective formation of social competence. The presented model of formation of social competence of students in the process of teaching disciplines of the humanities contains a system of dialectically interconnected elements: purpose, blocks, functions, structural and functional components, didactic conditions, forms, methods, approaches.

Keywords: competence approach, social competence, humanitarian disciplines, model of social competence formation.

1 Actualization of the research subject

Education is a social process (activity, organization) of development and self-development of an individual, associated with the mastery of socially significant experience embodied in knowledge, skills of creative activity, sensually valuable forms of spiritual and practical development of time [1, p. 8]. Today, scientific discussions on the problem of active interaction of a graduate with the information environment are reduced

mainly to the questions of what competencies a modern specialist should have.

The urgency of the problem of implementing the competence approach in the educational process is evidenced by scientific research of modern researchers, in particular N. Bibik, I. Zyazyun, A. Lokshyna, N. Nichkalo, S. Nikolayenko, A. Ovcharuk, A. Pometun, A. Savchenko, A. Khutorskyi, S. Shyshov and others.

Restructuring of the national education system in accordance with European standards causes the need to train a specialist at the appropriate level based on a competency-based approach.

Domestic and foreign scientists N. Bibik, I. Zymnya, V. Krayevskyi, A. Markova, N. Nagorna, A. Pometun, Y. Voron, A. Savchenko, G. Selevko, V. Serikov, A. Khutorskyi, Te. Yanchurina and others studied the essence of the concept of "competence-based approach".

Theoretical analysis of scientific research of the last ten years states the fact of insufficient study of the problem of formation of students' social competence, the lack of a developed didactic model of its formation. Also, the following imperfections related to the process of formation of students' social competence of higher educational institutions remain in need of a solution, namely: between the rapid increase in requirements for the level of professional activity of teachers, which is an integral part of social competence, the unpreparedness of university graduates socio-pedagogical tasks; between the need to form student's social competence in the educational process and the lack of thorough didactic mechanisms of its formation as a key component of the active social position of the future teacher.

However, the problem of formation of future teachers' social competence, insufficient theoretical development and the need to eliminate the identified limitations allow stating the relevance of the research topic.

2 The fundamentals representation

The general principles of the competence-based approach are to shift the emphasis from the accumulation of normatively defined knowledge, skills and abilities to the formation and development of the ability to act in practice, apply individual techniques and experience of successful actions in situations of professional activity and social practice.

The analysis of modern scientific research has shown that the concept of "competence" is most often found in combination with such adjectives as "social", "social-psychological", "professional", "communicative". The context

of our research is addressed to the issues of understanding the essence of the social competence of a student of a higher educational.

All competencies are social in the broadest sense of the word, as they are developed and formed in society. As I. Zimnya notes, competencies are social in their content and are manifested in the society in which they are formed [12].

The essence of the concept of "social competence" is an integral quality (characteristic) of the applicant, which contains interrelated partial competencies (socio-personal, socio-professional, socio-cultural, socio-communicative, socio-informational, social leadership), which promotes personal and professional growth, productive social interaction, increasing the level of positive social activity of students, their harmonious life in society.

The high level of students' competence as future specialists is a guarantee of their successful adaptation to the dynamically changing living conditions of society, forms the basis of life, provides prospects for effective social and professional realization and the formation of independence.

According to A. Malykhin, the principles of student independence are systemic in the formation of professional competence. The author refers to the following principles: the principle of independence; the principle of humanization and humanitarianization; the principle of continuity; scientific principle; the principle of consciousness and activity; the principle of system, consistency, rationality; the principle of accessibility and a sufficient level of complexity; the principle of connection of theory and practice [6].

In this context, the formation of social competence of future professionals becomes one of the priorities of the modern educational system. A significant role is given to higher education institutions, as they are designed to provide students not only with professional knowledge and acquired skills, but also to train truly educated professionals capable of diverse vision and analysis of complex problems of society, and therefore able to find new solutions.

This is the reason for the new concept of education in Ukraine, where the emphasis shifts from a narrow-profile approach to training specialists to the diverse intellectual and spiritual development of the students' personality, their self-realization in both social and professional terms areas based on successful socialization and established social competence.

In studies of the problem of social competence, scientists make reasoned conclusions that the social competence of an individual is manifested as maturity (competence), spiritual, civic, professional. But in all these manifestations it is always the orientation of the individual to the cooperation of joint efforts, to the harmonious combination of interests.

This orientation is stable and is reflected in all spheres of human life.

Humanization and humanitarization are the processes of bringing education, its content, forms in accordance with human nature, his/her soul and spirit, as M. Pishchulin [10].

