Mykhailo Tuhan-Baranovskyi
Donetsk National University of Economics and Trade

STUDENTS' VALIDATIVE COMPETENCES FORMATION WHILE HUMANITARIAN DISCIPLINES STUDYING
monograph

Recommended to the publishing by the resolution of Academic Board of Mykhailo Tuhan-Baranovskyi Donetsk National University of Economics and Trade, Protocol No. 7 of 25.02.2021

S 88 Students' Validative Competences Formation while Humanitarian Disciplines Studying: monograph / edited by S. Ostapenko. Prague: Oktan-Print s.r.o., 2021. 170 p.

The collective monograph is a project of the Department of Foreign Philology, Ukrainian Studies and Social and Law Disciplines of Mykhailo Tuhan-Baranovskyi Donetsk National University of Economics and Trade. The content is devoted to topical issues of competence approach provisions implementation in the higher institution educational process organization in terms of students training. The authors identify the didactic and ideological potential of the humanities education content. The optimal ways of implementation of the competence-oriented paradigm of university students' training in the educational process of higher education have been developed, substantiated and shown.

CONTENTS

PREFACE

The state of understanding the problems of modernization of higher education reflects the contradictions of Ukrainian society, which affect the average consumer of educational services, the scientific community, and every student. Researchers relate the crisis in education to the lack of competent specialists who have a clear system of professional and value orientations, able to realize personal and professional potential in the field of education fruitfully.

New standards of pedagogical education, developed in accordance with European requirements, intensification of the practical component of professional training of university students, updating of Ukrainian legislation in the field of education require the use of new approaches to content selection and professional training of students. It is worth noting that the openness of the Ukrainian educational system to external influences encourages students, future professionals to conscious professional self-development as a guarantee of future competitiveness in the market of economic services. At the same time, social mobility, awareness, competence of a modern student acquire the status of basic, key characteristics that affect the success of future professional activity decisively.

Competence is understood as obtaining certain knowledge, skills, life experience, which allow you to judge something, do or decide something. Differences are observed:

• in the understanding of competence as actual personality traits or hidden psychological neoplasms;

• in understanding the subject content of competencies, understood as systemic neoplasms, personality qualities.

When it comes to competence as a result of mastering knowledge, skills, experience, the emphasis is on what this knowledge, skills, experience should be. When we consider competencies as personal neoplasms, the issues of the structure of these neoplasms, competencies, and their components come into force.

Undoubtedly, competence is a multilevel formation with components of cognitive, expressive and interactive nature. This is a complex single system of internal psychological components and personality traits of the specialist, which include knowledge and skills.

Willingness to make informed and responsible choices means the ability to analyze the situation, set priorities, set goals and relate them to other people's aspirations, plan the results of your activities and develop an algorithm to achieve them, evaluate the results of your activities in the context of the situation and your life plans.

Possessing this competence allows you to identify the problem, make an informed decision and take responsibility for it, to ensure your actions to implement this decision.

Most authors consider professional competence in two aspects: as the purpose of education, training; and as an intermediate result that characterizes the state of the specialist who carries out his professional activity.

Studies of the functional development of professional competence have proved that at the initial stages of specialist professional development there is a relative autonomy of this process and at the stage of independent performance of professional activity competence is increasingly connected with professionally important qualities.

It is in the format of this that the semantic and structural components of the collective monograph are built. Researchers, educators, educational practitioners offer their own views on the ways of implementing the competency approach and competency-oriented paradigm of higher education.

SECTION 1. GENERAL SCIENTIFIC BASES OF SOCIAL COMPETENCE DEFINITION AS A QUALITATIVE CHARACTERISTIC OF STUDENTS SOCIALIZATION PROCESS

Tamara Vasyliuk
Mariia Kuts

One of the main priorities of modern higher education is training of specialists with a clearly defined and measurable level of professional and social competence. This priority is reflected in the main documents on the Bologna process, in particular, in the Handbook of the European credit transfer system, approved in Brussels on 06.02.2009. The new Law of Ukraine "On Higher Education" dated 01.07.2014 # 1556 – VII, in which competence means a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines a person's ability to successfully carry out professional and further educational activities and is the result of training at a certain level of higher education (Article 1) [12].

Modern students awareness has brought awareness that in an extremely fast-changing Europe, a university degree does not automatically provide a job. In some countries, employers have also begun to place higher demands on educational institutions as to what graduates can actually do after graduation, rather than just what knowledge they possess.

Tuning Educational Structures in Europe is a European project designed to offer a comprehensive approach to the implementation of the Bologna Process at the level of universities and subject areas. The purpose of the project is the mutual correlation and coordination of structures (principles of construction) and the content of educational programs. The project "Harmonization of educational structures in Europe" was launched in 2000 to combine the political goals of the Lisbon Strategy and the Bologna Process with the needs of the higher education sector. During the project implementation the author's team proposed a methodology for the design, review, development, implementation and evaluation of curricula for each of the educational cycles. The name "TUNING" emphasizes that universities do not strive for uniformity of programs or standard curricula, but for agreed parameters, approximation and common understanding of these programs in order to preserve the diversity (multidimensionality) of the educational process.

In the TUNING methodology, special attention is paid to two sets of competencies: general and subject-specialized (professional). Professional

competencies are key to academic qualifications and relate to specific subject knowledge. The importance of general competencies is clear to the general public [28].

The basic competencies of future specialists are determined by the requirements of employers, as well as dictated by public expectations, so the problem of their formation is a priority today in the process of forming a personality in higher education.

Common competencies include *instrumental* (provide basic knowledge in various fields, communication in the native language, knowledge of a second language, skills of organization, planning, information management, ability to analyze and synthesize, computer skills, ability to solve problems and to make decisions), interpersonal (ability to criticise and self-criticism, ability to perceive diversity and intercultural differences, teamwork, interpersonal skills, ability to communicate with professionals from other fields, ability to work in an international environment, adherence to ethical values), systemic (skills apply knowledge in practice, research skills, ability to learn, skills of independent work, project development and management, initiative, concern for quality, desire for success).

The TUNING project combines two aspects – approaches to the preparation of degree programs and quality assurance in their development and implementation. The specific task of the project is to create a common understanding and appropriate tools for universities to develop, maintain and implement a quality assurance system for higher education programs in a broad European context [28].

Understanding the need and timeliness for the formation of students professional competencies at higher educational institutions, in particular in the process of studying the humanities, consider in more detail the proposed competencies for educational and qualification levels "bachelor", "master".

The bachelor should:

– demonstrate knowledge of the basics and history of the main discipline;

– logically interpret the acquired basic knowledge;

– demonstrate an understanding of the general structure of the discipline and the relationship between its subordinate disciplines;

– demonstrate understanding and be able to implement methods of critical analysis and development of theories;

– accurately implement methods and technologies related to a particular discipline;

– demonstrate an understanding of the quality of research related to the discipline;

– demonstrate an understanding in experimental and empirical testing of scientific theories.

The master should:

– have a high level of knowledge in a specialized field of a particular discipline. In practice, this means getting acquainted with the latest theories, interpretations, methods and technologies;

– be able to practically interpret the latest phenomena in theory and practice, be sufficiently competent in the methods of independent research, be able to interpret the results at a high level;

– be able to make an original contribution to the canons of the discipline, for example, to prepare a dissertation;

– demonstrate originality and creativity in terms of discipline;

– have developed competence at the professional level [28].

The student in the course of the educational process must acquire important competencies through the application of knowledge. To do this, it is necessary to ensure the transition from qualification to competence, which will allow you to find optimal solutions in any life situation. Possessing the technology of decision-making, freedom of choice, a person becomes able to adapt to constant change.

Integrating into the European space, the educational paradigm of Ukraine involves focusing on the provision that the main results of the university should not be a system of knowledge, skills and abilities per se, moreover, the descriptors of competencies of a specialist in a particular field are determined by state classifiers of professions. The classifiers of professions are based on industry standards of specialties (characteristics, production functions, typical tasks of the activity, its subject, tools, etc.). Competency descriptors can be used both in the design of curricula, which allows students to consciously and individually choose curricula, and for the construction and implementation of programs and procedures for specialist certification [32]. In addition, on the basis of the formed competencies of graduates it is possible to evaluate the result of their university training. Hence the need to consider the professional training of high school students from the standpoint of the formed competencies, on the basis of which the level of their professional qualification is determined.

Although TUNING recognizes the dominant importance of professional competencies that are formed in the student during the process of mastering the program, it should be noted that higher education needs to make significant efforts to create an appropriate environment that would form general (universal) competencies.

The introduction of a student-centered learning system shifts the emphasis from the learning process to the learning outcome, changing the role of teacher and student, focusing on students [55].

In the context of diversity of educational contexts and their changes, it is necessary to constantly monitor the requirements of society for general and

professional competencies. This dictates the need for constant review of information on the adequacy of the list of competencies.

According to TUNING, competencies are a dynamic combination of cognitive and meta-cognitive skills, abilities, knowledge and understanding, interpersonal, mental, practical skills, ethical values. Learning outcomes are the formulation of what a student should know, do, and be able to do after graduation. They are formed as the level of competence that a student must achieve [55].

The methodology of building a student-centered educational program involves the implementation of the following steps: implementation of the educational program and its components in accordance with a clear structure and transparent implementation plan; monitoring the program and its components by interviewing students and staff to assess teaching, learning and assessment, as well as initial information according to the performance indicator (it is recommended to use the TUNING checklist to evaluate the curriculum); use of a feedback system to analyze the results of evaluation and expected developments in the subject area, taking into account the needs of society and the scientific environment; continuous improvement of the program as a whole and its components.

The next stage in the development of theoretical material is to highlight the results of analytical study of existing approaches to seeing the structure of social competence in the scientific literature.

The structure of social competence has been systematically studied in the works of scientists since the beginning of the XXI century. Thus, O. Ovcharuk introduces into the structure of social competence the ability to cooperate, the ability to solve problems in different life situations, mutual understanding skills, active participation, social and civic values and skills, communication skills, mobility (in different social conditions), the ability to determine personal roles in society [14, p. 62]. The structure of social competence is characterized by a sufficient number of components that are interacting and interdependent, as they have the properties of variability, interdependence, integrativeness, social and personal significance.

L. Lepikhova considers social competence as a set of cognitive abilities of the individual, aimed at learning about communication partners and psychological features of the communication process in general [22].

O. Pryamikova believes that social competence as an aspect of individual consciousness is responsible for constructing personal social relations at all levels and is a set of alternative components that are necessary for the realization of personal goals in society. The author conditionally divides social competence into: 1) what is perceived by the individual, accepted by him/her as a result of reflection,

understanding, comparison; 2) what is mastered by the individual at the level of stereotypes and accepted as a guide to action [37].

M. Doktorovych in the structure of social competence distinguishes communicative, verbal, socio-psychological, operational, ego-competence and interpersonal orientation [10].

The monograph of S. Uchurova [49] identifies the following main semantic components of social competence: the ability to make decisions, the ability to work in groups, communication skills, empathy, role flexibility, responsibility.

In Yu. Slesarev's scientific research in the structure of students' social competence the obligatory components are readiness to take on moral and humanitarian obligations, ability to make organizational decisions in non-standard situations, ability to evaluate social, moral, scientific, ethical and professional criteria for solving social problems. and professional tasks [44, p. 5].

N. Mishchanchuk notes that social competence, as the basis of a successful personality and development of society, consists of key competencies: socio-psychological, vital, civic, moral, communicative and professional [29].

The opinion of S. Ostapenko deserves attention, which, studying the social competence of high school students, defines those related to social professional competence, socio-psychological, socio-cultural and socio-perceptual [33].

In our research partial competencies of the lower hierarchical order are identified, which together directly aim to develop skills of students to solve socially significant situations to ensure their social and personal self-realization. The structure of social competence of students includes *cognitive*, *interactive*, *implementational*, *operational* and *reflective* competence. We provide a description of each of the above competencies.

Analysis of psychological and pedagogical literature (O. Vyazovova, E. Zeier, O. Potanina, A. Khutorskaia) proves the existence of different approaches to the definition of "cognitive competence". In the collection of scientific works on the adaptation of the TUNING methodology in practice, cognitive competence is interpreted as:

– readiness for constant improvement of the educational level;

– the need to update and realize their personal potential;

– ability to independently master new knowledge and skills;

– ability to self-development [28].

O. Vyazovova defines cognitive competence as a quality of personality that determines its readiness and ability to implement cognitive mechanisms, namely: goal setting, planning, analysis and reflection. The author emphasizes that cognitive

competence contains the following components: educational-cognitive, operational-technical, value-semantic [6, p. 25].

Relevant for the study is the opinion of A. Khutorsky, who believes that the focus of the educational process on the formation of cognitive competence will help solve a typical educational problem, which is that having a set of theoretical knowledge, subjects experience significant difficulties in the process of using them in practice during the solution of problem and creative tasks [50].

O. Potanina under cognitive competence determines the existence of knowledge, skills, education in general, which leads to personal self-realization and defines it as a result of education, in the presence of which the level of training, for those who study, allows to have the ability to develop cognitive activity in professional, social and personal life, self-organization and self-development; readiness for constant increase of educational level; the need to actualize their personal potential, demonstrate reflection and independently acquire new knowledge and skills [36].

Investigating the problem of forming cognitive competence of students of pedagogical universities, D. Dudko notes that this competence is the desire for continuous professional and pedagogical self-improvement, the formation of skills and abilities of professional and pedagogical self-education, creativity, willingness to create new values, ability to innovate in their activities [11].

Pedagogical conditions for the formation of students' cognitive competence have become the subject of research by scientists I. Lipatnikova and T. Parshina. Researchers identify the following pedagogical conditions: increasing motivation and creating an emotionally positive mood of students; orientation of the educational process on the subjectivity of the student's personality; selection of content, methods and forms of learning that ensure the integration of the process of formation of cognitive competence and maintaining the required level of subject training; conducting systematic diagnostics of the educational process [23].

Thus, scientists consider cognitive competence as one of the key types of personality competence, as a component of other types of competence, as well as as a personal basis for continuing education.

Taking into account the results of research on the problem of cognitive competence, we have determined that cognitive competence is a cognitive-evaluative activity that ensures the integrity of the educational process, activates cognitive activity, promotes the development and enrichment of components of cognitive experience; it is the ability to perceive, transform in consciousness, store in memory and reproduce at the right time to solve theoretical and practical problems of information.

Peculiarities of the formation of *interactive competence* are studied in the works of Yu. Konarzhevsky, D. Leontiev, I. Lipatnikova, O. Makarenko, L. Petrovska, O. Pometun, M. Radyshevska, J. Richards, G. Shchedrovytsky and others.

In his scientific work, J. Richards defines interactive competence, which is the ability to meet the rules and requirements of communication in the classroom and in real life; ability to interact with peers and adults during any task. In order to interact competently, the pupil or student should perform three main functions: 1) understand and decipher the expected result from the task and obtain new information; 2) take an active part in the performance of one or more tasks; 3) receive appropriate response in accordance with the quality of the task [54].

According to Yu. Konarzhevsky, interactive competence is not so much formed as naturally developed, if there is a purposeful system of approaches, methods, techniques in the learning process [16, p. 8].

Interactive competence, according to O. Makarenko, is the ability and willingness to navigate in situations of interaction, independently organize effective interaction with others, critically analyze their communication, which is based on values, experience, learning and work on yourself [25, p. 144].

Among the most important skills of interactive competence, M. Radyshevska says, the most professionally oriented are automation, information processing, which focuses on the content and not on the form of the link; internal motivation, which provides language interaction and personal language development; strategic language competence, which determines the acquisition of skills for making their own decisions, determining the ways of oral and written communication; ability to maintain a connection between language and culture, to develop interm and communicative competence [38]. In the understanding of interactive competence, several specific forms of effective interaction are intertwined, however, most often it is a focus on the form of communication. The researcher proposes to check the formation of interactive competence through psychological and pedagogical testing with the ability to assess themselves on the following indicators: mutual knowledge, mutual understanding, interaction, social autonomy, social adaptability, social activity. Mutual knowledge is expressed in an adequate assessment of the personal qualities of interaction partners. Mutual understanding determines the ability to understand the point of view of another person, mutual influence – the degree of significance of thoughts and actions of other participants in joint activities. Social autonomy is characterized by the importance of personal participation and position in joint actions, and social adaptability – the well-being of social relationships. Social activity indicates the leading motives for interaction with others and the effectiveness of joint activities. Interactive competence

is an intellectual innovation, a system of knowledge and authority, which consists in the ability to correct a language link, receive and interpret it in any context, discuss the meaning of a question, cooperate to achieve the desired result, the ability to find ways to interact, which consist in the interaction itself [38, p. 118].

O. Pometun in the study of the topic "Technology of interactive learning as an innovative pedagogical phenomenon" introduces the categorical concepts of "pedagogical interaction" and "interactive pedagogical interaction". According to the scientist, pedagogical interaction is an "exchange of activities between teachers and students, in which the activity of one condition carries out the activities of another" [35 p. 47]. At the same time, interactive pedagogical interaction is a process of intensive intersubjective communication between teachers and students, which creates a degree of intensive communication of its participants, their communication, exchange of activities, change and diversity of its forms, forms and techniques, purposeful reflection of employees and interactions [35, p. 49].

According to D. Leontiev, "True joint activity is not added to the individual, but substites it. In its structure joint activity is similar to individual one; in comparison with the fact that in its links it will be distributed between two or more entities that at some point have no individual activity. Thus, this activity is not the only common operational, but a common motivational and semantic structure" [20, p. 398].

I. Lipatnikova studies the interactive competence of a modern specialist as:

– emotional stability, which is manifested in the ability to establish and maintain their emotional reactions and reflect the dynamics of interpersonal interaction;

– flexibility in communication - the ability to establish and maintain interaction with the environment, take into account the individual characteristics of partners, as well as the relative ability to change under objective circumstances, i.e. the ability to act in new conditions, changing ways of working;

– the ability to cooperate as an integrated quality that includes the ability to formulate their own point of view, resolve conflict, the ability to find solutions in the presence of opposing views [23, p. 143].

Many authors (Yu. Konarzhevsky, D. Leontiev, O. Makarenko, M. Radyshevska, G. Shchedrovytsky, etc.), speaking of interactive competence, interpret the concept of different positions, but always indicate mutual changes of both parties (mutual knowledge, mutual influence, interaction, mutual understanding, mutual regulation, etc.). Interact with information, namely to generate an idea, formulate an opinion, argue a person's point of view will be more efficient in the presence of other people.

Thus, in our research, interactive competence is determined by the presence of a set of knowledge, skills and abilities that allow students in the process of active

interaction to effectively and efficiently perform certain learning activities, using and gaining experience, improving existing knowledge, skills and abilities.

Implementation competence. In fact, the very concept of implementation (from the Latin impleo – implementation) is the actual implementation of certain responsibilities. Implementation is a preparatory stage of realisation, necessary to ensure timely, complete and comprehensive implementation of generally accepted norms [19, p. 134].

The English-Ukrainian dictionary gives the definition of implement – 1) tool, device [2, p. 259].

The term "implementation" in the field of jurisprudence was first used by scholars and practitioners in the late 1990s, when it became necessary to address the issue of Ukraine's implementation of its international obligations. In legal regulation, the role of interpretation of legal norms is limited to a correct understanding of the true content of legal norms and its detailed, reasonable explanation to other subjects of law.

It is advisable to use the term "implementation" in scientific activities, as it combines different or similar concepts. Implementation is a holistic mechanism for achieving this goal through certain technologies of active and interactive learning. With this in mind, we can correlate implementation competence with technological competence.

According to L. Vasylchenko, technological competence includes tools and techniques for managing the pedagogical process. For its implementation, a student needs operational knowledge that directly affects the nature of student activity in professional activities. The function of operational knowledge is performed by knowledge of a theoretical nature, which exists in the professional consciousness by the formed concepts, algorithms and programs of professional actions [5].

V. Sidorenko and V. Solovey, considering the technological training of youth as an integral component of general education, emphasize the features of technological development of modern society, the diversity of the phenomenon of human technological culture [43].

Variable use of active forms and methods of organization of educational activities in the classroom contributes to the conscious mastery of theoretical material by students, develops a critical attitude to the use of technology in the educational process. And this, as L. Kuzemko notes, forms the technological competence as a professional quality of a teacher [18].