Significant changes are taking place in the field of modern humanities. Analyzing the problem of distinguishing between different types of sciences and assessing their importance, the methodologist M. Rozov [11] rightly remarks that today the humanities are no longer considered "inferior or imperfect" in comparison with natural science, and the real meaning of various sciences is changing. Thus, the relative share of natural sciences in total science is constantly decreasing, while the share and importance of technical, humanities and social sciences is constantly increasing. The importance of non-traditional complex scientific disciplines, such as ecology, religious studies, synergetics, is also growing. Under such conditions, there is a redistribution of proportions within the actual social sciences. According to popularity, these disciplines can be divided into three groups: leaders — economics and law, promising — international relations, sociology, political science, psychology; traditional — history, philosophy, cultural studies, philology, pedagogy.

Thus, the humanities are designed to reveal human qualities in the subject of training, to form the necessary abilities, using which the future teacher will help to improve the education of students to the European level. Such basic abilities include the awareness of our own responsibility (the value of human life, life choices and responsibility for this choice), as well as a sense of our social and pedagogical responsibility. We will use the potential of the humanities to develop thinking techniques and adequate universal ways of students in the obtaining, acquisition and application of knowledge.

3 Interpretation of the research results

In studying the courses "Ethics of Social and Pedagogical Activity", "Innovative Models of Social Services Provision", "Management of Social and Pedagogical Activities", "Social and Pedagogical Work and Social Pedagogical Consulting", a model of the formation of social competence is introduced, which consists of four successively interconnected blocks, namely: motivational-target, organizational-activity, technological and resultative-reflexive. Each block corresponds to the functions, forms and methods and conditions of effective formation of social competence.

The first block is motivational-targeted. The functions of the

motivational-target block are diagnostic and motivational.

According to Yu. Konarzhevsky, diagnostic methods are a system of rules and operations necessary for studying the pedagogical process and controlling it, as well as the reasons that affect its final results [4]. The implementation of the diagnostic function makes it possible to create favourable conditions for the professional growth of future teachers and the effective solution of the problems of the holistic educational process of the higher pedagogical schools.

Before beginning the experimental work on the purposeful formation of social competence of students, the subjects of the educational process must clearly understand the social and individual-personal purpose of social activities. It is the deployment of activities that are part of the motivational-target block of the model, involves the creation in the educational process of the first didactic condition for the formation of social competence of students of the Pedagogical University. At this stage, comprehensive monitoring of the level of formation of partial competencies should be carried out, which together determine the level of manifestation of students' social competence. Such teaching methods are used, which allow to provide motivating goal setting and to carry out preliminary preparation of students for the formation of social competence. Goal setting is an important part of activity planning.

V. Krayevskyi, A. Khutorskyi [5] put the learning goals of training in the classification of didactic patterns. To streamline the various didactic and methodological patterns of teaching, classifications are proposed according to the features that represent the set of didactic components and, in particular, the purpose of learning. Scientists include the following provisions in such patterns:

- the effectiveness of the educational process is determined by the harmony and balance of goals at different levels: universal, state, public, school, teacher, parental, and the like;

- students' academic success increases if they consciously participate in determining the goals of learning, choosing its technological elements, in creating a personal component of the content of education;

- the goals of each new stage of learning are determined by the level of achievement of the goals of the previous stage and the personal characteristics of students in the dynamics of their development.

The first taxonomy of learning objectives was developed and presented under the guidance of B. Bloom [2]. It consists of three parts: cognitive, affective (emotional-value) and psychomotor. The cognitive sphere is

understood as goals that go back from memorization to reproduction and problem-solving. The affective sphere includes the goals of forming an emotional and personal attitude to the phenomena of the surrounding world, starting with a simple perception, interest, willingness to respond, to the assimilation of value orientations and relationships, their active manifestation. This area includes such goals as the formation of interests and inclinations, the experience of certain feelings, the formation of an attitude, its awareness and manifestation in the activity. The psychomotor sphere includes goals related to the formation of certain types of motor manipulative activity, neuromuscular coordination. Among the goals are writing and speaking skills, as well as goals set in the framework of physical education, labour training, etc.

The motivational function of the first block of the model of formation of students' social competence is the formation of motives associated with self-determination and self-improvement. A conscious desire for self-realization is formed, life positions are determined, self-esteem is stabilized at this stage. As the practice of work in higher education shows, for most modern students, educational activities are often formal in nature, focused not on the acquisition of new knowledge, but on the successful passing of exams and diplomas.

The research is focused on the study of achievement motivation. Motivation to achieve is of the greatest importance in the study of personal success in those spheres of life where the situation is associated with activities focused on a particular result, which can be assessed in accordance with the subject, individual or social norms. The spheres of life in which achievement-related situations predominate are educational and professional.