L. Grebenkina interprets technological competence as a set of skills for designing the pedagogical process, starting with goal setting, choosing the optimal and adequate content and methods of teaching and ending with analysis and reflection of results

compliance with the planned ones. Analyzing the structure of technological competence, the researcher identifies a block of knowledge (methodological, informational, methodological, technological, creative), pedagogical techniques, a set of different methods and techniques of pedagogical influence and interaction, the ability to design and construct new technologies, creative abilities. Criteria for measuring technological competence, the researcher chooses the feasibility (direction); creativity (in terms of content), manufacturability (in terms of pedagogical technique), optimality (given the choice of effective means), productivity (result) [8].

According to V. Slastyonin [43], the regulatory impact of technology is that it encourages researchers and practitioners in all areas, including education, to find the principles of performance; mobilize the best achievements of science and experience to guarantee the desired results; to build activity on intensive, i.e. as much as possible scientific bases; pay more attention to forecasting and designing activities to prevent the need to adjust them in the implementation process; use innovative information tools, automate routine operations as much as possible, etc. The scientist notes that manufacturability is becoming the dominant characteristic of human activity, means the transition to a qualitatively new level of efficiency and optimality.

In our research, implementation competence is understood as a practical desire and ability to realize their potential (knowledge, skills, experience in using various learning technologies) for successful creative activities in the social sphere, awareness of the importance of personal responsibility for the results of this activity and the need for continuous improvement.

Operational competence.

According to I. Zyazyun, professional and pedagogical competence reflects the willingness and ability of a person to professionally perform pedagogical functions in accordance with the currently accepted norms and standards in society [13].

Operational competence is distinguished as a component of information and is interpreted as a set of knowledge and skills, as well as experience that allow to effectively solve problems which arise in the process of using software and hardware. Future teachers must be experts in order to solve problem situations independently and quickly, without outside help.

Operational competence is determined by a set of skills that a teacher needs to perform professional activities: prognostic, projective, subject-methodical, organizational, pedagogical improvisation, expertive.

O. Timets researches the professional competence of geography teachers and includes operational competence as one of its components. The researcher presents operational competence as a combination of procedural and information-research

competences [47]. The criterion for the formation of operational competence is the implementation of a set of practical skills by future teachers. O. Timets identifies the following basic skills for the formation of operational competence of a future teacher: the ability to use modern methods of obtaining information; ability to combine scientific and practical training; ability to accompany one's own answers or scientific reports with modern audiovisual means and computer technologies; ability to receive, systematize, connect with practical activity, with life and activity of the person functional professional knowledge; ability to organize one's working time, to use advanced scientific experience in one's work [47].

Operational competence is manifested as the ability to perform specific social tasks in the pedagogical process, which is the learned methods and experience of pedagogical activities necessary for the successful implementation of integrated learning, solving pedagogical problems, the implementation of research activities.

Reflective competence. Appearing in classical philosophy, reflection meant the process of human reasoning about everything that happens in their mind, identified with the ability of an individual to focus on the content of their own thoughts in terms of abstraction from all external, understood as a special source of knowledge and internal experience through special observation by a person of their own activity, their ways, their own thoughts about the outside world and themselves [7, p. 17].

In the light of the humanization of education, reflection processes are studied by such scientists as: N. Bibik, A. Derkach, I. Zyazyun, A. Markova, O. Savchenko, I. Ulyanich, G. Shchedrovytsky and others.

In the works of G. Shchedrovytsky reflection is defined as a mechanism for the development of thinking, which is realized in two main organizational forms – both individual and collective. In general psychology, reflection is traditionally understood as the process of self-knowledge of the subject of internal mental acts and states, as well as the ability to think, aimed at understanding the world and oneself [52].

Modern psychological and pedagogical research defines reflection as one of the elements of competence. Being included in the structure of pedagogical interaction, V. Metaeva notes, reflection determines the personal orientation of education, contributes to its individualization and the fullest disclosure of the personal potential of participants in the educational process [196]. According to V. Metaeva, reflection is a principle of human thinking that directs them to comprehend and realize their own forms and preconditions; subject consideration of knowledge itself, critical analysis of its content and methods of cognition; activity of self-knowledge, which reveals the internal structure and specificity of the spiritual world of a human [27].

The need for reflection in professional and pedagogical activities and the specifics of the reflective activities of the teacher led to the allocation in modern science of a special type of reflection – pedagogical one. Pedagogical reflection, according to A. Bizyaeva, is "a process of imaginary (preliminary or retrospective) analysis of any professional problem, which results in a personally coloured understanding of the problem and new prospects for its solution [3].

Analyzing the approaches to the problem of reflection, R. Chudynsky and N. Lukyanchikova note that currently there are two approaches to the interpretation of reflection processes: reflective analysis of one's own consciousness and activity; reflection as an understanding of the essence of interpersonal communication. Indicators of the reflective competence formation are:

– ability to carry out reflection activities;

– self-analysis of own educational activity and analysis of other participants of educational process;

– self-interpretation and interpretation [51].

Reflective competence consists of awareness about the processes of personality actualization, the implementation of reflective abilities in understanding and overcoming stereotypes of thinking and the formation of new innovative content. This is an important professional quality of an individual, which has a positive effect on the processes of individual professional development [48].

Comparing reflective competence with other types studied in pedagogy and psychology, the opinion of A. Derkach attracts attention, who defines this competence as a metaconcept, i.e. metacompetence, which by means of the mechanism of reflection provides timely adjustment and adequate development of all other types of competence [9, p. 681].

Reflective competence is a professional quality of a specialist, which consists first of all in awareness of the processes of personality actualization, realization of reflective abilities in understanding and overcoming stereotypes of thinking and formation of new innovative content. Reflective competence plays a particularly important role in rethinking personal and professional experience, which contributes to the formation of new professional standards and standards that stimulate development.

Reflective competence is manifested as the ability to comprehend the basics of their activities, during which the assessment and reassessment of their abilities and personal achievements are provided; conscious control of the results of their actions, analysis of real pedagogical situations; ability to self-control, self-knowledge, self-development of one's own personality.

Table 1.1

Partial competencies of students' social competence

Competence of the lower hierarchical order	*Aspect*	*Definition*
Cognitive	Intellectual	Cognitive-evaluative activity, which ensures the integrity of the educational process, activates cognitive activity, promotes the development and enrichment of the components of cognitive experience; the ability to perceive, transform in consciousness, store in memory and reproduce information at the right time to solve theoretical and practical problems
Interactive	Communicative	A set of knowledge, skills and abilities that allow students in the process of active interaction to effectively and efficiently perform certain educational activities, using and gaining experience and improving the existing set of knowledge, skills and abilities
Implementational	Cooperative	Ability to realize in practice their potential (knowledge, skills, experience in the use of various learning technologies) for all creative activities in the social sphere, awareness of the importance of personal responsibility for the results of these activities and the need for continuous improvement
Operational	Technological	Ability to perform specific social tasks in the pedagogical process, which is a mastered methods and experience of pedagogical activities necessary for the successful implementation of integrated learning, solving pedagogical problems, the implementation of research activities
Reflective	Individual and personal	Ability to comprehend the basics of one's activities, during which the assessment and reassessment of one's abilities are performed, personal achievements; conscious control of the results of one's actions, analysis of real pedagogical situations; implementation of self-knowledge, self-control, self-development

According to the results of theoretical analysis, certain generalizations of positions and approaches of different scientists on the essential understanding of the studied phenomenon, we make an author's attempt to offer a more precise definition of "social competence": *an integrated set of partial competencies based on personal psychological abilities, moral values, which together allow a particular individual to successfully interact with society in order to activate and implement the processes of self-actualization, self-expression, self-improvement, self-realization.*

Given the fact that the formation of social competence of students will be based on the content of disciplines of the humanities, we understand it as *a set of cognitive, interactive, operational, implementation, reflective competencies of lower hierarchical order, formed by modern educational technologies. directly aimed at developing the skills and abilities of students to solve complicated socially significant situations in order to ensure their social and personal self-realization.*

The study of psychological and pedagogical literature on the problem of social competence allows us to conclude that this phenomenon is interpreted by many scientists as an integral part of the process of socialization of the individual. The essence of the concept of socialization, its procedural features and structure were investigated by B. Ananiev, F. Giddings, I. Kon, S. Litvinenko, S. Maksymenko, V. Moskalenko, A. Mudryk, S Savchenko, N. Smelzer and others. This is due to the fact that the essence of socialization is the individual's assimilation of a certain system of knowledge, norms, values, which allows to become a person.

Existence in the modern world is possible only through socialization. Education is an effective means of socialization for the individual who acquires it, because it involves a constant dynamic interpersonal interaction and determines the processes of its spontaneous socialization. Thus, education, in particular vocational education, is a really effective means of socialization of an individual.

The very concept of "socialization" (English socialization, from the Latin socialis – social) first appeared in the late nineteenth century in Western sociology. The American Sociologist F. Giddings made a significant contribution to the study of the problem of socialization of the individual. The scientist defined socialization as a process of development of human social nature [37].

The socialization of the individual is the process of an individual's entry into the social environment, their mastery of skills and abilities of practical and theoretical activity. Socialization should be understood as the whole diverse process of learning the experience of public life and social relations. Social education is decisive for the process of socialization. This process can be characterized as the gradual accumulation of social experience by an individual, expanding the scope of their communication and

activities, as a process of developing self-regulation and formation of self-awareness and active life position. The concept of "socialization of an individual" means that initially an individual is perceived as a non-social being and his non-sociality in the process of educating society, not without resistance, must be overcome [39, p. 543].

The definition of socialization as a process was given by B. Ananiev, pointing out that socialization is the process of forming a person as a person, their social formation, inclusion of the individual in various systems of social relations, institutions and organizations, human assimilation of knowledge, norms of behavior [1].

Socialization, according to A. Kapska, is a process of consistent entry of an individual into the social environment, which is accompanied by the assimilation and reproduction of the culture of society due to human interaction with natural and purposefully created living conditions at all ages. To socio-pedagogical mechanisms of socialization, the scientist refers to the traditional mechanism of socialization associated with the child's assimilation of norms, standards of behavior, attitudes, stereotypes characteristic of their family and immediate environment, assimilated on an unconscious or subconscious level through uncritical perception of main dominants. [46].

S. Lytvynenko's opinion is correct that a person is as socially successful as they are adaptive, because behind every social role there are certain norms, and the space of social roles and social relations is the environment in which a person adapts. Therefore, man is a subject of social development. But it is also a subject of self-development, so socialization is more successful, the more active is human participation in creative and transformative social activities [15].

According to I. Kon, socialization is a process of assimilation of social experience by an individual, during which a specific personality is formed, the process of assimilation of a certain system of social roles and culture [24].

V. Moskalenko speaks of socialization as the formation not of social qualities in general, but the formation of precisely those specific social qualities that are determined by the social space, which is determined by the peculiarities of a certain historical time. The researcher interprets the concept of "social" as "common", i.e. it is about the qualities that are the same for all members of the community in which human life takes place [30, p. 9].

Analysis of the scientific achievements of S. Savchenko [40] shows that today socialization should be considered as: a multifaceted and multifactorial process of individual acquisition of human properties and qualities, the direction of which is determined by a specific social situation; a phenomenon which essential characteristics ensure the subject-subject unity of the individual, which is expressed in the

simultaneous assimilation and reproduction of social values and norms; socio-cultural phenomenon, which is characterized by the immutability of psychological mechanisms and their uniqueness in the context of the formation of a particular human personality; the driving force that activates the processes of self-transformation that occur against the background of changes in the socio-cultural environment; socio-pedagogical concept that reflects the course of social formation of an individual in a particular socio-cultural environment; the process of social identification of the type of personality, in contrast to education, which forms the inner spiritual world of a human; an integral part of the holistic educational process in all types of educational institutions in the education system of Ukraine.

Analysis of the scientific literature on the problem of socialization of the individual shows the immaturity of the time periodization of socialization. O. Bespalko, A. Kapska [46] propose a periodization of socialization, consisting of six phases. To the first phase they refer the period of the predominant dominant influence of the family, where the emergence of consciousness and language acquisition take place; the second phase of socialization – laying the foundations of aesthetic and ethical ideal, preferences; the third phase – the acquisition of basic knowledge and social experience, culminating in human maturity; in the fourth phase, knowledge is intertwined with experience, there is a final formation of worldview; during the fifth phase, the individual reaches the highest level of socialization and asserts the ability to create socially and personally significant values; the last, sixth phase – a period of extinction of vital interest, weakening of social ties, reduction of mental and physical activity of the individual.

Psychologists and sociologists note that the process of socialization of adults differs from the socialization of children in the following respects: the socialization of an adult changes the external behavior in contrast to the child, in whom socialization forms value orientations. The purpose of socialization for adults is to help a person acquire certain skills, and for a child it is a process of motivating behavior. Thus, the process of socialization is accumulative, during which social skills and social experience are accumulated.

According to N. Smelzer, the process of socialization of a child is carried out during three different stages: 1) the stage of imitation and copying of children's behavior by adults; 2) play stage, when children are aware of the model of behavior as a role; 3) stage of group games - children learn to understand what a group of people expects from them [45].

According to N. Andreenkova, the process of socialization ends at the age of 23-25 years, i.e. with the achievement of maturity. After all, this period is necessary for a

stable system of social orientations and attitudes. Depending on the age of the individual, the researcher identifies three main stages of socialization: primary socialization (of the child); marginal (intermediate or pseudo-stable) socialization (adolescent); stable (conceptual) holistic socialization (transition from youth to maturity) (period from 17 to 25 years).

The term "socialization" is defined in general as the influence of the environment as a whole, which encourages an individual to participate in social life, teaches them an understanding of culture, behavior in the team, the performance of various social roles [31, p. 133]. Socialization, in addition to successful functioning in a certain environment, involves the ability to further personal and social development and combines the processes of adaptation, individualization and integration.

Common in research is the definition of socialization as a process of accession, integration of the individual into society, humanity as a whole. A. Mudryk interprets the analyzed concept as a process of human development in interaction with the outside world and presents it as a set of components. It offers four components of the socialization process, namely:

– spontaneous socialization of a human under the influence of objective circumstances of society, the content and nature of which is determined by socio-economic and socio-cultural realities;

– relatively directed socialization, when the state takes certain economic, legislative, organizational measures to solve problems that objectively affect the change of opportunities and the nature of development, the life path of certain age groups (determined by the required minimum education, age of study), term of compulsory military service, etc.);

– relatively socially controlled socialization – the gradual creation of society and the state of legal, organizational, material spiritual conditions for human development;

– more or less conscious self-change of a person who has a prosocial or antisocial vector in accordance with individual resources and contrary to the objective conditions of life [15].

Leading in the theory of personality created by E. Erickson is the position that every person during their life goes through a series of universal stages for the entire human community. The process of deployment of such stages is regulated according to the epigenetic principle of maturation. The scientist claims that with the birth of a child there is a relationship with other people, in which they not only meet their needs using other people, but also reveals themselves in this relationship. A child is reflected in people around them, and in the way people talk about them, how they build communication with them, how a child is engaged in common affairs, the child has the

opportunity to pay attention to their "I" and become a person. The epigenetic concept of development is based on the idea that each stage of the life cycle occurs at a certain time, as well as that a full-fledged personality is formed only by going through all the stages in its development. E. Erickson's evolutionary theory of socialization, or the theory of stages of human development, which consists of eight stages, is presented in table 1.2.

Table 1.2

An Evolutionary Theory of Socialization by E. Erickson

Stage	The main problem
I – childhood period	Trust or distrust: the child on the basis of a certain level of care and comfort from the first days learns to what extent you can count on the satisfaction of basic needs: food, warmth, security. Remains of mistrust can affect later stages
II – age from 1 to 2 years old	Autonomy or shame and doubt. Increased demands for control of the stomach can fix in the minds of the child feelings of shame and self-worthlessness, significantly undermining the efforts of self-determination and the movement towards autonomy.
III – from 3 to 5 years old	Initiative or guilt. If adults are too stubborn about limiting initiative, there may be a trace of lack of initiative in later life.
IV – primary school age	Diligence and carelessness. The main task is to gain confidence in themselves, in their abilities, their awareness and development. Failure (partial or complete) of this task affects the manifestation of elements of negligence both at this and subsequent stages
V – adolescence	Formation of individuality (identification) or role diffusion (uncertainty in the choice of roles). During this period, both failures in the field of finding a place in life and in the field of finding an intimate partner, and reassessing the importance of any of them are dangerous. Failure can negatively affect the choice of work, friends, life partner, can lead to stress
VI – young years	Intimacy or loneliness. The main goals at this stage is courtship, marriage, other types of intimacy.
VII – middle age	Productivity (creative productivity) or stagnation (creative stagnation). This stage is associated with the implementation of the individual in two main roles: an employee and a parent. And the feeling of creative productivity brings success in both roles, while creative stagnation can cause failure even in any one of them.
VIII – (final) old age	Calmness or despair. At this stage, the socialization of the individual is determined by summarizing their own lives and the success of all previous stages. Calmness or despair, bitter regret for untapped opportunities are the limits of this stage

S. Uchurova analyzed the relationship between the categories of "social competence" and "socialization". The researcher believes that socialization as a process of human entry into the world of human relations and culture is the basis for the development of social competence. Under such conditions, social competence will be manifested in the active assimilation of social norms, rules that arise at different stages of social interaction. What is decisive is that social competence acts both as a result and as a condition for successful socialization. The higher the level of development of social competence, the easier the process of socialization, and the more successful the interpersonal interactions. The more stereotypes a person uses and keeps in their mind, the easier it is for them to adapt to different typical social situations.

Thus, a person with a high level of development of social competence is active, flexible, has the ability to enter into new social structures and conditions. A high level of social competence characterizes a socially mature person who has adequate self-esteem, is self-sufficient, able to adapt. Socialization and social competence provide an opportunity to adequately adapt to social change, provide a proper assessment of the situation. The scientist emphasizes that in real human behavior the process of socialization and the process of development of social competence are integrated, complementary and mutually conditioned [49].

Related to the concept of "socialization of the individual" we consider the psychological term "personal self-realization", because modern socio-economic conditions in Ukraine, the growth of competitiveness in the professional labor market makes higher demands on such personality traits as the ability to self-development in personal and professional spheres. The growing interest to this problem can be traced in numerous publications and studies of an empirical nature (A. Andreenkova, G. Belitskaya, O. Volyanska, B. Gershunsky, L. Korostylova, D. Leontiev, S. Maksimenko, D Mamayev, V. Moskalenko, A. Mudryk, V. Radul and others).

According to L. Korostylova, the term "self-realization" first appeared in the lexicon of psychology in 1902 in the London Dictionary of Philosophy and Psychology, where the term "self-realization" is understood as "the realization of the possibilities of self-development". L. Korostylova herself gives the following definition: "self-realization is the realization of opportunities for the development of "I" through their own efforts of co-creation, joint activities with other people, society, the world as a whole" [17, p. 8–9]. The author notes that self-realization involves a balanced and harmonious development of various aspects of personality through the implementation of adequate efforts to reveal individual and personal potentials.

For D. Leontiev, the problem of self-realization of the individual at the psychological level involves the analysis of specific external conditions and personal

qualities, which allows a person to productively self-realize. Personal characteristics act as internal resources that ensure the achievement of self-realization of the individual in various fields. As such internal resources are individual psychological characteristics of the individual, which form an integral construct of "intellectual and personal potential" [21].

A. Pavlova believes that self-realization is a hypothetical construct, the indicators of which are: "life goals", "personal development", "internal and external support". Intellectual and personal characteristics together explain 48% of the variability of a student's personal self-realization. The last part of the variability falls on the environment that surrounds the student [34].

As D. Mamayev notes, the reflective mechanism of young man's socialization acts as an internal dialogue, a kind of autocommunication, within which young people analyze, evaluate, perceive or reject the norms, standards, values, rules "proposed" to them by social factors. It is this dialogue alone with oneself that can be represented in two planes: as an imaginary conversation with other people (family, friendly micro-environment, educational team) and with various selves [26, p. 152].

The category of "social interaction" reflects the nature and content of relations between people and social groups as permanent carriers of qualitatively different types of social activities. Regardless of the sphere of social life (economic, political, educational, spiritual, etc.) there is an interaction, which by its nature is always social, as it expresses the links between individuals and groups of individuals.

The variety of conclusions and approaches is a proven and quite logical phenomenon. However, it needs to clarify the meaning of the concept of social competence. The analysis of psychological and pedagogical works on this problem makes it possible to identify certain rules that must meet a separate scientific definition: any definition must be commensurate – what we define, and the concepts to be defined must reflect the same subject, the concept cannot be negative; the concept must be clear, ambiguous or metaphorical expressions should be avoided; it is not desirable to formulate the concept with the help of those terms that need additional definition [42, p. 162–163].

Modern scientific research shows that a person's assessment of their own existence depends on a subjective assessment of their own capabilities, which they operate in the course of their social and personal self-realization. Therefore, the issue of social realization, the disclosure of social potential is especially acute for a student. International norms stipulate that the most important paradigms of such potential include: productivity as a result of effective activities aimed at improving personal status, income; equality, which is understood as equality of opportunity; stability that

allows access to the achievements of world civilization; empowerment, when it is assumed that social development is carried out not only for the benefit of the individual, but also through their own efforts [4].

Thus, the theoretical analysis allows us to consider the process of teaching the humanities as one that has didactic potential and a basis for the effective formation of social competence of students.

References

1. Ananev, B. G. (1969). *Chelovek kak predmet poznanija* [A Human as a subject of knowledge]. Leningrad, LGU Publ., 329 p.

2. Podvezko, L. M., Balla M. I. Ed. (1974). *Anhlo-ukrainskyi slovnyk* [English-Ukrainian dictionary]. Kyiv, Radianska Shkola Publ., 663 p.

3. Byzjaeva, A. A. (2004). *Psyhologija dumajushhego uchitelja: pedagogicheskaja refleksija* [Psychology of a thinking teacher]. Pskov, PGPY Publ., 216 p.

4. Bajdenko, V. Y., Vorozhejkina, O. L., Karacharova, E. N. Ed. (2009). *Bolonskij process (na osnove opyta monitoringovogo issledovanija): glossarij* [Bologna Process (based on the experience of the monitoring process): glossary]. Moscow, Issled. Centr problem kachestva podgotovki specialistov Publ., 148 p.

5. Vasylchenko, L. V. (2009). *Upravlinska kultura i kompetentnist kerivnyka* [Managing culture and manager's competence]. Harkiv, Osnova Publ., 250 p.

6. Vyazovova, E. V. (2009). *Formirovanie kognitivnoj kompetentnosti u uchashhihsya na osnove alternativnogo vybora uchebnyh dejstvij (na primere obuchenija matematike)* [Formation of students' cognitive competence based on alternative choice of educational activities (at the example of teaching mathematics)]. Nizhnij Tagil, 140 p.

7. Herasymova, O. I. (2012). *Formuvannia refleksyvnykh umin studentiv pedahohichnoho universytetu v protsesi navchannia filolohichnykh dystsyplin. Dys. kand ped. nauk* [Formation of reflective skills of students of pedagogical university in the process of teaching philological disciplines. PhD ped. sci. diss]. Kryvyi Rih, 198 p.

8. Grebenkyna, L. K. (2000). *Formirovanie professionalizma uchitelja v sisteme nepreryvnogo professional'nogo obrazovanija. Dis. doktora ped. nauk* [Formation of teacher professionalism in the system of continuous vocational education. Dr. ped. sci. diss.]. Moscow, 441 p.

9. Derkach, A. A. (2004). *Akmeologicheskie osnovy razvitija professionala* [Acmeological foundations of professional development]. Moscow, Izdatelstvo Moskovskogo psihologo-socialnogo instituta: Voronezh NPO MODEK Publ., 752 p.

10. Doktorovych, M. O. (2007). *Formuvannia sotsialnoi kompetentnosti pidlitka z nepovnoi simi: dys. kand. ped. nauk* [Formation of social competence of a teenager from a single-parent family: Dr. ped. sci. diss.]. Kyiv, 208 p.

11. Dudko, D. V. (2008). *Kognitivnaja kompetentnost' lichnosti budushhego pedagoga i dinamika ee formirovanija* [Cognitive competence of the personality of the future teacher and the dynamics of its formation]. *Izvestija Rossijskogo gosudarstvennogo pedagogicheskogo universiteta imeni*

A. Gercena [Bulletin of A. I. Herzen Russian State Pedagogical University], issue 63 (2), pp. 63–67.

12. Cabinet of Ministers of Ukraine (2014). Law of Ukraine 'On Higher Education' of July 1, 2014. VII, Holos Ukrainy, no.148 from 06.08.2014.

13. Ziaziun, I. A. (2008) *Filosofiia pedahohichnoi dii: Monohrafiia* [Philosophy of pedagogical action: Monograph]. Cherkasy, Bohdan Khmelnytskyi Publ., 608 p.

14. Ovcharuk, O.V. Ed. (2004). *Kompetentnisnyi pidkhid u suchasnii osviti: svitovyi dosvid ta ukrainski perspektyvy: Biblioteka osvitnoi polityky* [Competence approach in modern education: world experience and Ukrainian perspectives: Library of educational policy]. Kyiv, K.I.C. Publ., 112 p.

15. Kon, I. S. (1989). *Psihologija starsheklassnika: posobie dlja uchitelja* [Psychology of a high school student: a guide for a teacher]. Moscow, Prosveshhenie Publ., 255 p.

16. Konarzhevskij, Ju. A. (1996). *Sistema. Urok. Analiz.* [System. Lesson. Analysis.]. Pskov, POIPKRO Publ., 440 p.

17. Korostyleva, L. A. (2000). *Psihologija samorealizacii lichnosti: zatrudnenija v professional'noj sfere* [Psychology of personality self-realization: difficulties in the professional sphere]. St. Petersburg, Rech Publ., 222 p.

18. Kuzemko, L. V. (2015). *Zmist, formy i metody formuvannia tekhnolohichnoi kompetentnosti studentiv pedahohichnykh spetsialnostei* [Content, forms and methods of formation of technological competence of students of pedagogical specialties]. *Osvitolohichnyi dyskurs* [Educational discourse], issue 2 (10), pp. 159 – 169.

19. Kuts, M. O. (2010). *Pro osoblyvosti tlumachennia termina «implementatsiia»* [On the peculiarities of the interpretation of the term "implementation"]. *Chasopys Kyivskoho universytetu prava* [Journal of Kyiv University of Law], issue 2, pp. 133-138.

20. Leontjev, D. A. (2007). *Psihologija smysla: priroda, stroenie i dinamika smyslovoj realnosti* [The psychology of meaning: nature, structure and dynamics of meaningful reality]. Moscow, 551 p.

21. Leontjev, D. A. (1997). *Samorealizacija i sushhnostnye sily cheloveka* [Self-realization and the essential forces of a man]. *Psihologija s chelovecheskim licom : gumanisticheskaja perspektiva v postsovetskoj psihologii* [Psychology with a Human Face: A Humanist Perspective in Post-Soviet Psychology]. Moscow, Smysl Publ., pp. 156-176.

22. Liepikhova, L. O. (2006). *Sotsialno-psykholohichna kompetentnist u tsilespriamovanii povedintsi osobystosti* [Socio-psychological competence in purposeful behavior of the individual]. *Praktychna psykholohiia ta sotsialna robota* [Practical Psychology and Social Work], issue 2, pp. 65-69.

23. Lipatnikova, I. G., Parshina, T. Ju. (2012). *Formirovanie kognitivnoj kompetentnosti v processe obuchenija studentov pedagogicheskih vuzov elementarnoj matematike* [Formation of cognitive competence in the process of teaching elementary mathematics to students of pedagogical universities]. *Sovremennye problemy nauki i obrazovanija* [Modern problems of science and education], issue 1. Avaliable at: www.science-education.ru/101-5492

24. Lytvynenko, S. Ya., Yamshchytskyi, V. M. (2002). *Dytyna i seredovyshche: problemy vzaiemodii* [Child and environment: problems of interaction]. *Onovlennia zmistu ta metodiv navchannia i vykhovannia v zakladakh osvity: zb. nauk. prats* [Updating the content and methods of teaching

and education in educational institutions: a collection of scientific papers]. Rivne, RDGU Publ., Issue 22, pp. 216-219.

25. Makarenko, O. V. (2010). *Ob interaktivnoj kompetencii kak odnoj iz sostavlyayushhih professional'noj kul'tury specialista* [On interactive competence as one of the components of the professional culture of a specialist]. *Filosofija obrazovanija* [Philosophy of education], issue 3, pp. 142-147.

26. Mamaiev, D. Yu. (2009). *Sotsializatsiia studentiv v umovakh vyshchykh navchalnykh zakladiv* [Socialization of students in the conditions of higher educational institutions]. *Aktualni problemy psykholohii : zb. nauk. prats Instytutu psykholohii im. H. S. Kostiuka* [Actual problems of psychology: a collection of scientific works of H. S. Kostyuk Institute of Psychology], vol. 7, issue 21, pp. 152-154.

27. Metaeva, V. A. (2006). *Refleksija kak metakompetentnost* [Reflection as meta-competence]. *Pedagogika* [Pedagogy], Issue 3, pp. 37-51.

28. Gorylev, A., Ponomareva, E., Rusakov, A. Ed. (2011). *Metodologija TUNING: kompetentnostnyj podhod pri opredeleii soderzhanija obrazovatel'nyh programm* [TUNING methodology: competence-based approach in determining the content of educational programs]. Nizhnij Novgorod, 46 p.

29. Mishchanchuk, N. (2011). *Formuvannia sotsialnoi kompetentnosti dytyny cherez diieve partnerstvo vchytelia ta uchniv* [Formation of social competence of the child through effective partnership of teacher and students]. *Istoriia Ukrainy / Vsesvitnia istoriia* [History of Ukraine / World History], issue (727), October, pp. 3-6.

30. Moskalenko, V. V. (2013). *Sotsializatsiia osobystosti: monohrafiia* [Socialization of personality: monograph]. Kyiv, Feniks Publ., 540 p.

31. Mudrik, A. V. (2006). *Socializacija cheloveka: ucheb posob. (dlya stud. vuzov, obuchajushiyhsja po spec. 050711 (031300) – Socyal'naja pedagogika)* [Socialization of man: textbook (for students of universities studying on specialities 050711 (031300) – Social pedagogy)]. Moscow, Akademija Publ., 304 p.

32. *Osvita dlia demokratychnoho hromadianstva i osvita prav liudyny. Khartiia rady Yevropy* [Education for democratic citizenship and human rights education. Charter of the Council of Europe] Available at: www.academia.edu/2053430

33. Ostapenko, S. A. (2012). *Dydaktychni umovy formuvannia sotsialnoi kompetentnosti studentiv filolohichnykh spetsialnostei u protsesi samostiinoi navchalnoi diialnosti. Dys. kand. ped. nauk* [Didactic terms for the formation of social competence of students of philological specialties in the process of self-directed educational activities. PhD. ped. sci. diss.]. Kryvyi Rih, 191 p.

34. Pavlova, A. V. (2014). *Intellektual'nye y lichnostnye prediktory lichnostnoj samorealyzacii studentov* [Intellectual and personality predictors of students' personal self-realization]. *Humanitranyi visnyk DVNZ Pereiaslav-Khmelnytskyi derzhavnyi pedahohichnyi universytet imeni Hryhoriia Skovorody* [Humanitarian Bulletin of Hryhoriy Skovoroda Pereyaslav-Khmelnytsky State Pedagogical University], Addition 1 to Issue 5, Vol. V (56), *Tematychnyi vypusk «Vyshcha osvita Ukrainy u konteksti intehratsii do yevropeiskoho osvitnoho prostoru»* [Thematic issue 'Higher education in Ukraine in the context of integration into the European educational space']. Kyiv, Hnozys Publ., pp. 326-335.

35. Pometun, O. I. (2007). *Tekhnolohiia interaktyvnoho navchannia yak innovatsiine pedahohichne yavyshche* [Technology of interactive learning as an innovative pedagogical phenomenon]. *Ridna Shkola* [Native School], issue 5, pp. 46-49.

36. Potanina, O.V. (2009). *Kognitivnaja kompetencija budushhego inzhenera: sushhnost', struktura, soderzhanie* [Cognitive competence of the future engineer: essence, structure, content]. *Vestnik Bashkirskogo universiteta. Razdel «Pedagogika y psihologija»* [Bulletin of the Bashkir University. Section "Pedagogy and Psychology"], vol. 14, issue 1, pp. 298-301.

37. Prjamykova, E. V. (2004). *Razvitie social'nogo myshlenija starsheklassnikov v processe izuchenija obshhestvennyh discipline.* Dis. kand. soc. nauk [Development of social thinking of high school students in the process of studying social disciplines. PhD. soc. sci. diss.], 166 p.

38. Radyshevska, M. M. (2009). *Filosofsko-pedahohichni zasady formuvannia interaktyvnoi kompetentnosti maibutnikh vchyteliv humanitarnykh spetsialnostei* [Philosophical and pedagogical principles of formation of interactive competence of future teachers of humanities]. *Visnyk Zhytomyrskoho derzhavnoho universytetu* [Bulletin of Zhytomyr State University], issue 48 Pedagogical sciences, pp. 116 – 119.

39. Rapacevich, E. C., Astahova, A. P. Ed. (2010). *Sovremennaja enciklopedija* [Modern encyclopedia]. Minsk, Sovremennaja Shkola Publ., 720 p.

40. Savchenko, S. V. (2004). *Naukovo-teoretychni zasady sotsializatsii studentskoi molodi v pozanavchalnii diialnosti v umovakh rehionalnoho prostoru.* Avtoref. dys. na zdobuttia nauk. stupenia d-ra ped. nauk [Scientific and theoretical principles of socialization of student youth in extracurricular activities in the regional space. Dr. ped. sci. diss.]. Luhansk, 61 p.

41. Sydorenko, V., Solovei V. (2010). *Tekhnolohichna pidhotovka yak intehralnyi komponent zahalnoi osvity* [Technological training as an integral component of general education]. *Trudova pidhotovka* [Labour training], issue 10, pp. 3-7.

42. Skalova, Ya., Bacyk, F., Gelus, Z., Skalka, Ja. (1989). *Metodologija i metody pedagogicheskogo issledovanija* [Methodology and methods of pedagogical research]. Moscow, Pedagogika Publ., 224 p.

43. Slastenin, V. A. (1991). *Gumanitarnaja kultura specialista* [Humanitarian culture of a specialist]. *Magistr* [Master], issue 4, pp. 3-22.

44. Slesarev, Yu. V. (2011). *Teorija i metodika formirovanija social'noj kompetentnosti i nravstvennosti v vysshem professional'nom obrazovanii.* Avtoref. dis. na soiskanie uchenoj stepeni doktora ped.nauk [Theory and methodology for the formation of social competence and morality in higher professional education. Dr. ped. sci. diss.]. St. Petersburg, 38 p.

45. Smelzer, N., Belinskaja, E. P., Tihomandrickaja O. A. (2003). *Socyalizacija: osnovnye problemy y napravlenija issledovanij* [Socialization: main problems and directions of research]. *Social'naja psihologija: Hrestomatija : Uchebnoe posobie dlja studentov vuzov* [Social Psychology: A Reader: A Textbook for University Students]. Moscow, Aspekt Press Publ., pp. 327-349.

46. Kapska, A. Y. Ed. (2009). *Sotsialna pedahohika: Pidruchnyk* [Social pedagogy: Textbook]. Kyiv, Tsentr uchbovoi literatury Publ., 488 p.

47. Timets, O. (2010). *Profesiina pidhotovka maibutnoho vchytelia heohrafii: vzaiemozviazok kohnityvnoho, operatsiinoho i osobystisnoho komponentiv yoho fakhovoi kompetentnosti* [Professional training of future geography teacher: the relationship of cognitive, operational and

personal components of their professional competence]. *Problemy pidhotovky suchasnoho vchytelia* [Problems of modern teacher training], issue 2, pp. 46 – 52.

48. Ulianych, I. V. (2009). *Refleksyvna kompetentnist u pedahohichnii diialnosti* [Reflexive competence in pedagogical activity]. *Praktychna psykholohiia ta sotsialna robota* [Practical Psychology and Social Work], issue 2, pp. 49 – 51.

49. Uchurova, S. A. (2011). *Razvitie social'noj kompetentnosti v obrazovatel'nom processe: monografija* [Development of social competence in the educational process: monograph]. Ekaterinburg, URFU Publ., 196 p.

50. Hutorskoj, A. V. (2003). *Kljuchevye kompetencii kak komponent lichnostno orientirovannoj paradygmy obrazovanija* [Key competencies as a component of a personality-oriented education paradigm]. *Narodnoe obrazovanie* [Public education], issue 2, pp. 58 – 64.

51. Chudinskij, R. M., Lukjanchikova, N. V. (2013). *Formirovanie ocenochnoj kompetencii obuchajushhihsja na stupeni osnovnogo obshhego* [Formation of assessment competence of students at the stage of basic general education]. *Socyal'no-ekonomycheskye process* [Socio-economic processes], issue 2 (048), pp. 17 – 21.

52. Shhedrovickij, G. P. (1974). *Kommunikacija, dejatel'nost', refleksija* [Communication, activity, reflection], Issledovanija reche-myslitel'noj dejatel'nosty [Research of speech-thinking activity]. *Psihologija* [Psychology], Issue III. Alma-Ata, Kazahskii pedagogicheskii institut Publ., pp. 12 – 28.

53. Giddings, F. H. (1992). The Principles of Sociology: An Analysis of the Phenomena of Association and of Social Organization. 3rd end. N.Y., MacMillan and Co, ltd, xxvi, 476 p.

54. Jack, C. (1990). Richards The Language Teaching Matrix. CUP, 105 p.

55. Tuning, Educational Structures in Europe / Learning outcomes. Competences. Methodology. 2001 – 2009 Available at: www.Relintdeusto/Tuning Project

SECTION 2. PHILOLOGY STUDENTS' SOCIAL COMPETENCE STRUCTURE DETERMINATION

Svitlana Ostapenko

A large number of scientific works of domestic and foreign researchers are devoted to the problem of formation of various competencies of the individual. The interest in this area of research is obviously due to the fact that the real situation of training in higher education does not meet modern requirements. Changes and improvements in the organizational and methodological foundations of higher education, determined by the involvement of Ukrainian educational system in European processes, have revealed significant gaps in the quality of future professionals training. Among the many issues of theoretical and practical nature, issues related to the processes of socialization of young people in an educational and professional environment require urgent solution. And these questions put "in line" the daily problem of modern students' social competence formation. Trying to solve this problem (at least party), we consider it necessary to specify the content of the concept of "competence" and determine its relationship with the concepts of socialization and social essence of the individual.

The term "competence" became widespread in the literature on pedagogy and language didactics in the second half of the twentieth century. Certain types of competence have been studied by scientists since the 70s and 80s of the last century. But until the end of the 90's this term was considered by scientists as derived from other problems, approaches (formation of professionalism, communication, work culture, etc.) and was perceived mainly as borrowing or direct tracing of Western (including Western European) psychological and pedagogical (L. Petrovska) and linguodidactical research (I. Zymnia, R. Milrud). A new look at the phenomenon of competence in the East Slavic scientific space was initiated by the works of E. Zeier, N. Kuzmina, L. Mitina. Currently, competence is studied from the standpoint of acmeology (L. Krivshenko, N. Kuzmina, A. Markova, V. Slastionin and others), pedagogical psychology (N. Bordovska, A. Rean, I. Yakimanska and others), praxiology (N. Bibik , L. Vashchenko, O. Lokshina, O. Ovcharuk, L. Paraschenko, O. Pometun, O. Savchenko), pedagogy and psychology of management (O. Bila, M. Vachevsky, I. Malafiik, O. Shchegoleva and others).

Russian researcher N. Kuzmina in the book "Professionalism of the teacher and master of industrial training" [20] identifies five types of competencies that form the basis of professional and pedagogical activities: 1) special and professional

competence in the field of the discipline; 2) methodological competence in the field of ways of forming knowledge, skills, abilities of students; 3) socio-psychological competence in the field of communication processes; 4) differential psychological competence in the field of motives, abilities of students; 5) autopsychological competence in the field of advantages and disadvantages of their own activities and personality. We want to pay special attention to the separation of the scientist's socio-psychological competence as inherent in professional activity.