Obviously, the real educational process is largely stimulated by external motivating factors, in relation to which the purpose of the educational process is a simple means or condition for achieving them. That is the focus on assessment and other forms of encouragement and punishment, status issues, various factors of interest that do not relate to the learning process itself. It is clear that learning activities are polymotivated, because the learning process takes place not in a personal vacuum, but in a complex interconnection of socially determined processes and conditions.

Internal motivation, according to R. Ryan, is an innate characteristic of a person, based on the realization of his interests and training abilities, including the desire to find ways to solve problems of optimal complexity. Intra-motivated behaviour is based on the experience of mastery and competence, awareness of interest in activities, the experience of liberation

from external influences, the perception of themselves as the cause of their actions. The inner need for competence motivates the student to constantly strive to achieve goals by carrying out activities of optimal level of complexity.

An important means of improving the educational process of future educators in the modern education system is a constant impetus for improvement, which requires the use of appropriate forms, methods, tools and ways of implementation. Motivating goal setting creates the basis for the development of activities provided in the next block of the developed didactic model.

Organizational and activity block.

This is a period of acquaintance with students during classroom sessions. The functions of the block are coordination, informational and explanatory.

The implementation of the informational and explanatory function of the second block of the model presupposes that the teacher has the skills to clearly, concisely and interestingly teach students the program material. In addition, educational material should be supported by real-life examples, because the formation of students' social competence is not only part of educational activities, but also will be useful in everyday life in the future.

The coordinating activity of a teacher involves the specification of conditions that contribute to the formation of students' interest in acquiring social knowledge, skills and abilities, as well as positive motivation to become a socially competent specialist in professional activities.

As noted by P. Pidkazystyi [9], mastering only the content side of knowledge leads to the implementation of cognitive activity, deprived of independence. To ensure the purposeful formation of social competence of students of the Pedagogical University, it is necessary to focus on the communicative and logical-operational aspects of teaching the humanities.

It is here that a didactic environment is created that guarantees the use of active and interactive productive learning technologies. Therefore, the choice of forms and methods of teaching is dominated by integrative, interactive methods. The development of technology is constantly increasing the role of communication. In order for graduates of higher pedagogical educational institutions to become competitive in the modern labour market, they must be able to apply communicative knowledge, skills and abilities at a high level.

The communicative function is realized through the interaction of the teacher with students, social communication with the bearers of values, stereotypes, norms of behaviour that differ from their own values. In the process of teaching the humanities, the teacher, first of all, focuses on the

provisions of the integrative approach as a means of forming in students a generalized system of knowledge, skills and communication skills. It is the implementation of this function that determines the establishment of friendly relations between the participants of the educational process and characterizes the specifics of teacher-student interaction. For the future teacher, communicative activity is a process of constant knowledge of the situation, communication conditions, social environment, oneself and the opposite party.

The elementary unit of organization of the educational activity content within the framework of the organizational activity block of the didactic model of formation of students' social competence in pedagogical universities is competence-oriented tasks-situations, especially those that have social significance or socially determined content. Situational tasks of this type, as one of the forms of realization of educational material, allow to realize in practice meaningful integration of disciplines of a humanitarian cycle, to carry out coordination work.

The next block of development of activity within the framework of the developed didactic model of the formation of students' social competence in pedagogical university in the course of teaching of humanitarian disciplines is the **technological block**.

The implementation of the formative and corrective functions of educational activities is accompanied by the introduction of interactive technologies and the improvement of existing learning systems, which affects the efficiency and quality of the educational process.

The formative function is to identify educational elements that have an insufficient level of formation and negatively affect the further assimilation of information. Due to the presence of interdisciplinary connections, the formation of such social knowledge, skills and abilities, which become the basis for the formation of students' social competence.

In our opinion, pedagogical management is important at the stage of technological unit deployment. Its dominant functions are constructive, which consists in choosing the optimal methods, techniques and means of forming the social competence of students in the study of the cycle of humanities; organizational and normative, which is implemented directly through practical educational activities; as well as corrective. Current regulations on higher education define the main tasks of modern education management. Scientists L. Podolyak and V. Yurchenko [8] offer the following list of tasks for a modern university:

- optimization of management and organizational structures of the management system;

- the formation of a creative, spiritually rich personality, taking into account the needs, interests, abilities and desires. The main value of education is individuality with its inherent interests and needs;
- improving the ways of the formation of national consciousness, patriotic feelings and modern principles of aesthetic, moral-ethical, environmental education and upbringing;
- ensuring the innovative development of higher education and its advanced nature;
- improvement of management mechanisms (from the Ministry of Education and Science of Ukraine to the student audience).