In Ukraine, a thorough and comprehensive study of competencies was initiated by the fundamental work "Competence approach in modern education: world experience and Ukrainian perspectives" [17]. The work contains a theoretical substantiation of competence-oriented education, highlights the features of the application of the competence approach in the domestic field, as well as a list of key competencies identified by Ukrainian educators. Such competencies include: learning ability, social competence, general cultural, health competencies, information and communication technology competencies, civic competence, entrepreneurial competence. In identifying the list of key competencies, Ukrainian scholars refer to the materials of the Lisbon Conference (2001), which took place within the Bologna Process. It is in the materials of this conference that we find the requirement for the formation of social competence of the individual [17, p. 85].

Therefore, the social competence of the individual (pupil, student) attracts the attention of scientists in the last decade. A number of monographic and dissertation works (S. Bakhteieva, A. Huseva, N. Kodintseva, O. Kozlova, N. Kormyagina and others) are devoted to various aspects of the formation of social competence of learners. Before analyzing the common and different in the modern interpretation of this term by scientists, let's clarify the definition of "competence" and "competency" as a source.

Scientists have been talking about the social essence of the individual since the beginning of education as a separate activity. Terminologically, "social" still has no stable conventional meanings in the humanities. In scientific environment, this term appeared during the spread in Europe of the works of J.-J. Rousseau's "Contract social" [35], and entered the East Slavic languages thanks to the work of representatives of German classical pedagogy. In a broad sense, the definition of "social" is used as a characteristic of the individual's adaptation to the social environment, the assimilation of goals and value orientations of certain social groups, norms, traditions, group culture. "Social" also means the nature and type of influence of the individual on the social environment, hence – the phenomenon of active or passive social interaction, perception or rejection of the value orientations of the social group. We must also take into account the fact that in the Slavic (or rather – East Slavic) fields, "social" has long

coincided with the concept of "state". This resulted in the extremely "free" use of the terms "social" in the analysis of pedagogical phenomena in the sense of "social", "state

Semantic analysis of the origin of the word "social", carried out by M. Plotkin, shows, firstly, the inseparable connection of "social" and "public" with the evolution of mankind and human community; secondly, the differences in the nature of these phenomena. In one case – "public" – we are dealing with the absolutization of the most general, inherent integrity; in another – in the notation of "social" – it is a structure of identifying the relationship between the general, inherent in the whole, and the individual, which embodies the parts within the whole, which characterize their features and the level of influence of these features on the general nature of the whole. Thus, "social", the scientist concludes, is an attribute of any social process, but the use and application of this term is associated with a qualitative characteristic of social relations [34, p. 12]. In M. Weber's sociological conception, as social is called "such an action, which in the sense provided by the actor or actors, is compared with the actions of other people and focuses on them" [6]. The main characteristic of social action as focused on the behaviour of "other" subject is the consciousness, the rational meaning of this orientation; the difference between public and social is based on this: everything that happens in society has a public character, but not everything is social [34, p. 15]. Social nature defines man as a moral being capable of individual action, compassion. Well-known psychologist and psychiatrist V. Bekhterev wrote that "social instinct" developed from the family and the basis for this is mutual love, habit, mutual assistance, based on organic needs" [19, p. 10].

In psychology, the subject of social action is understood as an individual as a source of knowledge and transformation of the surrounding reality, a carrier of activity (A. Petrovsky, M. Yaroshevsky), a carrier of socio-human activity (D. Feldstein). It is noted that the assignment of the social essence of man contains the leading meaning of child development – from self-perception, reflection, self-esteem, self-affirmation to self-awareness, social responsibility, internalized social motives, the need for self-realization, subjective self-awareness of being an independent member of society, understanding his place and purpose in the world.

The sociality of the individual is manifested in verbal and nonverbal behaviour. In pedagogy, a number of thorough studies (I. Bestuzhev-Lada, S. Honcharenko, I. Ziaziun, N. Nychkalo) are devoted to the problems of socialization (from the Latin *socialis* – public) – "the process of involving the individual in the system of social relations, the formation of his social experience, formation and development as a holistic personality" [10, p. 314]. Socialization involves human interaction with the social environment, which affects the formation of certain social qualities and traits,

the active assimilation and reproduction of the system of social relations. The social nature inherent in man defines him not only as an intelligent man, but also as a moral man, emphasize K. Kuzmin and B. Sutyrin, capable of individual action, compassion [19]. H. Andreieva provides the following definition of socialization: "… bilateral process, which includes, on the one hand, the assimilation of social experience by entering the social environment, the system of social relations, on the other hand – the process of active reproduction of the system of social relations by the individual due to his active work, active engagement in the social environment" [1]. Socialization, according to H. Andreieva, includes three interdependent processes:

– social adaptation – active adaptation to the environmental conditions through the digestion, assimilation of external requirements, changes in the accommodation of own reactions;

– individualization – active adaptation of the individual to his own characteristics in the form of self-knowledge, self-acceptance, self-realization;

– socio-psychological integration (gradual complication, ordering and coordination of intrapsychic components and functions in accordance with the requirements of social reality) [1].

Ukrainian didactics S. Honcharenko writes about the distinction between pre-labour, labour and post-labour socialization [10], and for A. Astakhov and Ye. Rapatsevych socialization of the individual – "the process of entering the individual into the social environment, mastering the skills of practical and theoretical activities, transformation of existing relationships into a features of a person" [27, p. 725], – is embodied in the assimilation of the experience of social life and social relations, and the culmination of this process is the formation of social competence of the individual. A. Brushlinsky insists: it is impossible to talk only about the assimilation of social experience by the individual, it is necessary to consider the individual as an active subject of socialization as well [5]. Psychologists and sociologists emphasize that the process of socialization does not stop in adulthood, and continues throughout life. This means that socialization not only never ends, but also "never can be completed" (P. Breger, T. Lukman [4]). But this is not a reason for pessimism: incompleteness and incompletion of development can be interpreted as evidence of infinity and unlimited self-disclosure of personality [4, p. 173].

Therefore, the study of the genesis of the problem of formation of social competence of the individual leads us in the direction of studying the problem of dialectical unity of personal and collective, individual and corporate in the development of personality, including the personality of the future specialist (M. Klarin, A. Mudrik, A. Radugin), idea of pedagogical interaction of participants in

the pedagogical process (O. Bodalov, L. Bozhovych, V. Kan-Kalik, O. Tsokur and others). In higher education, a socially oriented type of education is implemented, a hallmark of which is the external influence on the student in order to optimally enter the professional environment, as noted by L. Klinberg, "education is an external process of assimilation of generalized, objectified, social experience. … What has social significance becomes important for the individual" [15, p. 25].

According to K. Abulkhanova-Slavska, E. Erickson, O. Lebedev, social competence is understood as the ability of a person to solve problems (individual and collective) effectively in the process of interaction with society, due to personal qualities and level of awareness. Among the factors that prompted the emergence of social competence as a pedagogical, didactic phenomenon, scientists mention:

– the speed of "aging" of educational information before the completion of the training process of the future specialist in higher education;

– factors of globalization, which require from the individual fruitful productive interaction with people of different socio-cultural preferences, nationalities, religions, mass education, the need for lifelong learning.

Academician I. Zymnia notes that "all competencies are social in the broadest sense of the word, because they are developed and formed in the society. They are social in their content, they are manifested in this society" [13, p. 11]. A similar point of view is found in other researches, for example, A. Mazurenko emphasizes that the versatility and complexity of human social relations require from him mastering a wide range of social knowledge and abilities associated with his attitude to the world, society, narrow circle [22, p. 86]. Namely, I. Zymnia singles out the concept of social competence in the narrow sense, ie those that more characterize human interaction with society, other individuals, namely: competencies related to health care, civic, information technology, communication and social interaction [13, p. 12–13]. Competences related to human interaction and the social sphere, according to I. Zymnia, include:

– the competence of social interaction: with society, community, team, family; conflicts and their suppression; cooperation, tolerance, respect and perception of the other (race, nationality, religion, status, role, gender), social mobility;

– competences in communication: oral, written; dialogue, monologue, creation and perception of the text, knowledge and observance of traditions, rituals, ethics; cross-cultural communication; business correspondence, office work, business language, foreign language communication, communicative tasks, levels of influence on the recipient.

The views of modern researchers S. Bakhteieva and A. Huseva coincide in the fact that social competence is an integral personal formation, which combines a valuable understanding of social reality, categorical specific social knowledge, acting as a guide to activity, the subjective ability to self-determination and rule-making, personal ability to implement social technologies in leading areas of human activity.

Close to the above in essence is the definition of social competence provided by V. Nikitin, for whom human social competence is narrowed down to the formation of sociality as a person's ability to interact with the outside world effectively and efficiently. M. Palapuzova and V. Bocharova believe that social competence as a pedagogical and sociological phenomenon is in the field of social pedagogy research and define independently the direct connection of social competence with social work, introducing the concept of "social assistance" [34, p. 14]; according to V. Bocharova, forming the social competence of the teacher is worth "in order to form a personality adequate to the requirements of modern society" [34, p. 14].

The activity aspect of the studied phenomenon is emphasized by O. Kolobova, who considers the concept of social competence as the readiness of the future specialist to demanded and professionally competent action (solving socio-professional problems) on the basis of existing special skills: goal setting, structuring, regulatory and practical. The scientist analyzes the age specifics of the formation of social competence of the individual, focusing research on graduates of classical universities.

For the modern Russian pedagog and language teacher A. Shchukin, social competence is narrowed down to the ability to establish fruitful communicative relationships with other actors and is determined by the presence of needs, motives, a certain attitude to communication partners, as well as self-esteem [44, p. 316]. Social competence requires from a person to be able to navigate in a social situation and manage it.

Ukrainian researchers N. Bibik, L. Vashchenko, O. Lokshina, O. Ovcharuk emphasize the abilities that are decisive for social competence [17, p. 85]. They highlight that social competence involves the following abilities:

– analyze the mechanisms of functioning of social institutions of society, determining their own place in them, and design strategies for their lives, taking into account the interests and needs of different social groups, individuals, in accordance with social norms and rules in Ukrainian society and other factors;

– productively cooperate with various partners in the group and team, perform various roles and functions in the team, show initiative, maintain and manage their own relationships with others;

– apply technologies of transformation and constructive resolution of conflicts, reaching consensus, take responsibility for decisions and their implementation;

– jointly define the goals of activities, plan, develop and implement social projects and strategies of individual and collective action;

– determine the purpose of communication, apply effective communication strategies depending on the situation, be able to emotionally adjust to communicate with others [17, p. 85].

Exploring the specifics of the formation of social competence of students of economic and managerial specialties, N. Kormiahina writes that social competence plays a leading role where people interact, cooperate with each other (in the family, school, institute, industry, society as a whole). It decisively determines the success of the work of a leader, teacher, people whose future profession is defined as socionic (that is, one that is aimed at communication and interaction with others). The scientist believes that lack of social competence produces pedantry, inability to control oneself, inflated demands (to oneself and others), etc.

N. Liakhov expresses an interesting view on the essence of social competence: the scientist studies the social competence of students of higher pedagogical educational institution and comes to the conclusion that social competence of a student can be interpreted as a conscious, adequate, positive attitude to oneself and others, based on realization of balance between cooperation and confrontation. The researcher insists that the content of social competence includes self-acceptance, adequate assessment of one's personality, self-control of behaviour and activities, personal reflection, acceptance of another person, recognition of his subjectivity, respect for others, communicative reflection.

The Russian researcher S. Racheva connects the stable functioning of public institutions, effective development and improvement of all spheres of human activity with the purposeful formation of the social competence of a young person, seeing in it the tools of social regulation. When young people lack social competence, it is difficult for them to adapt to the social environment, they, according to the scientist, are not able to "just adequately perceive and evaluate it (environment), because, on the one hand, young people's need for self-determination, self-affirmation, self-improvement are stimulated by transformations occurring in society, and on the other – are limited by the lack of social support to determine their own place in the system of socio-professional relations" [31, p. 5]. We do not fully share this statement, because we believe that the excessive social care of young people, hidden behind the rhetoric of "support" in reality is embodied in the inhibition of innovation, restraint of reformist tendencies.

Researchers of the history of social work K. Kuzmin and B. Sutyrin define social competence as a complex phenomenon in which human knowledge is organically combined, which is necessary for expanding one's worldview and for appropriate actions to change the conditions of one's existence in society and the others, ways of realization of knowledge in helping others and means of forming a mentality.

L. Kryvshenko and N. Weindorf-Sysoieva emphasize the activity-target aspects of social competence, believing that it is human social competence that is embodied in the directed practical and informational support of the processes of creative development of individuality in a particular society, promotes self-organization and self-realization of personality in different life spaces of his social interaction [29, p. 402].

Let's pay research attention to those types of competencies that are related to social competence.

Studying professional competence, V. Turchaninova interprets it as an integral quality of a specialist, characterized by the presence of special knowledge, skills, personal qualities, focus on social activities, which determine the perception and effective implementation of powers that together represent competence.

The subject of many psychological studies is socio-psychological competence (V. Adolf, L. Podoliak, A. Rybakova, V. Yurchenko), which is explained as:

– the ability to carry out professional activities and communication effectively, guaranteed to achieve a positive result in interaction with clients (at the lowest cost on both sides and in the short term) (A. Rybakova [33]);

– the ability of an individual to interact effectively with others in the system of interpersonal relationships (A. Astakhov, Ye. Rapatsevych [27]).

It is determined that the formation of this type of competence is influenced by the content of educational activities, which should be as close as possible to a professional one, actualization of internal activity of learners, use of different methods of psychological training, personal interest of teachers in education and high level of readiness for professional activity, which is defined as an integrated indicator of successful professional development of a specialist in the process of studying in higher education [33].

Linguodidactics explores socio-cultural competence and competency – "a set of knowledge about the country of the language studied, national and cultural features of social and linguistic behaviour of native speakers (competency) and the ability to use such knowledge in communication, following habits, rules, etiquette, social conditions and stereotypes of native speakers' behaviour (competence)" [44, p. 316]. The content of such competence is presented by linguists in the form of four components: a) socio-

cultural knowledge; b) the experience of communication (choosing the appropriate style of communication, the correct interpretation of cultural phenomena); c) personal attitude to the facts of foreign culture (including the ability of a person to overcome and resolve socio-cultural conflicts in communication); d) mastery of ways of language using [44].

The phenomenon of social-perceptual competence is studied by scientist A. Fatykhova. In her research, the scientist, based on the recommendations of A. Markova, characterizes it as a complex personal formation that develops in the process of professionalization, determines the representation in the minds of personality traits, behaviour, emotional state, and the ability to structure knowledge, adequately perceiving the personality. The effectiveness of actions aimed at the formation of this type of competences, the scientist associates with the use in the holistic process of training personality-oriented technologies, the priority of subject-subjective relationships, the development of reflective position of personality, students' engagement in the context of socially active learning [39].

Social competence has a unique property – it provides overcoming the relativity of any knowledge and strengthens a person's ability to solve fleeting social situations through the presence of social preparedness, based on life goals and meanings and manifested in the choice of rational behaviour that creates the most comfortable conditions for all participants of the activity. Some researchers (T. Isaieva), trying to emphasize the active organizational essence of social competence, use the term social and organizational competence, but we believe that the very attribute "social" is motivating to action, as it implies the presence of knowledge, skills, reflexive abilities involved in solving various specific social situations that result in a change of relations, attitudes between people based on finding the most favourable ways for all participants, in the process of which there is a need to regulate their goals, behaviours, emotions. Analytical generalization and visual illustration of the information presented above is Table 2.1 "Features of the definition of the concept of 'social competence' by leading domestic and foreign scientists", given below.

In order to determine the structure of social competence of students of philological specialties, axiological, praxiological and personality-oriented approaches (directions) were chosen as a basis for distribution. We realize that such a division is quite conditional, because the definitions of social competence provided by scientists, often combine and intersect elements of activity, axiological, personal approaches.

Table 2.1

Features of the definition of the concept of "social competence" by leading domestic and foreign scientists

Approach	Scientist	Essence of the definition of SC
1	2	3
Axiological	N. Liakhova	Conscious, adequate, positive attitude of a person to himself and others, based on the implementation of balance (equilibrium) between cooperation and confrontation in the interaction; self-acceptance, adequate assessment of one's personality, self-control of behaviour and activity, personal reflection, perception of another person, recognition of his subjectivity, respect for others, communicative reflection.
	S. Bakhteieva, A. Huseva	Integral personal education, which combines a valuable understanding of social reality, categorical specific social knowledge that serves as a guide to activity, the subjective ability to self-determination and rule-making, personal ability to implement social technologies in leading areas of human activity.
	O. Kolobova	Readiness of the personality of the future specialist to the demanded and professionally competent action (solution of social and professional problems) on the basis of already available special skills: goal-setting, structuring, regulatory and practical actions.
Praxiological	L. Krivshenko, N. Vaindorf-Sysoieva	Directed practical and informational support of the processes of creative formation of individuality in a particular society promotes self-organization and self-realization of the individual in different living spaces of its social interaction.
	N. Bibik, O. Ovcharuk, O. Savchenko	The ability of a person to analyze the mechanisms of functioning of social institutions of society, to work productively with different partners in the group and team, to perform different roles and functions in the team, to show initiative, to maintain and manage his own relationships with others; determine the purpose of communication, apply technologies of transformation and constructive conflict resolution, reaching consensus, take responsibility for decisions and their implementation; apply effective communication strategies depending on the situation, be able to emotionally adjust to communication.
	S. Racheva	The ability to perceive and evaluate social information adequately and the ability to take appropriate action on this basis, which ultimately ensures the stable functioning of social institutions, the effective development and improvement of all spheres of human activity.

	A. Shchukin	The ability to establish fruitful communicative relationships with other actors, due to the presence of needs, motives, attitudes toward communication partners, as well as own self-esteem.
	K. Kuzmin, B. Sutyrin	A comprehensive phenomenon that combines human knowledge necessary to expand one' worldview and to take appropriate action to change the conditions of their existence in society and the existence of others, ways to implement the knowledge gained to help others and means of forming a mentality.
Personally oriented	I. Zymnia	Characteristics of human interaction with society and other individuals.
	K. Abulkhanova-Slavska, E. Erikson	The ability of a person to solve problems (individual and collective) effectively in the process of interaction with society, due to personal qualities and level of awareness.
	N. Kormiahina	A phenomenon determined by the social interaction of people and the need to manage it.
	A. Markova, A. Fatykhova	Complex personal education, which develops in the process of professionalization, determines the representation in the mind of personality traits, behavioural characteristics, emotional state, as well as the ability to structure knowledge, perceiving the personality of the interlocutor adequately.

The analysis and generalization of the approaches outlined above gives us a basis for defining ***the social competence (SC) of a student of philological specialties*** as *an integrated complex phenomenon that combines an adequate understanding of social reality at macro and micro levels, knowledge, focus on partnership and cooperation with others, personal reflection, ability to social creativity.* Adequate understanding of social reality at the *macro level* is narrowed down to understanding, individual balanced, reasoned judgment about the main social processes and events taking place in the country, our region, and the requirement to understand social reality at the *micro level* reflects the nature of students' relationships with the immediate environment. The general definition of social competence is concretized in the course of concretization and description of the structure of the studied phenomenon.

Each specialty within higher education can be considered as the maximum opportunity to realize human abilities, intellectual and creative potential. Specialties related to the professional training of future philologists, in their essence and content, involve the interpenetration of social and didactic elements and filling the later with new content. For students of philological specialties, the basis of future professional activity is social competence, so the study of its structure is a necessary condition for

the success of their future professional activity. The structure of student's social competence has been studied by Ukrainian and foreign scholars. Thus, A. Rybakova, studying the structure of social competence of a specialist in social work, identifies several components:

– personal (ability to self-realization in the chosen profession);

– activity (ability to professional activity);

– communicative (ability to communicate and interact effectively) [33].

V. Turchaninova substantiates the more branched structure of social competence in her dissertation research. The researcher believes that social competence combines conceptual, instrumental, integrative, conflictological, communicative, and personal components. In the course of characterization and description of each of them, V. Turchaninova notes that the conceptual component represents the sum of professionally significant knowledge, the integrative component reflects the ability of a specialist to combine theory and practice in professional activities; communicative one – the ability to use written and oral means of communication effectively; conflict contains awareness of the individual about possible behavioural strategies in the conflict and the ability to implement them in a particular situation adequately; the personal component includes professional orientation and value orientations, professionally important personal qualities and abilities, professional duty and responsibility, the presence of a professional "I-image" [18].

Our scientific research has prompted us to develop a structure of social competence of a student of philological specialties as a kind of synthesis of psychological, pedagogical, sociological developments in combination with modern achievements of the humanities. Concretizing the content and developing the structure of social competence of students of philological specialties, we take into account the remarks of O. Usyk, who notes that the competence of a student of philological specialties should be aimed at:

a) the development of students' worldview and their preparation for the perception of themselves as bearers of national values, for interaction with all people through language in search of solutions to global problems;

b) development of students' culture, universal values, global way of thinking, awareness of responsibility for the future of their country;

c) teaching ethically acceptable forms of self-expression in society;

d) teaching the ethics of discussion communication and the ethics of interaction with people of different views;

e) development of students' skills to use the acquired socio-cultural knowledge, skills and abilities in accordance with the situations of communication in the process of communication;

e) the development of the need for self-education [38, p. 38-39].

We also took into account the research of O. Ovcharuk and O. Pometun [17], who in their works point out such features of competences as multifunctionality, supersubjectivity, interdisciplinarity, multi-component, focus on the formation of critical thinking, reflection, definition. N. Bibik notes that "key competencies link personal and social competencies in education, reflect a comprehensive mastery of a set of activities, which creates the preconditions for the development of indicators for their measurement; they do not appear in general, but in a specific case or situation; they are acquired by a young person not only during the study of subjects, groups of subjects, but also by means of non-formal education, due to the influence of the environment, etc." [17, p. 46].

Determining the structure of social competence of students of philological specialties, we rely on a system approach (B. Hershunsky, M. Kahan, M. Klarin, A. Shchukin): "the method of scientific knowledge, which is based on the consideration of objects as systems; involves the analysis of phenomena as a complex unity that is not narrowed down to a simple sum of elements" [44, p. 302]. As is known, the system approach replaced the widespread in the XVII-XVIII centuries concepts of mechanism, which opposes its tasks. The theoretical basis of the system approach is the dialectical-materialist principle of systematization, say philosophers. In system research, the object under analysis is considered as a certain set of elements, the relationship of which determines the integral properties of this set. The main emphasis is on identifying a wide range of connections and relationships that take place both within the object under study and in its relationship with the external environment. The properties of an object as a whole system are determined not only and not so much by the addition of the properties of its individual elements, but *by the properties of its structure* [44]. It is also worth noting that in the post-industrial, information society there is a further refinement and deepening of the system approach, detailed disclosure of its philosophical principles, the development of logical and methodological principles, further progress in building systems theory. In this regard, the modern Russian philosopher S. Zimin emphasizes that in the last decade there is a significant transformation of the subject and methods of scientific research, knowledge of objective reality and the theory of knowledge in general today are developing through the assimilation and understanding of ideas and facts presented by various disciplines that study certain components of reality [12]. Also in concluding the structure of social

competence of students of philological specialties we rely on general hierarchical structure of personality by K. Platonov, which is given below (see Table 2.2).

Table 2.2

General hierarchical structure of personality by K. Platonov

Short name of the substructure	Elements of the substructure	Ratio of biological and social
Substructure of orientation	Beliefs, worldview, personal meanings, interests	Social level (almost no biological)
Substructure of experience	Abilities, knowledge, skills, habits	Socio-biological level (much more social than biological)
Substructure of display forms	Features of cognitive processes (thinking, memory, perception, feeling, attention); features of emotional processes (emotions, feelings)	Biosocial level (biological more than social)
Substructure of biological, constitutional characteristics	The speed of nervous processes, the balance of excitation and inhibition; sexual, age characteristics	Biological level (almost no social level)

The idea of developing any structure based on the general structure of personality is not new, suffice it to recall the theoretical legacy of E. Iliin, who came up with the idea of constructing the content of education in accordance with the structure of personality: for education to form a "holistic personality" it is necessary to reflect in its structure the basic situations of human life, the values of the society in which he lives. We borrowed this technique to develop a structure of social competence of students of philological specialties.

All of the above provided us with sufficient grounds for developing a structure of social competence of students of philological specialties. We believe that the structure of social competence of students of philological specialties consists of five components: ***cognitive-perceptual, motivational-targeted, communicative-activity, communicative-reflexive, personal***.

Cognitive-perceptual component contains knowledge (subject, general humanities), adequate emotional and sensory perception of educational information.

As is known, the result of the process of cognition of the surrounding reality in the human mind in the form of ideas, judgments, inferences, theories is determined by the unifying term of "knowledge" [44, p. 84]. According to O. Spivakovsky, on the basis of typological features that take into account the peculiarities of human perception and reflection of the environment, there are three groups of information: data, information, knowledge. The data relate to the observed phenomena and are

completely independent from our consciousness. Information, in addition to data, also contains a description of informal rules of its interpretation, and knowledge is the highest form of expression of data and information, they are active in nature and are formed not only on the basis of facts but also on the basis of analysis of different types of inference [37] .

The peculiarity of any knowledge is the different degree of reliability, which reflects the dialectic of relative and absolute truth. In the process of professional training of students of philological specialties, knowledge is one of the components of the content of education, which is known to be embodied in a set of disciplines, and the specific content is revealed in the curriculum. In the pedagogical sense, the content of education "is determined by the volume and scientific level of knowledge of social, general and profile sciences, the system of skills and abilities developed, their implementation in practice" [16, p. 24]. The content of education and social goals of education are interconnected and inextricably determined phenomena, although in the pedagogical literature we often come across a point of view that comes down to determining the content of education by social goals, the so-called "social order" (A. Aleksiuk, Yu. Babansky, M. Fitsula and others). This point of view is an echo of the class approach in pedagogy, a period when for decades in domestic pedagogy the concepts that proclaimed and defended the class nature of education were developed. There was a certain axiological interpretation of education, which differed not only in the requirements for the basic characteristics of the subjects of the pedagogical process, but also determined the content of the values on which the appropriate type of education was oriented. Currently, the content of education in higher education is determined on the basis of electiveness, priority of individual, personal and professional development of leaners, the dialectical unity of personal and social.

Scholars (O. Bila [18]) note that today the content of education as a pedagogically adapted social practice is considered exclusively in the aspect of social experience: the problem of "what to teach" should be close to the structure of social experience:

- experience of educational activity, which is projected in the form of the final result – a certain system of scientific knowledge;

- experience in implementing recognized methods of activity that reflect the ability to act in a certain way;

- experience of creative activity;

- experience of emotional-value relations, which are projected in the form of value orientations" [18, p. 20].

The content of education of students of philological specialties contains both a *component of adaptive practical orientation* (V. Slastionin [36]) and *a component of*

broad cultural and historical orientation, which involves obtaining information, educational information, which may not be directly involved in practical activities, and contributes to the professional development of the future specialist. In the future, a student of philological specialties must understand the complex dynamics of social and natural development processes, influence them, adequately navigate in all spheres of social life and at the same time have the ability to assess their own capabilities and abilities realistically.

Professional training of a student of philological specialties during the period of higher education is a kind of means of transmitting culture, mastering which a person not only adapts to constantly changing social conditions, but also becomes "capable of maladaptive activity" [2, p. 80], which allows you to go beyond the predetermined, develop your own subjectivity and (in the long run) to increase the cultural potential of human civilization. Knowledge reflected in language and other forms of socio-historical experience cannot be transferred to a person directly (V. Viliunas, R. Nemov); to appropriate them, a person must be involved in a specially directed activity, which is defined by other or social products of this experience, activities that reproduce new ways of transforming the world (or its symbolic equivalents), resulting in new and more complex characteristics [26].

The perceptual component of the cognitive-perceptual component is related to the analytical abilities of students of philological specialties: the ability to obtain and process the necessary information optimally, evaluate, compare and assimilate it, with the ability to abstract, the development of conceptual thinking. At the same time, we should not forget that emotions, in the apt words of A. Zaporozhets, are the core of personality.

It is appropriate to recall the judgment of the classic of the humanistic psychological and pedagogical direction A. Maslow, who argued that emotions are extremely important to ensure self-actualization of the individual. Avoiding strong emotions, a person comes to the desacralization of most personal values or to the fact that life is too intellectualized, there is almost no room for direct feelings, that is, intellectualization becomes an internal "protection" against the senses. According to A. Maslow, orthodox science has mistakenly accepted as the truth the opinion that the "cold head" and independent thinking directly lead to scientific discoveries. However, this is not entirely true: the limitations of this approach are the danger that a person doing research will lose the ability to wonder, feel fear, shock and other emotions that accompany personal growth, and the discovery is unlikely to happen.

It is also extremely important for modern students of philological specialties:

– the ability to transfer knowledge from one subject area to another, which involves not just the transfer at the level of facts, but the ability to generalize, build abstractions, which are then transferred to another subject area;

– the ability to scale, interpretations, integration: scaling allows you to solve any problem with varying degrees of detail, the integration of knowledge involves the ability of individuals to use knowledge from different subject areas to create a new intellectual product;

– ability to synergistic manifestations (L. Petukhov): considering the student's personality as a system capable of self-organization, creation, maintenance and disintegration of various cognitive structures, synergistic manifestations are usually understood as the ability of a person to reach a qualitatively new level of generalizations (theoretical, scientific-practical), awareness and opportunities for the implementation of educational tasks.

Motivational-targeted component: the need for social interaction, motives for social behaviour, social guidelines, goal setting and planning of educational activities, social and cognitive orientation of the student.

For the most part, the components of the motivational-targeted component of social competence of students of philological specialties reflect the attitude of the individual to the world around him, the vital values of the individual, the norms of moral behaviour, which have become personal meaning. The set of components of this component of the SC determines the stability of the individual in relation to external motives, ensure human preservation of its essence in any conditions, is the basis of positive stability and, at the same time, evolutionary changes, but also to change the future in accordance with their understanding, to implement training and professional plans to ensure comfortable and effective self-realization.

The process of learning as a focused, appropriate activity is associated with motivation, goal setting, planning, preparation of this activity.

As you know, learning motivation is a type of motivation included in the activities of learning, characterized by focus, stability, dynamics (A. Buhrimenko). The learner is able to determine the purpose of the activity, guided by certain needs and target guidelines. For now, we note that numerous studies of the motivation of educational activities in general and student activities in particular (V. Viliunas, M. Gamezo, V. Illin, V. Miasyshchev, A. Petrovsky, P. Jacobson and others) have as their consequence a description of the types of motives for educational activities, description of groups of educational motives. M. Gamezo proposes to distinguish two large groups of motives for learning activities – cognitive and social, in the research of high school

psychologists to this list is added a group of motives related to the peculiarities of the future professional activity of the student. The social motives include:

– broad social motives, which consist in the desire to acquire knowledge on the basis of awareness of social necessity, awareness of obligations, responsibilities, usefulness to society, family, etc .;

– narrow social or positional motives, which consist in the desire to take a certain position, to take a certain place in relations with others, to earn authority; manifested in the desire to interact and contact with others, appeals to peers during training, attempts to find out the attitude of others to themselves and their activities, initiative and selflessness [9, p. 298].

Psychologists state that the existing concepts of motivation differ not only in theoretical and terminological guidelines, but also in the fact that they are the object of study, so in opinion what is the basis of the motivational sphere of man is determined his social activity. The analysis of the scientific psychological literature allows us to outline a certain "zone of agreement" as well as a range of issues on which there is an expanded interpretation in addition to the central, generally accepted phenomenon. Motivation mainly includes everything that excites the actual activity: generalized and more specific goals for which the individual learns (later – works, creates his own family), to which he dedicates his life. It is assumed that everything done by man – both various types of systematic activities, and many unplanned circumstances – has its own motivational basis (V. Viliunas, V. Iliin).

Well-known psychologist H. Heckhausen proposes to understand the motive as a desirable appropriate state in the relationship "individual – environment", and motivation as something that "explains the purposefulness of action" [42, p. 34]. For K. Obukhovsky the motive is "verbalization of the purpose and the program which gives the chance to the certain person to begin certain activity" [28, p. 19]. These definitions coincide in terms of recognizing the social nature of the motivational sphere of the individual. It is no coincidence that the motivational component in different variations contains those structures of competencies that are created by domestic and foreign scientists, although in this aspect we do not observe the unity of theoretical and methodological guidelines. V. Viliunas notes: if in the actual scientific analysis it is possible to deviate to some extent from the substantive differences in motivation, assuming that the conclusions from a particular material analyzed remain valid for similar cases, in applied research, when it is important to identify what motivates a particular individual or group of people, these differences can become a core problem [8].

A. Markova proposed a classification of motives for professional activity, which, to a large extent, coincides with the motives of middle and senior courses students:

a) motives for understanding the purpose of the profession;

b) motives of professional activity, including activity-procedural motives and activity-productive motives;

c) motives of professional communication, including motives of prestige of a profession in a society, motives of social cooperation in a profession;

d) motives for the manifestation of personality in the profession [25].

At the stages of entering the environment of higher education, students are the most flexible, open, receptive to the assimilation of values and guidelines, researchers say, their adaptive need is exacerbated by the situation of novelty, expectations, awareness of new social status. Involving students in socio-cultural activities in middle and senior courses gives them the opportunity to make the most of their educational and cultural potential [23]. In a broad sense, the instruction is defined as "readiness for a certain activity, which depends on the need and the objective situation for its (need of) satisfaction" [44, p. 361]. Guidelines for social activity and interaction, for the success of educational activities provides a stable focus on acquiring new knowledge, skills, consolidating them in practice. The concept of instruction was introduced into scientific circulation in the late nineteenth century in line with experimental pedagogy and psychology (V-A Lai, A. Binet, E. Meiman). In the twentieth century, the theory of guidelines was developed by D. Uznadze and his school, within the work of Soviet scientists it was recognized that the guidelines are the readiness of the subject to perceive future events and actions, which is the basis of its appropriate selective activity. Currently, the theory of guidelines is used in pedagogy, psychology and linguodidactics.

Motivational-targeted component of social competence reflects the peculiarities of the formation of the volitional sphere of man, in particular, his ability to identify leadership qualities. Modern concepts and programs of higher education development provide for the readiness of future specialists to solve professional tasks of a strategic nature in accordance with the level and profile of education, for which it is necessary to develop students' readiness and skills of self-education, planning, use of modern information.

Socio-cognitive orientation of the student contributes to the mastery of the means necessary to achieve intellectual freedom, personal autonomy. In the twentieth century the famous Austrian psychologist and philosopher W. Frankl created the so-called theory of its therapy and existential analysis [40]. From clinical practice and various empirical data, W. Frankl deduces the thesis: a person to live and act, must believe that

his actions make sense. Frankl considers his own desire to find and realize the meaning of his life as an innate motivational tendency that is inherent in every person. The desire to realize the meaning of his life, each person carries out uniquely, expressing themselves in activities and interpersonal communication. Undoubtedly, self-realization is possible only in such a sphere of activity where a person is socially competent.

Communicative-activity component of social competence includes learning skills and social interaction skills; social activity of the student, social self-realization, social and prognostic skills.

Based on the achievements of psychological and pedagogical science (S. Arkhanhelsky, V. Davydov, B. Elkonin, I. Lerner, M. Soldatenko, A. Khutroska), we should talk about the relationship between the activities of those who teach and those who learn, that is, about the emergence of social relationships in the learning process. The communicative-activity component allows to choose adequate ways of communication and social interaction, to determine the strategy of realization of these ways independently, operating with different types of skills (educational, social, social-prognostic). As you know, the ability is "mastered by the subject way of performing actions, provided by a set of acquired skills and abilities" [7, p. 804]. Skills are formed mainly through exercises and create the opportunity to perform actions not only in normal conditions, but also in those that change rapidly. Some educators consider learning skills to be a transitional link to automated skills, although there is no such pattern for social interaction skills. For skills of any kind, it is important to form a common system of knowledge and multiple repetitions, as emphasized by the classics of world pedagogy. In this case, the skill is formed and improved together with the system of knowledge of the subjects of learning

Didactics characterizes the stages of formation of students' learning activities, starting from the primary skills associated with understanding the purpose of educational activities and finding ways to implement it based on previous experience of educational activities; partially formed skills – mastering the skills to perform certain techniques, operations; formed skills – creative use of knowledge and skills with awareness not only of the goal, but also the motives for choosing ways and means to achieve it; skills at the proficiency level [3]. Recent history and modern scientific research show that a person's assessment of his own existence depends on a subjective assessment of the "field of opportunities" that a person operates in the course of his social and personal self-realization. Impossibilities of realization of social needs lead to change of behavioural models, subjugation of higher existential values of philosophy of survival, etc. Therefore, the issue of social realization, disclosure of social potential

is especially acute for a young person. International norms stipulate that the most important paradigms of such a potential include:

– productivity as a result of effective activities aimed at improving personal status, income;

– equality, which is understood as equality of opportunities;

– stability, which allows to provide access to the achievements of world civilization;

– expansion of individual opportunities, when it is assumed that social development is carried out not only for the benefit of the person, but also by his own efforts [11, p. 101].

The phenomenon of social self-realization of the student side by side is associated with social security, which, in its turn, has certain gradations: social (status, income-expenditure ratio, cost structure, etc.), the student's relationship with such units of society as the family, public organizations, parties with which social ties are formed, conditions of study, recreation and life, efficiency of the health care system, safety of existence, etc. It is these factors that create a sense of social security (or insecurity) and motivate the individual to social self-realization.

According to H. Andreieva, the criteria for successful social self-realization of students are:

– professional and value self-determination, which determines the choice of activities and environment of self-realization;

– the initial parameters of the individual, which are in relation to educational activities, success, acquisition of additional patterns of behaviour;

– the degree of realization of personal potential, characterized by adequate self-esteem, stable motivation, formation of interests, positive emotional state, ability to self-control and independence, the need for creativity and self-development;

– the degree of awareness of the directions, forms and content of socio-cultural activities in higher education;

– the degree of integration of the individual and society, which is manifested in the assimilation of personal values and norms cultivated at the university, his active participation in the educational process and socio-cultural activities, initiative, friendship, etc. [1].

It is obvious that self-realization as a structural element of the communicative-activity component of the SC of students of philological specialties is closely intertwined with the elements of motivational, communicative-reflexive, personal components.

We also single out in the structure of the communicative-activity component of the SC the ability of students of philological specialties to use philological knowledge both in the educational process and outside it, as well as awareness of the current state of philological science. The communicative-activity component is decisive for the quality and effectiveness of social interaction, one of the cornerstones in the structure of social competence of a student of philological specialties.

Communicative-reflexive component: reflection of social behaviour, self-analysis and self-assessment of educational activity.

Philological education allows not only to perceive the phenomena of culture as the objectification of thought, creative potential, moral choice of others, but also contributes to "self-knowledge" in the already created, the development of the student as a "cultural-historical" subject for whom past and future of culture are his past and future. That is why we introduce a communicative-reflexive component into the structure of social competence of students of philological specialties. According to D. Mamaiev, the reflexive mechanism of socialization of a young person acts as an internal dialogue, a kind of autocommunication, in which young people analyze, evaluate, perceive or reject norms, standards, values, rules "proposed" by social factors. This dialogue alone with oneself can probably be presented in two ways: as an imaginary conversation with other people (family, friendly micro-environment, social institutions and media organizations, educational staff) and with different own selves" [24, p. 153].

In order to form philological specialties students' reflexive mechanisms of self-control and self-assessment, the ascending basis is external pedagogical assessment and control in relation to the student. The process of transforming external pedagogical control and assessment into self-assessment and self-control takes place through the mechanisms of internalization and is associated with the transfer of control and evaluation functions of the teacher to students. The ability to manage oneself is the ability to self-regulate in educational activities, during self-government and reflection. It is also necessary to take into account the peculiarities of the student's communication with "significant others" (teachers who have authority for students, peers), the impact of this communication on the mechanisms of self-analysis and self-evaluation.