In the management of the process of formation of students' social competence of pedagogical university, an important condition is the purposeful creation of complicating socially significant situations, which are designed to ensure the development of operational and implementation competencies of future teachers. The executive stage provides the organization and holding of creative workshops on mastering the methods of group work, the use of special courses, methodical recommendations, etc. The selection of educational material is carried out in such a way as to ensure an effective impact on the development of the structural component of the implementation and management of students' social competence.

Resultative and reflexive block.

It provides for the use of various means of variable control, diagnostics of the formation of the reflexive structural component of students' social competence with subsequent correction. Traditionally, didactics use interpretations of concepts that are relevant for analytical and evaluative work: control — generic concept; verification — control process; assessment — quantitative recording of the identified level of knowledge and skills; accounting — documentary fixation [7].

The most important functions of assessment are: educational, pedagogical, developmental, diagnostic and corrective, the function of stimulation and motivation, management of the educational process. Assessment in the learning process of students is an important factor in stimulating and motivating. The assessment should be carried out in compliance with certain didactic principles, the main of which are:

1) the principle of systematicity — the didactic expediency of exercising control at all stages of training;

2) the principle of thoroughness — determining the level of mastery of knowledge, skills and abilities according to the main parameters;

3) the principle of individualization — due to different levels of student achievement within the same academic group.

During the diagnosis of the effectiveness of the formation of students' social competence, it is worth paying attention to the following aspects:

- whether the student's motivational focus on social knowledge has changed;
- forms, methods, means and techniques of educational work that optimally affect the level of formation of the student's social competence (according to the student himself)
- whether the student's attitude to the acquired social experience of interaction between members of the group, society as a whole has changed;
- whether the student's attitude to the chosen specialty has changed.

4 Conclusions

The theoretical substantiation of the didactic model of the formation of students' social competence provides a solid and sufficient basis for its experimental testing. In the development of the didactic model, the provisions of the competence-based (as a major one), personality-oriented, systemic and integrated approaches were used. Compliance with the main ascending positions of these approaches led to the allocation of structural components that form the basis for determining the system of knowledge, skills and abilities necessary for the formation of students' social competence of pedagogical university in the process of teaching humanitarian disciplines.

Humanities in their didactic parameters exceed the capabilities of technical disciplines. The range of didactic potential of the subjects of the humanities cycle determines the correction of the paradigm of general didactic principles that provide a reasonable choice of forms, methods and techniques of teaching [3, p. 71].

The humanities are based on general scientific principles, including the interconnection between theory and practice, teaching and education, as well as between historical and modern, social and individual. The specifics of the organization of training in humanities is the task of training specialists not only in the specialization of higher education, but a comprehensively developed personality who reveals and implements personal resources.

Given that the formation of social competence of students is based on the content of humanities, we understand it as a set of cognitive,

interactive, operational, implementation and reflexive competencies of the lower hierarchical order. These competencies are formed with the help of modern educational technologies and are aimed at developing students' skills and abilities to solve complementary socially significant situations in order to ensure their personal self-actualization.

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Модель формування соціальної компетентності студентів у процесі навчання дисциплін гуманітарного циклу

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Анотація. У статті проаналізовано шляхи реалізації компетентнісного підходу в сучасних освітніх реаліях, представлено соціальну компетентність як інтегрований комплекс парціальних (часткових) компетентностей особистості. Прослідковано взаємозалежність між спрямованістю світової економіки на інтеграцію та глобалізацію, звернення до європейської системи вищої освіти, визначеної Болонським процесом, і причиною докорінних змін орієнтирів освітньої парадигми на компетентнісний підхід.

З'ясовано дидактичний аспект процесу вивчення студентами гуманітарних дисциплін. Встановлено, що система гуманітарних дисциплін може й має бути спрямована на розвиток структурних складових соціальної компетентності студентів, які повною мірою знаходяться у взаємодії та взаємообумовлюються, оскільки мають властивості варіативності, взаємозалежності, інтегративності, соціальної та особистісної значущості.

Описано впровадження моделі формування соціальної компетентності, яка складається із чотирьох послідовно взаємопов'язаних блоків, а саме: мотиваційно-цільового, організаційно-діяльнісного, технологічного й результативно-рефлексійного. Кожному блоку відповідають функції, форми, методи та умови ефективного формування соціальної компетентності. Представлена модель формування соціальної компетентності студентів у процесі навчання дисциплін гуманітарного циклу вміщує систему діалектичним чином взаємопов'язаних елементів: мету, блоки, функції, структурно-функціональні компоненти, дидактичні умови, форми, методи, підходи.

Ключові слова: компетентнісний підхід, соціальна компетентність, гуманітарні дисципліни, модель формування соціальної компетентності.