Using reflexive mechanisms, students determine the main characteristics of their own knowledge (for example, at the beginning and end of the semester), determine the state of educational activities, skills, their own ability to navigate in the flow of educational information, determine whether outside help is needed and in what form, etc. Communicative-reflexive mechanisms involved in communication and interaction

with classmates and teachers stimulate the student's readiness for self-study, continuing education, thus enriching the social experience.

The personal component of social competence of students of philological specialties includes tolerance, empathic abilities, creativity, confidence, intelligence.

J. Raven among the types of competences distinguishes patience to carriers of different lifestyles; we as part of the personal component of social competence of students of philological specialties distinguish tolerance as "patience and mental resilience to frustrators and stress … patient, attentive to different opinions, impartial and events" [30, p. 790]. In the process of educational activity, different attitudes of students are formed both to this activity and to people directly related to this activity (other students, lecturers, teachers and students during pedagogical practice). In the structure of social competence is crucial not only the content of activities, but also the relationships that are formed. Social competence allows you to change the perspective of the subjects of the educational process, reorienting them from the subject result to those qualities and properties that are formed in the course of educational activities.

As part of the general phenomenon of tolerance, two varieties are distinguished – sensual and dispositional (A. Rean [32, p. 179]). Sensual tolerance (patience) is associated with resistance to the influences of the social environment, with a weakening of response to any adverse factor by reducing sensitivity to its influence. Sensual patience and tolerance are thus associated with increasing the threshold of sensitivity to various influences of the social environment, including the influence of the subjects of interpersonal interaction [32, p. 179]. At the heart of dispositional tolerance is a fundamentally different mechanism that ensures the patience of the individual in social interaction. In this case, it is about readiness for a certain, "patient" reaction to the environment. Behind the dispositional tolerance are certain guidelines of the individual, his system of attitude to reality: to other people, their behaviour, to himself, to the influence of other people on the individual: "dispositional tolerance is tolerance-position, tolerance-worldview" [32, p. 180]. Tolerance of this kind fully reveals a positive attitude of man to the world around him, which determines a positive worldview, a positive attitude to reality. In real life, researchers say, it is a young person's tolerance that needs developmental influences.

In the structure of social competence of students of philological specialties tolerance is complemented by empathy. Empathy and the empathic way of interaction have been studied in the works of L. Fridman and I. Kulahina [41]. Scientists believe that the empathic way of interacting with others contains several aspects: "entering" another person's personal world, sensitivity to changing moods, avoiding evaluation or condemnation, at the same time – the ability to "grasp" what the interlocutor or partner

in social interaction realizes. At the same time "there are no attempts to reveal the unconscious, because it can be traumatic" [41, p. 199], refers to the communication of their own ideas about the inner world of others. It is necessary to turn to social partners to check their impressions, understand the possible meanings of the experiences of others, thus helping to overcome communication barriers constructively, be able to move away from their own scale of values and their own point of view to understand the world without prejudice. But only people who feel completely safe in a certain sense are capable of such interaction: they feel that they will not "lose themselves in the world of others" [41]. Tolerance and empathy are directly related to students' understanding of peers and the processes of "entering" adult life. The main features of this "understanding" are:

– increasing the range of qualities of classmates (friends), which are consciously fixed;

– reducing the number of fixed features of behaviour through the denial of negative actions, qualities;

– increasing the number of attempts to characterize the personality as a whole [41].

Tolerance and empathy are a favorable background for the expression of students' creativity as a component of social competence. Creativity is the ability to solve educational tasks, problem-communicative situations that arise during educational interaction creatively. Based on the research of psychologists J. Guilford, O. Kutsevol, A. Maslow and others, we interpret creativity as a dynamic integrative set of personality qualities that determines his readiness for creativity in any sphere of human activity; as creative abilities of the person which can be shown in thinking, feelings and actions; as the ability to generate a variety of original ideas. Creativity is a necessary condition for self-realization of the individual. Modern Russian didactics A. Khutorskoi in the work "Methods of personality-oriented learning. How to teach everyone differently?" [43] notes that in any educational paradigm there is a contradiction between the needs of the individual and the expectations of the society. It is not always possible to bring these expectations to a common denominator. Therefore, the decisive factor and criterion for the effectiveness of education is the attitude of the educational system to the needs of the individual. A creative person is sure to go beyond outwardly defined boundaries. Creativity in its essence cannot be a simple repetition of the known. Therefore, if the educational system provides for and, moreover, plans the student to go beyond externally set guidelines – purpose, objectives, content, pace of education, then such a system is personally and creatively oriented. Conversely, if the success of learning is determined by how close the results

are to a predetermined ones, then such an educational system is not creative, no matter what guidelines it declares [43, p. 16].

Philology is a specific branch of human activity that requires from the personality of the linguist non-standard artistic and pedagogical thinking, openness to dialogue in the coordinates "writer – reader", "writer – teacher – student", constant creative search. The linguist is "doomed" to creativity, which is due to the subject of his activity, the specific aesthetic nature of the process of transmitting literary knowledge to students, the special role of this discipline in creating the spiritual world of young people, developing their creative abilities, as says Ukrainian researcher O. Kutsevol [21, p. 17].

For students of philological specialties, creativity and creative abilities are mostly embodied in various forms of verbal creativity. It is desirable that these characteristics of the personal component are complemented by self-confidence, the ability to organize groupmates and self-organization skills, the desire for continuous personal growth, a positive impact on the psychological microclimate in the group, higher education. It is quite natural in the structure of the personal component of students of philological specialties to single out intelligence as a necessary component. In Latin, the term *intellegetia* means: 1) understanding, reason, ability to perceive, cognitive power; 2) concept, idea; 3) perception, sensory cognition; 4) skills, art [14, p. 15]. The word "intellectual" over time becomes synonymous with a person-connoisseur who knows and understands various things, a person noble, prudent, a specialist.

No less interesting are the interpretations of the term *intellectuals* given by English dictionaries: for example, in D. Webster's dictionary intelligentsia is defined as a class of intellectuals with cultural and political initiative, a class of people engaged in intellectual work. Longman Dictionary of Modern English interprets the term as a group of highly educated people in the society who are often concerned with new ideas, especially in art and politics. It is emphasized that the intelligentsia creates an ideology, the intelligentsia lives by an ideology (in the extracurricular sense of the term, meaning – serving a certain idea) and instills it in society, "truly intelligent man is intellectually independent, and therefore can not be a man of predetermined way of thought and behaviour" [14], such a person determines the ways of his development, ensures the longevity of intellectual thought. The definition completely coincides with the essence of the future professional activity of students of philological specialties.

These properties of the personal component of social competence of a student of philological specialties are not organic without responsibility. According to N. Bordovska and A. Rean, responsibility is a component of a person's social maturity, and hence his social competence. The formation of responsibility, scientists say, is directly related to giving the individual the freedom to make decisions. The issue of

the measure of freedom "should be decided taking into account age and other specific features and circumstances" [4, p. 178]. At the same time, the thesis remains true that a person cannot be recognized as free without recognizing him at the same time as responsible, and a person cannot be recognized as responsible without recognizing him at the same time as free [4].

The five-component structure of social competence (see Fig. 2.1), which contains nineteen components, seems to us optimal both in terms of theoretical development and in terms of practical shaping influences.

The components of the social competence components are most closely interconnected and interpenetrating. In the following, we will pay attention to the relationships that exist between the individual components of the structure.

Purposefulness as a component of the motivational-targeted component arises on the basis of reflection, self-analysis and objective self-assessment of educational activity and social interaction, because the axiom of psychological and pedagogical science is the statement that in order for a student's educational activity to be successful, the subject of this activity must independently plan, implement and control his educational activities, and this requires a well-formed motivation to learn; it is also important that the very structure of educational and professional motivation ensures the correct direction of learning (A. Buhrimenko, R. Niemov, V. Miasyshchev).

The stimulus and favorable environment for the social and cognitive orientation of the student is tolerance and empathy, the formation of all components of social competence directly depends on existing knowledge and emotional perception of information (cognitive-perceptual component of the structure of social competence of students of philological specialties).

Characteristics of the personal component of social competence of students of philological specialties permeate the other components and reproduce the background for the implementation of formative influences. Concretization of the structure of social competence of students of philological specialties allows to determine the leading functions of social competence.

In our opinion, social competence performs the following functions:

– *compensatory* – encourages students to fill gaps in basic education;

– *adaptive* – allows for operational training and retraining of students in a changing socio-pedagogical situation;

– *acmeological* – helps to meet the spiritual needs of the learner, the needs of his professional and creative growth.

Cognitive-perceptual

- knowledge;
- emotional and sensory perception of educational information.

Motivational-targeted

- the need for social interaction;
- social guidelines;
- defining the purpose and planning of educational activities;
- social and cognitive purposefulness.

Communicative-activity

- learning skills and social interaction skills;
- social activity;
- social self-realization;
- socio-prognostic skills.

Communicative-reflexive

- reflection;
- introspection;
- self-assessment of educational activities.

Personal

- tolerance;
- empathic abilities;
- creativity;
- intelligence;
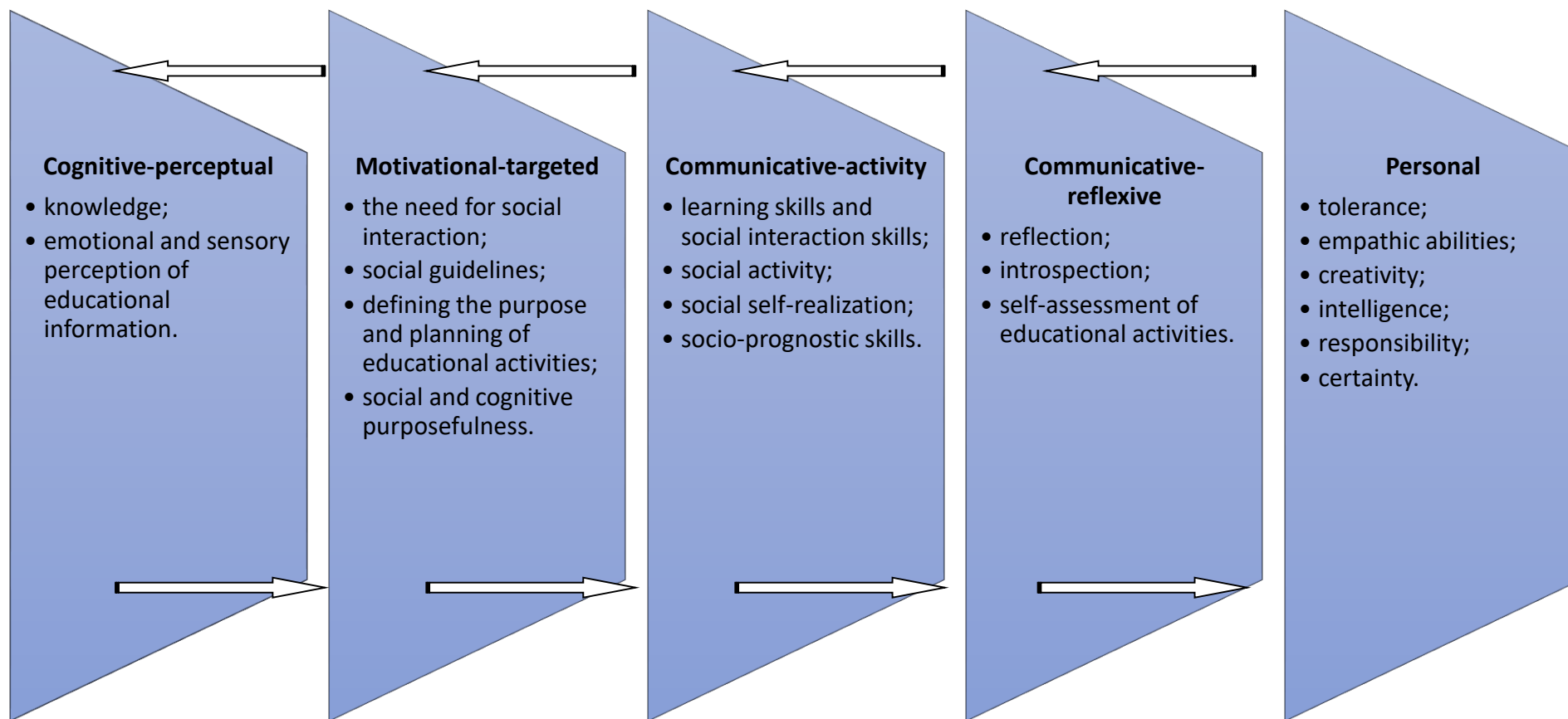- responsibility;
- certainty.

Figure. 2.1. **Structure of social competence of students of philological specialties**

The crisis of the knowledge-educational paradigm of education (V. Bolotov, V. Sierikov), the emergence of which is determined by changes in the phenomenon of knowledge and its relationship with social practice, the pace of knowledge renewal directs research in the direction of determining the optimal environment for social competence of young people. We believe that a favorable environment for the formation of social competence of students of philological specialties is self-directed educational activities.

Solving the problem of formation of social competence is an urgent requirement of time, which is conditioned by the requirements of renewal of Ukrainian society, the approval of the competence paradigm of higher education.

Theoretical analysis of the problem of formation of social competence of an individual allowed to highlight the main approaches to the interpretation of the terms "competence" and "competency", to outline the main competences of a university student, to determine that the peak of socialization of the individual is the formation of his social competence. The main approaches to understanding the phenomenon of social competence by leading domestic and foreign scientists were studied. On these grounds, it was found that the social competence of a student of philological specialties is an integrated complex phenomenon that combines an adequate understanding of social reality at the macro and micro levels, knowledge, focus on partnerships and cooperation with others, personal reflection, ability to social creativity.

The structure of social competence of students of philological specialties consists of five components: cognitive-perceptual, motivational-targeted, communicative-activity, communicative-reflexive, and personal.

References

1. Andreeva, G. M. (1999). *Sotsialnaya psihologiya* [Social Psychology]. Moscow, Aspekt Press Publ., 375 p.
2. Arhangelskiy, S. I. (1980). *Uchebnyiy protsess v vyisshey shkole, ego zakonomernyie osnovyi i metodyi : uchebn.-metod. posobie* [Educational process in higher education, its legal foundations and methods: textbook]. Moscow, Vyisshaya Shkola Publ., 368 p.
3. Bondar, V. I. (1996). *Dydaktyka: efektyvni tekhnolohii navchannia studentiv* [Didactics: effective technologies of student learning]. Kyiv, Veresen Publ., 129 p.
4. Bordovskaya, N. V. (2000). *Pedagogika : uchebnik dlya vuzov* [Pedagogy: a textbook for universities]. St Petersburg, Piter Publ., 304 p.
5. Brushlinskiy, A. V. (1994). *Problemyi psihologii sub'ekta* [Subject psychology problems]. Moscow, Nauka Publ., 66 p.

6. Veber, M. (1994). *Izbrannoe. Obraz obschestva* [Selected. The image of society]. Moscow, Yurist Publ., 704 p.

7. Busel, V. T. Ed (2003). *Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy* [Big explanatory dictionary of the modern Ukrainian language]. Kyiv; Irpin, VTF Perun Publ., 1440 p.

8. Vilyunas, V. K. (1990). *Psihologicheskie mehanizmyi motivatsii cheloveka* [Psychological mechanisms of human motivation]. Moscow, MSU Publ., 288 p.

9. Gamezo, M. V. (2003). *Vozrastnaya i pedagogicheskaya psihologiya : ucheb. posobie dlya studentov* [Developmental and educational psychology: student manual]. Moscow, Pedagogicheskoe obschestvo Rossii Publ., 512 p.

10. Honcharenko, S. U. (1997). *Ukrainskyi pedahohichnyi slovnyk* [Ukrainian pedagogical dictionary]. Kyiv, Lybid Publ., 374 p.

11. Zhukov, S. M. (2005). *Istoriia psykholohii : navchalnyi posibnyk* [History of psychology: a textbook]. Kyiv, Tsentr navchalnoi literatury Publ., 224 p.

12. Zimin, S. M. (2002). *Nauka li filosofiya?* [Is philosophy a science?]. *Filosofiya nauki: idei, problemyi, perspektivyi razvitiya : mezhvuz. sb. nauch. tr.* [Philosophy of science: ideas, problems, development prospects: interuniversity collection of scientific works]. Saratov, Nauchnaya Kniga Publ., pp. 82–88.

13. Zimnyaya, I. A. (2004). *Klyuchevyie kompetentnosti kak rezultativno-tselevaya osnova kompetentnosnovo podhoda v obrazovanii. Avtorskaya versiya* [Key competencies as an effective-target basis for a competence-based approach in education. Author's version]. Moscow, Issledovatelskiy tsentr problem kachestva podgotovki spetsialistov Publ., 42 p.

14. Karlov, N. V. (1998). *Intelligentna li intelligentsiya* [Is the intelligentsia intelligent]. *Voprosyi filosofii* [Philosophy issues], no. 3, pp. 13–17.

15. Klinberg, L. (1984). *Problemyi teorii obucheniya* [Learning theory problems]. Moscow, Pedagogika, 256 p.

16. Kobyliatskyi, I. I. (1979). *Metody navchalno-vykhovnoi roboty u vyshchii shkoli* [Methods of educational work in high school]. Lviv, LSU Publ., 230 p.

17. Ovcharuk, O. V. Ed (2004). *Kompetentnisnyi pidkhid u suchasnii osviti: svitovyi dosvid ta ukrainski perspektyvy : biblioteka z osvitnoi polityky : kolektyvna monohrafiia* [Competence approach in modern education: world experience and Ukrainian perspectives: library on educational policy: collective monograph]. Kyiv, K. I. S. Publ., 112 p.

18. Bila, O. O., Humennykova, T. R., Kichuk, Ya. V., Riabushko, S. O. (2007). *Kompetentnist samorozvytku fakhivtsia: pedahohichni zasady formuvannia u vyshchii shkoli* [Competence of specialist self-development: pedagogical principles of formation in higher school]. Izmail, IDSU Publ., 236 p.

19. Kuzmin, K. V. (2003). *Istoriya sotsialnoy rabotyi za rubezhom i v Rossii (s drevnosti do nachala XX veka)* [The history of social work abroad and in Russia (from antiquity to the beginning of the 20th century)]. Moscow, Akademicheskiy proekt Publ., 480 p.

20. Kuzmina, N. F. (1989). *Professionalizm lichnosti prepodavatelya i mastera proizvodstvennogo obucheniya* [Professionalism of the personality of the teacher and master of industrial training]. Moscow, Vyisshaya Shkola Publ., 167 p.

21. Kutsevol, O. M. (2007). *Teoretyko-metodychni osnovy rozvytku kreatyvnosti maibutnikh uchyteliv ukrainskoi literatury.* Dys. dokt. ped. nauk [Theoretical and methodological bases of development of creativity of future teachers of Ukrainian literature. Dr. ped. sci. diss.]. Kyiv, 46 p.

22. Mazurenko, A. V. (2006). *Pedagogicheskie usloviya stanovleniya i razvitiya sotsialnyih kachestv studentcheskoy molodezhi v kulturno-obrazovatelnoy srede vuza.* Diss. cand. ped. nauk [Pedagogical conditions for the formation and development of social qualities of student youth in the cultural and educational environment of the university. PhD ped. sci. diss]. Rostov-na-Donu, 183 p.

23. Mayers, D. (2002). *Sotsialnaya psihologiya* [Social Psychology]. St Petersburg, Piter Publ., 684 p.

24. Mamaiev, D. Yu. (2009). *Sotsializatsiia studentiv v umovakh vyshchykh navchalnykh zakladiv* [Socialization of students in the conditions of higher educational institutions]. *Aktualni problemy psykholohii : zb. nauk. prats Instytutu psykholohii im. H. S. Kostiuka* [Actual problems of psychology: collection of scientific works of H. S. Kostiuk Institute of Psychology], vol. 7, issue. 21, pp. 152–154.

25. Markova, A. K. (1993). *Psihologiya truda uchitelya* [Psychology of teacher work]. Moscow, Prosveschenie Publ., 192 p.

26. Nemov, R. S. (1995). *Psihologiya* [Psychology]. Moscow, Prosveschenie Publ., 356 p.

27. Astahov, A. P. Ed (2010). *Noveyshiy psihologo-pedagogicheskiy slovar'* [The latest psychological and pedagogical dictionary]. Minsk, Sovremennaya Shkola Publ., 928 p.

28. Obuhovskiy, K. (19710. *Psihologiya vlecheniy cheloveka* [The psychology of human drives]. Moscow, Progress Publ., 248 p.

29. Krivshenko, L. P. Ed (2010). *Pedagogika : uchebnik* [Pedagogy: textbook]. Moscow, Prospekt Publ., 432 p.

30. Raven, Dzh. (2002). *Kompetentnost v sovremennom obschestve. Vyiyavlenie, razvitie i realizatsiya* [Competence in modern society. Identification, development and implementation]. Moscow, Kognto-tsentr Publ., 298 p.

31. Racheva, S. S. (2003). *Razvitie sotsialnoy kompetentnosti studentov na osnove proektnogo obucheniya v vuze.* Diss. cand. ped. nauk [Development of social competence of students on the basis of project-based education at the university. PhD ped. sci. diss]. St Petersburg, 191 p.

32. Rean, A. A. (2002). *Psihologiya i pedagogika* [Psychology and pedagogy]. St Petersburg, Piter Publ., 432 p.

33. Ryibakova, A. I. (2008). *Stanovlenie sotsialno-psihologicheskoy kompetentnosti spetsialista po sotsialnoy rabote v protsesse obucheniya v vuze.* Diss. cand. psihol. nauk [Formation of socio-psychological competence of a specialist in social work in the process of studying at a university. PhD psych. sci. diss]. Moscow, 266 p.

34. Romm, T. A. (2010). *Istoriya sotsialnoy pedagogiki : uchebnoe posobie* [History of Social Pedagogy: A Study Guide]. Rostov-na-Donu, Feniks Publ., 346 p.

35. Russo, J. J. (1998). *Ob obschestvennom dogovore. Traktatyi* [On the social contract. Treatises]. Moscow, KANON-press Publ., 416 p.

36. Slastenin, V. A. (1991). *Gumanitarnaya kultura spetsialista* [Humanitarian culture specialist]. *Magistr* [Master], no. 4, pp. 3–22.

37. Nychkalo, N. H. (1999). *Suchasna vyshcha shkola: psykholoho-pedahohichnyi aspekt : monohrafiia* [Modern higher school: psychological and pedagogical aspect: monograph]. Kyiv, 450 p.

38. Usyk, O. (2010). *Formuvannia sotsiokulturnoi kompetentnosti studentiv filolohichnykh spetsialnostei u protsesi vyvchennia humanitarnykh dystsyplin.* Dys. cand. ped. nauk [Formation of socio-cultural competence of students of philological specialties in the process of studying humanities. PhD ped. sci. diss]. Kyiv, Instytut pedahohiky APN Ukrainy Publ., 275 p.

39. Fatyihova, A. L. (2005). *Formirovanie sotsialno-pertseptivnoy kompetentnosti sotsialnyih pedagogov v protsesse obucheniya v vuze.* Diss. dokt. ped. nauk [Formation of social and perceptual competence of social teachers in the process of studying at a university. Dr. ped. sci. diss]. Moscow, 332 p.

40. Frankl, V. (1990). *Chelovek v poiskah smyisla: Sbornik* [Man in Search of Sense: A Collection]. Moscow, Progress Publ., 368 p.

41. Fridman, L. M. (1991). *Psihologicheskiy spravochnik uchitelya* [Psychological teacher's guide]. Moscow, Prosveschenie Publ., 288 p.

42. Hekhauzen, H. (1986). *Motivatsiya i deyatelnost : v 2 t.* [Motivation and activity: in 2 vol.]. Moscow, Pedagogika Publ., vol. 2, 339 p.

43. Hutorskoy, A. V. (2005). *Metodika lichnostno-orientirovannogo obucheniya. Kak obuchat vseh po-raznomu? : posobie dlya uchitelya* [Personality-oriented learning methodology. How to teach everyone differently : teacher's guide]. Moscow, VLADOS-PRESS Publ., 383 p.

44. Schukin, A. N. (2007). *Lingvodidakticheskiy entsiklopedicheskiy slovar : bolee 2000 edinits* [Linguodidactic Encyclopedic Dictionary: more than 2000 units]. Moscow, Astrel: AST : Hranitel Publ., 746 p.

SECTION 3. MODELING THE STRUCTURE AND DETERMINING THE CONTENT OF SUBJECT-MATTER COMPETENCES OF PHILOLOGICAL SPECIALTIES STUDENTS

Hannah Udovichenko

The total normative management of the educational process of the higher school has become a legacy, but new prospects are opened in the selection of content, forms and methods of training that would allow the teacher of the university to implement the ideas of humane pedagogy in everyday practical work with students. The modern higher school in Ukraine in its structure synthesizes the heritage of previous generations (classical forms and methods of training, means of organizing the learning process are actively used) and the latest ideas related to updating the purpose and content of higher education, its conceptual foundations and implementing a competent approach.

"The formation of competencies is carried out by means of the content of education," is the statement of the modern leading Russian scientist A. Khutorskoi [14], which has now acquired axiomatic significance in the didactic scientific research, in our opinion, requires clarification: the formation of competencies occurs *mainly by means* of the content of education. As you know, the content of education "follows from its main function – to accustom young people to universal and national values; this is a system of scientific knowledge... practical skills and methods of activity, experience of creative activity, worldview, moral, aesthetic ideas and corresponding behavior, which should be mastered... in the process of training, "writes academician S. Honcharenko on the pages of the Pedagogical Dictionary. The content of education is influenced by objective (the needs of society... the development of science and technology which is followed by emergence of the new ideas, theories and basic changes in the equipment and technologies) and subjective (policy of the leading forces of society, methodological positions of scientists) factors [9, p. 137]. In higher education, the content of education is one of the factors of economic and social progress, focused on: ensuring the self-determination of each individual, creating conditions for its self-realization, developing society, improving state institutions. The content of education should ensure an adequate world level of the general and professional culture of society, the formation of a scientific picture of the world among those who study, adequate to the modern level of knowledge and the level of the educational program. Integration of the individual into national and

world culture, reproduction and development of the human resource potential of society. It is the content of education that promotes mutual understanding and cooperation among people, contributes to the realization of the individual's right to free choice of beliefs [1].

In pedagogical science, a system of criteria for selecting the content of education has been developed (Y. Babanskyi, I. Lerner, M. Skatkin). In accordance with these criteria, the content of education must correspond to the holistic reflection of the tasks of harmonious development of the person and the formation of its basic culture, the requirements of scientific and practical significance of educational material, compliance with the volume of educational material and the real possibilities of those who learns, the correspondence of the volume of material and the time for its study, Take into account the experience of teaching a certain discipline and correspond to the available educational and methodological and material basis of the educational institution [32].

Within the framework of university education, the content of education is embodied in a set of sciences (educational disciplines) included in the curricula, and their specific content is disclosed in the curricula (S. Arkhanhelskyi, I. Kobyliatskyi, N. Nychkalo, V. Slastonin, etc.). If we talk about the content of education in the pedagogical sense, then it is determined by the volume and scientific level of knowledge on social, general scientific (fundamental) and profiling sciences, the system of skills and skills for using knowledge that is developed, and the introduction of these knowledge into practice [15, p. 24].

The educational process is a complex system in which all its main components are in a state of interaction and mutual influence. An important feature of the university educational process is the inextricable *unity* and *merging of two foundations*: the *mastery of knowledge and the formation of consciousness* (in the context of our research - *humanitarian consciousness*) *of a specialist.* The second ambush in modern scientific and didactic studies is practically not taken into account (see A. Khutorskyi's quote, which was given above) – and quite in vain, because this unity is the basis for teaching any science of any profile and direction. Since the advent of the first European universities, the atmosphere and mechanisms of functioning of educational institutions of this level have been based on these two principles, because the atmosphere and spirit of university corporations set a person to receive encyclopedic knowledge, a wide outlook, accustomed to independence, self-government, instilled the ethical rules of the scientist, tolerance, respect for European integration processes prompted the emergence of a number of regulatory documents of the pan-European level ("The Grand Charter of Universities,"

the Lisbon Convention on the Definition of Qualifications, the Sorbonne Declaration on the Harmonization of Higher Education, the Bologna Declaration, etc. [3]), which proclaim the fundamental principles of university education: thus, the declaration "Strong Universities for a Strong Europe" (2005), adopted at the Glasgow International Forum, formulated the goals, values, roles, principles of autonomy, defined the functions of universities as consolidators of a new knowledge society, articulated the slogans of mobility, lifelong education, Europe as a knowledge society [3].

In one of our works, we note that today pedagogical universities are faced with the difficult task of adapting to the new economic realities, first of all, to the new dynamics of the labor market, which requires the constant updating of highly specialized professional knowledge and, accordingly, new forms of their translation and use. The educational process in universities is traditionally designed for the slow, systematic and consistent teaching of expert knowledge with a significant advantage of the theoretical components of educational programs over practical ones. The accelerated dynamics of the modern labor market requires fundamentally different approaches. Universities should, of course, seriously strengthen the practical component of the curricula and the practical orientation of the training of specialists, learn the forms and methods of accelerated training, extend their pedagogical activity to various segments of society, and participate in various postgraduate programs [32].

Of course, the labor market is changing much faster than universities are rebuilding the educational process (their tempo patterns in the knowledge society do not fundamentally coincide). New education providers have powerful opportunities for rapid maneuvering of training deadlines and training programs. But the advantage of pedagogical universities is the satisfaction of another fundamental educational need - the need to form a basic type of personality that can actively develop and improve itself, creatively relate to non-standard, unique, often conflicting pedagogical situations, use knowledge and information to search for and produce new knowledge and new information. And the most appropriate institutional form of meeting this need is university education.

Undoubtedly, the high quality of pedagogical, research, innovative activities of pedagogical universities contributes to social, cultural, economic development at both regional and national, pan-European and world levels. In the diagram below, (see Figure 3.1. "Unity of the basic foundations of the process of teaching students of philological specialties"), illustrates the inextricable unity of the two basic foundations of the process

of teaching students of philological specialties of a university – mastering the knowledge and shaping the worldview of a humanitarian student.
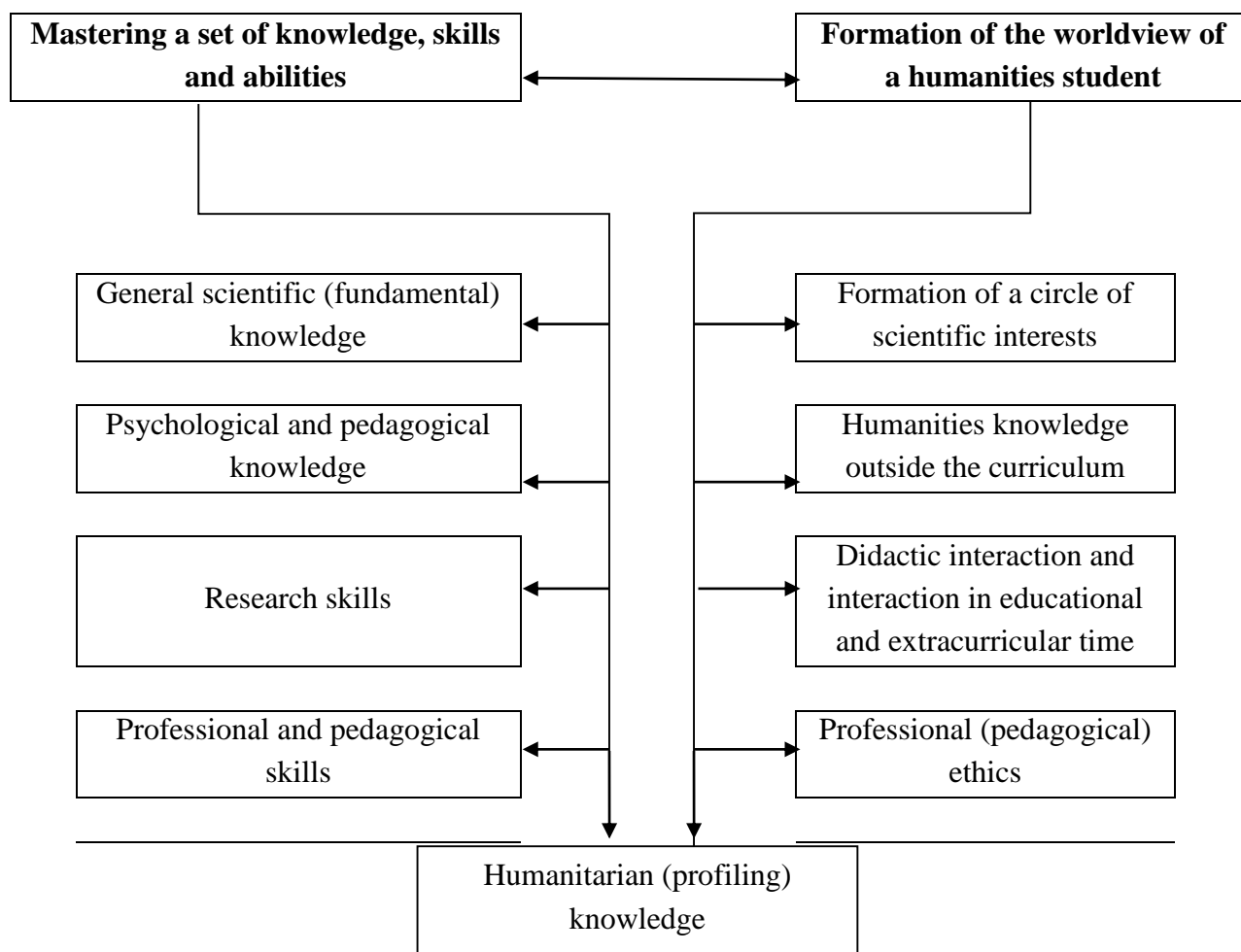
```
┌─────────────────────────────┐           ┌─────────────────────────────┐
│ Mastering a set of knowledge,│◄────────►│  Formation of the worldview of│
│      skills and abilities    │           │     a humanities student     │
└─────────────────────────────┘           └─────────────────────────────┘

┌─────────────────────────────┐           ┌─────────────────────────────┐
│ General scientific (fundamental)│◄──────►│   Formation of a circle of   │
│         knowledge            │           │     scientific interests     │
└─────────────────────────────┘           └─────────────────────────────┘

┌─────────────────────────────┐           ┌─────────────────────────────┐
│  Psychological and pedagogical│◄─────────►│    Humanities knowledge      │
│         knowledge            │           │    outside the curriculum    │
└─────────────────────────────┘           └─────────────────────────────┘

┌─────────────────────────────┐           ┌─────────────────────────────┐
│                              │           │   Didactic interaction and   │
│       Research skills        │◄─────────►│  interaction in educational   │
│                              │           │  and extracurricular time    │
└─────────────────────────────┘           └─────────────────────────────┘

┌─────────────────────────────┐           ┌─────────────────────────────┐
│  Professional and pedagogical│◄─────────►│   Professional (pedagogical)  │
│           skills             │           │           ethics             │
└─────────────────────────────┘           └─────────────────────────────┘

              ┌──────────────────────────────────┐
              │     Humanitarian (profiling)     │
              │           knowledge              │
              └──────────────────────────────────┘
```

Figure 3.1. **Unity of the basic foundations of the process of teaching students of philological specialties**

The mastery of the complex of knowledge and skills during training at a higher pedagogical institution is translated into the assimilation of general scientific (fundamental) knowledge, the formation of research and professional teachers' (often these varieties intersect) skills and the assimilation of knowledge according to the chosen (humanitarian) profile. The term "knowledge" itself has a new meaning in terms of competence, since it is not limited to the concept of awareness alone. D. Elkonin in the article "The concept of competence from the perspective of developmental learning" emphasizes this important feature: "We have refused not" knowledge "as a cultural"

subject, "but from a certain form of knowledge (knowledge" just in case, "that is, awareness, evidence") [5].

The identification of another basic basis – the formation of the worldview of a humanitarian student – is determined by the underestimation of this area of work in general: in modern conditions, we often observe a one-sided interpretation of the presented basic foundations, an increased accentuation of knowledge-oriented trends in higher pedagogical education.

In this regard, it is appropriate to recall the opinion expressed by K. Levi-Stross, one of the founders of the trend of European structuralism: "The 21st century should be the century of philological science, or it will not be at all" [18] and it reflects in full the influence and importance of philology and humanities as a whole in consolidating human society, preserving its fundamental principles and relaying universal values.

Note that the concept of "humanities" encourages the researcher to turn to well-known classifications of sciences, starting with ancient ones, such as the classification of Plato, classifications created in New and Modern times (A. Comte, G. Spencer, P. Natorp, V.-A. Lai et al.). Many classifications and classifiers philosopher and teacher S. Gessen [8] conditionally divides into two main types – monistic and pluralistic classifications. The basis for such a division is the dominant method of scientific cognition. So, in the classifications of A. Comte and G. Spencer, philological and historical sciences are ignored. Pluralistic classifications, both classical and modern, proceed from the multiplicity of the individual. Humanities in the broad sense "retain individual reality in knowledge, try to comprehend what is absent by reason as present" [8, p. 260]: as S. Gessen rightly remarked, a philologist should not just reincarnate into a foreign era and "survive" it, but use logical techniques of thought to design and interpret the content of a certain attraction [8].

It should be noted, that modern domestic pedagogy of higher education is based on anthropocentric values and the principle of socialization in the process of mastering theoretical knowledge in fundamental and specialized subjects, implements... "in extricable connection of scientific beginning with applied and educational" [24, p. 392]. The peculiarities of the socio-cultural stage of humanity and our country determine the development of the cultural paradigm of humanitarian education, the formation of its cultural methodological foundations, is emphasized in a number of studies. I. Isaev writes that the cultural paradigm as a specific scientific methodology for learning and transforming pedagogical reality has three interrelated aspects: axiological, technological

and personality-creative [12]. The axiological aspect of human knowledge and humanities provides for the organization of the educational process in higher education, which would be aimed at studying and forming the value orientations of a modern student. In turn, value orientations are stable, invariant. In a certain way, the formations of moral consciousness are coordinated. The basic ideas, concepts, embody the essence of the meaning of being a person and indirectly are the embodiment of the most common cultural and historical conditions [27].

The personal and creative context of humanitarian disciplines is due to the objective connection of the individual (student) and humanitarian knowledge as a trace of the cultural development of mankind. This relationship was thoroughly investigated within the semiotic-communicative approach (M. Bakhtin, L. Vygotsky, Yu. Lotman) before the analysis of humanitarian assets, which made it possible to transfer them (property) from the layer of individual-psychological to the layer of objective-cultural creativity.

Historical experience suggests that the reputation and influence of humanitarian knowledge are not always measured by real, "obvious" achievements. They can also be the result of various factors, in particular organized political, ideological efforts, the tracking down of state actions and the like. Thinking about the importance of humanitarian knowledge in general and the importance of humanitarian disciplines in the professional training of students, philosophers, sociologists, teachers emphasize not only its cultural, but also individual social value, since humanitarian disciplines now fully fulfill the cultural and humanistic function (the term L. Krivshenko [23]), which consists in the development of spiritual forces, abilities and skills that allow a person with dignity to solve problems that vary in complexity, form character and moral responsibility for making certain decisions, provide an opportunity for personal and professional growth, self-realization, mastering the means necessary to achieve intellectual and moral freedom, personal autonomy, etc.

The situation in modern humanism is postmodern, that is, characterized by fundamental changes in the forms of thinking and direction of research interests. Tolerance and pluralism are indicative features of the thinking of a person of the postmodern era, without which a healthy creative competition in science and culture is impossible. The change in the content and form of presentation of scientific knowledge, notes V. Andrievskaya, is significantly influenced by the change in the form of the information situation in the domestic space. Access to the latest foreign literature (scientific, artistic) has increased, and the idea of scientific work has expanded. Along

with the development of postmodern achievements in humanism (post-structuralism, post-positivism, a new linguistic turn, etc.) in the Ukrainian humanitarian space, classical Western achievements that were inaccessible to the general public ten to twenty years ago are actively being mastered [28]. The influence on students of philological specialties has not only disciplines, but also modern philosophical, pedagogical, sociological studies. Therefore, the background of studying humanities at a modern university is quite diverse.

The actual didactic context of the process of studying humanitarian disciplines is realized through a number of mutual influences (see figure 3.2. "Didactic influence of the teacher and students in the process of studying humanities"): didactic influence on the part of teaching scientists, on the student during lectures, seminars, practical classes, colloquiums, during individual and group consulting, during the management of course, qualification, master's studies, using various forms of control, in the process of student pedagogical practice, through work in problem groups, student research circles, and, of course, before an hour without a middle class in the beginning and after the beginning of the day.
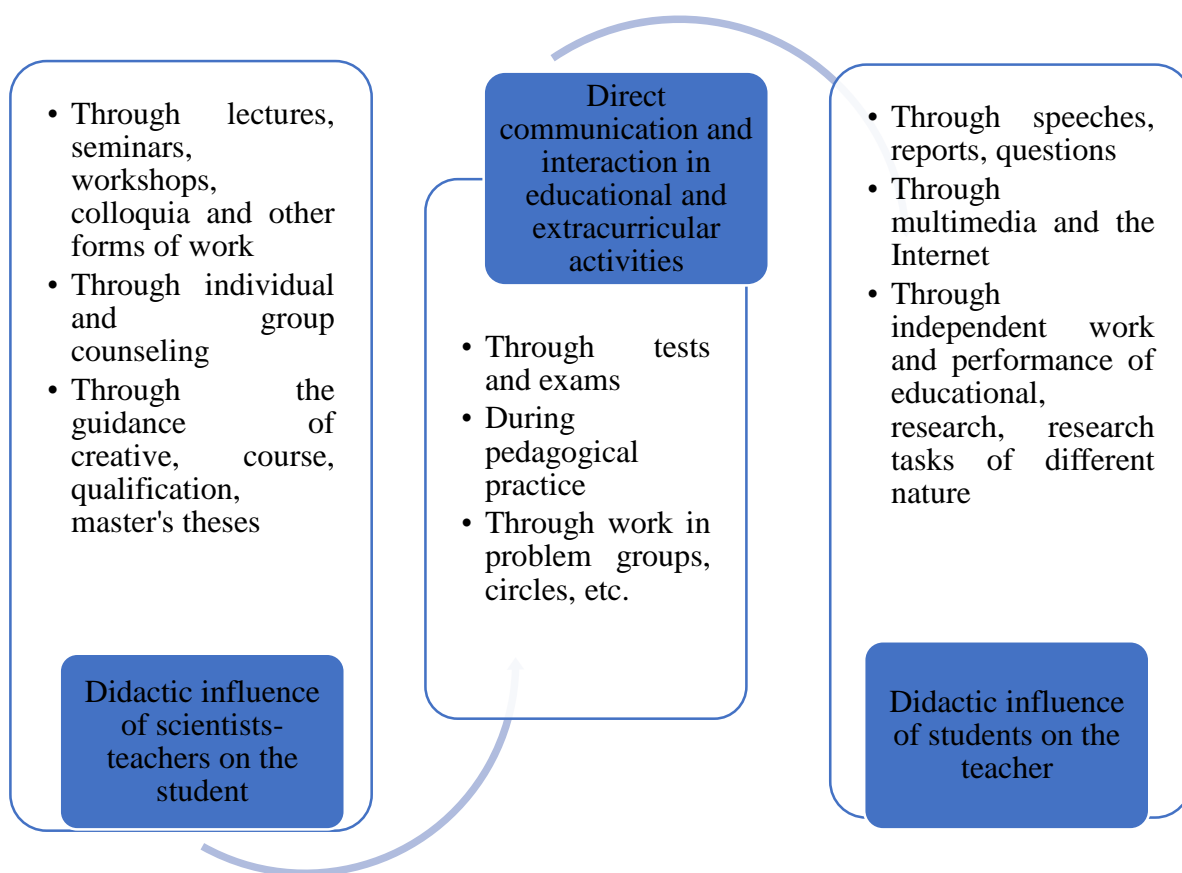
Figure 3.2. **Didactic engagement of the students in the process of education in the humanities disciplines**

In turn, a modern student who studies humanitarian disciplines creates a didactic context through his own speeches and presentations at seminars and practical sessions, asking appropriate questions to the teacher during consultations (and these issues tend to arise from working independently with a variety of sources of information), directly during independent and scientific work controlled by the teacher, as well as using modern multimedia tools and the Internet. According to our own experience in teaching humanities, the most effective didactic interaction will be when the teacher naturally, based on his own scientific and pedagogical qualifications, attracts students to the process of knowledge and influences the student with the power of science and pedagogical practice, which is analyzed from scientific and scientific-methodological positions.

Each aspect of didactic interaction is filled with real content depending on the educational discipline that is studied, the nature of the educational activities, and the individual characteristics of the students. Moreover in this case, the teacher mainly uses "didactic influence through the case" [15, p. 27], and the influence on himself by students is treated with reasonable discretion and tact.

Y. Lotman in the work "Before the construction of the theory of interaction of cultures (semiotic aspect)," characterizing social trends as noticeable, highlights the factor of a sharp "decrease in communicability, which creates a situation in which mutual understanding between individuals is complicated up to complete isolation, is undoubtedly a social disease. The many social and personal tragedies emanating from this do not need their list. "[27] The period of study of humanitarian disciplines by a young man allows you to prevent these negative trends, to carry out a kind of "vaccination" against "decrease in communication."

As you know, the disciplines of the humanitarian cycle are conditionally united by a joint research field, since for them the unit of study and study is the text (M. Bakhtin). Researchers of semiotic communicative structures note this pattern: if you build in sequence the increase in complexity of the text structure chain – a message in everyday (for example, street) environment – text in natural language – the creation of a poetic or prose work, then it is obvious that the first can only be uniquely understood by the recipient of the message, the second – oriented to unambiguous ("correct") understanding, but suggests cases of ambiguity, and the third, in fact, excludes the possibility of unambiguity. Therefore, the process of studying humanitarian disciplines in itself contributes to the formation of a specialist person who is trained during university studies to perceive events, phenomena as ambiguous, multifaceted, pluralistic, ideas and products

of the humanities to be assimilated from a critical perspective, understanding their "conditionality" (K. Popper [25]). Such a person is well versed in the features of didactic interaction, is able to overcome the difficulties associated with the individual or group features of those who are trained, avoid dogmatism and stereotyping, take into account the characteristics of individual perception by students of a certain text and the like. It is these qualities of students of philological specialties that become leading in modern conditions, because the rejection of the unitary nature of education has automatically led to a variety of curricula, textbooks, manuals, to navigate in which it is worth choosing certain ones, given the full range of didactic context (educational institution profile, level of students' training, features of class staffing, etc.)guided by the instruction that a person as a person becomes himself and can be himself only on the verge of the world of "others," and not in isolation from him: "Everything that is important happens on the verge of one's own and another's consciousness" [11, p. 102]. The dialogue of humanitarian knowledge contributes to the achievement of mutual understanding, coherence in the performance of various types of educational work, the accumulation of experience in work, knowledge and communication, and such experience for each person is always individually peculiar (A. Bodalev).

The outstanding Ukrainian methodologist, philologist E. Pasichnyk quite rightly noticed that today's teacher feels more divisive in organizing the educational process than it was before: "in previous years, with the incomparably best provision of the teacher with methodological literature and art books, he could not fully realize himself" [22, p. 11]. And this "divisiveness" is achieved precisely on the basis of the formation of subject competencies of students of philological specialties. It is also worth emphasizing the inherent competence approach precisely for the study of humanitarian disciplines. So, A. Usyk in his dissertation study writes that "since the competent approach is connected with the idea of comprehensive training and education of the individual not only as a specialist, professional in his field, but also as a person, member of the collective and society, he is a humanitarian at his core. After all, the goal of humanitarian education is not only the transfer to the future specialist of a set of knowledge, skills and skills in a certain area, but also the development of a worldview, interdisciplinary flair, the ability to make individual creative decisions, to self-education, as well as the formation of humanistic values" [33, p. 18-19].

Traditionally, the domestic pedagogy of higher education in general and didactics in particular recognized in fact only the social essence of the subject of study - the student,

from this slogan it followed that the goal of higher education is the formation of socially significant qualities, the development of a person as a member of society. That person comprehends his essence, comprehending culture; the cultural essence of man is a systemically forming component of his integrity, in the words of O. Bondarevska. Humanitarian disciplines as repeaters of the cultural heritage of mankind are always personalized, addressed to each subject of training both in the present and in the future. F. Nietzsche in "A Word to Philologists" noted this feature of humanitarian knowledge: philology has a prerequisite for the noble belief that for the sake of some few who will always "come" and who are absent now, it is necessary to fulfill... public quantity of work: all this in usum Delphinorum" [20, p. 576]. Modern students of philological specialties, working with students already during the period of pedagogical practice in some cases and must perform the work "in usum Delphinorum," because the results of their further pedagogical activities will be evaluated not only by direct parameters (in terms of the quality and achievement of students' knowledge), but also according to the criteria of the spiritual and moral development of those who will be taught by modern ones. Only students of humanitarian disciplines are able to revive the "humanitarian aura of the nation" (L. Kostenko). Given the catastrophic state of linguistic and literary education in our country, students – future verbalists should be aware of the peculiarities of the didactic context of teaching humanitarian disciplines and have clear ideas about the meaning, specifics and features of the subjects of the humanitarian cycle.

Analyzing the methodological bases of higher professional education modernization, A. Bermus emphasizes that "one of the leading, if not defining idea and value of modern modernization policy of education is to achieve a new quality of education, while the phenomenon of quality is a complex and multifaceted reality" [2, p. 77]. It is possible to model this reality (to receive new quality of educational process) on the definition meaning basis of students' subject competencies. At the same time any competence is not just a sum of knowledge, skills and abilities in the chosen specialty, it concentrates volitional (because to achieve competence a person makes certain volitional efforts), behavioral, need-motivational, value-sense aspects.

Modeling the structure and determining the content subject competencies of philological specialties students is based on general "key competencies that young Europeans should be equipped with" (W. Hutmacher [6]), such as: the ability to take responsibility, participate in group decisions, resolve conflicts in an optimal way (social and political); respect for others, the ability and capability to cooperate with the bearers

of other cultures, religious views. At the same time, the subject competencies of philological specialties students must meet the general requirements formulated by domestic and foreign researchers. It must be comprehensive, discrete (separate competence should relate to certain activities that can be conditionally distinguished from others), must be focused (clearly defined), clearly articulated (without double interpretations), clearly and accessibly reflect the current situation of science and practice development of teaching a particular humanities within the university course.

The term "competency model" is common in modern research. This term is usually used to define a complete set of competencies (both with the definition of levels and without them) and indicators of the subjects behavior (actions). In order for any model of competencies to work effectively, it must be used for its intended purpose, insists I. Zymnya [36]. Scientists research the qualities of a "good model of competencies" – clarity and ease of understanding, usefulness, taking into account the changes that may occur during the application of the model, fairness to everyone involved in the use of the model [36].

From a philosophical point of view, the quality of object or phenomenon is determined by a set of its attributes. We fully share the opinion of J. Raven that the structural components of any competence are cognitive, motivational-value, emotional-volitional, as well as skills and experience of behavior in situations of overcoming professional difficulties, providing confidence and a set of flexible adaptive abilities professional activity [29].

B. Oscarsson provides a list of basic skills that are interpreted in terms of content as competencies and "developing in addition to specific professional skills. Such key competencies include, among others, the ability to work effectively in a group, planning, problem solving, creativity, leadership, entrepreneurial behavior, organizational vision and communication skills" [21, p. 42].

We provide semantic and criterion analysis of subject-matter competences of philological specialities students.

The content structure of subject-matter competences of philological specialties students is based on subject knowledge (knowledge of humanities, psychological and pedagogical cycles), skills and abilities to apply subject knowledge, experience of such application and experience of emotional and volitional behaviour, professional and personal values of the individual and his interests. (see Figure 3.3).
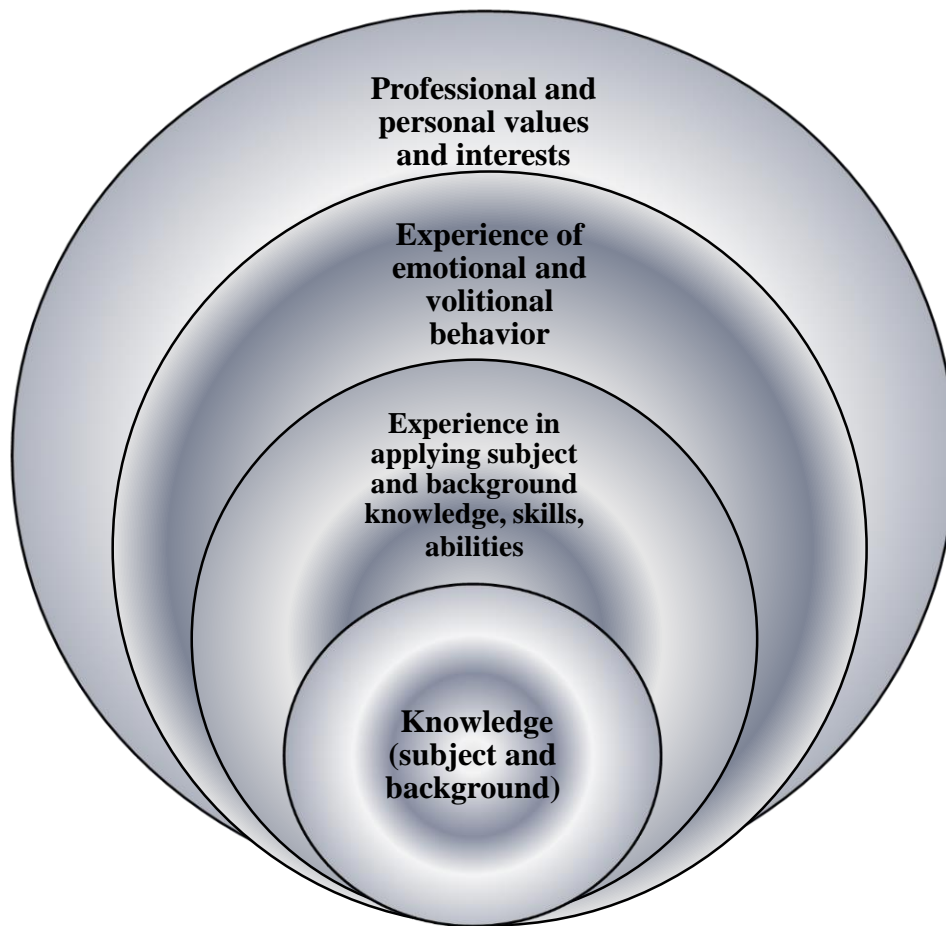
Figure 3.3. **Semantic structure of subject-matter competences of philological specialties students**

Humanities cycle knowledge, that are taught to students in accordance with the curricula and study programs, approve the self-worth of the human person, respect for his rights, contribute to the formation of self-esteem in each student, which can not be instilled "externally", develop as a result of young people learning humanities. "External influences on students are always realized through internal conditions", – M. Skatkin emphasized at one time, – "through mental, intellectual structures that are already formed in the student, ethical views and habits". All these qualities are formed during the acquisition of subject humanitarian knowledge.

Methodists-linguists have repeatedly noted the fact that the acquisition of knowledge related to the theory and history of literature contributes to "the acquisition of truth, the development of deep convictions" here more than in the study of any other subject justifies the slogan that truth is born in controversy" [11, p. 65]. Although the methods that allow

to develop a really in-depth, scientifically sound discussion during practical or seminar classes are used very sporadically.

The content of educational humanitarian information must meet the criteria of fundamentality and reinforcement of the methodological component (S. Kulnevych [6]), that is provided by the study of fundamental problems. We consider it inexpedient to separate the actual humanitarian knowledge, humanitarian information from the disciplines of the pedagogical or psychological-pedagogical cycle, because the ideal of an encyclopedically knowledgeable teacher retains its appeal in our time. Didactic encyclopedists (M. Montaigne, W. Ratke, F. Bacon, J. A. Comenius, J. Milton, I. Bazedov) were right when they argued that the content and depth of understanding of reality, events, phenomena or processes is directly proportional to the number acquired knowledge, the amount of studied educational material. A person's ability to reflect and act is severely limited by his knowledge (it is appropriate to recall the direct meaning of F. Bacon's slogan "Knowledge is power"): new reasoning, problem solving and action become possible only after the emergence and transformation into intellectual tools of completely new terms and concepts, laws.

The specifics of humanities knowledge and disciplines were analyzed in the previous part of our work, within this section we emphasize that, along with the humanities, the cycle of psychological and pedagogical disciplines has both cultural and philosophical significance for the student and for the average person, and as a future professional, involves orientation in the deep layers of the part of culture that is pedagogy.

In the *structure of knowledge,* we distinguish the actual *subject* and *background knowledge*. The scope and content of the actual subject knowledge is determined by the curriculum. Background knowledge (L. Kozhedub, S. Safaryan, L. Smelyakova) are considered as scientifically systematized knowledge of information and cultural nature, that are not always directly related to the text as a unit of presentation of educational material, but without which this educational material cannot be deeply and comprehensively perceived. Background knowledge are determined by the individual and general psychological characteristics of students and the level of their general cultural development. It is constantly changing both in content and function depending on the information and cultural awareness of students of philological disciplines, the state of philology as a science, age and other factors, in particular – from the content of the text. According to the origin and functioning S. Safaryan classifies background knowledge as follows:

1) knowledge of historical and cultural content (information about historical conditions, life of the era, social conditions, culture of the era);

2) knowledge of the biographical nature (information about the life of the author, his creative path, the worldview of the artist);

3) literary background knowledge (theoretical-literary, historical-literary, literary-critical information) [6].

L. Kozhedub agrees with this classification of background knowledge, emphasizing that in this case it is possible to determine what information contributes to in-depth reading of the literary text with an understanding of aesthetic and sociocultural information, because overloading students with unnecessary information creates additional difficulties in its perception [16].

Professional and psychological-pedagogical skills that reflect the effective essence of the acquired knowledge have much in common. For example, the result of philological specialties students of the course "Theory of Literature" should be "the ability to understand the literary process, skills in applying methods and techniques of literary works analysis of different types and genres written in different socio-political conditions" [11, p. 16], and as a result of studying the course of pedagogy and history of pedagogy is the ability to analyze pedagogical ideas, concepts, determine the relationship between pedagogical achievements of the past and the current state of domestic and foreign education, the ability to identify leading teachers, generalize creative learning experience and education that affects the positive transformation of values in society, skills of analysis of primary sources, archival documents (orders, regulations, reports, periodicals, textbooks and manuals of different times, etc.). One direction's to apply philological and pedagogical knowledge, skills and abilities, a way to gain experience in scientific work are essays, creative and course research, the results are qualification and master's graduate works. During the defense of such works, the experience of emotional and volitional behavior of the student is formed, and the content of the works reflects the system of professional and personal values of a young person.

Education, which leads to the formation of subject competencies, is always motivated and truly personality-oriented, that is, such that "provides the maximum demand for personal potential, recognition of the individual by others and awareness of self-importance" (V. Serikov [30, p. 199].)

The student is the customer and direct "consumer" of educational services, and society forms the main socially significant requirements for the quality of higher

education. We consider the subject competence of philological specialties students as a complex, hierarchical system that combines in its structure several interconnected and interdependent primary elements, substructures or individual characteristics. Before we go on to describe each of them, we consider it necessary to emphasize that "thinking and speech form a kind of useful information generator, the engine of social progress in the direction of an increasingly orderly state of society, therefore, – insist G. Gerasimov, L. Ilyukhin, – it is necessary to "clean" the conceptual language of science so that the engine does not stall" [1, p. 12]. Therefore, not playing in a category that in itself means nothing, forces us to address the problem of clarifying the concepts, meanings and meanings behind these concepts. Sometimes the etymological nature of the term, its constant essence and the meaning that researchers put into it when transferring it to another area of use are very far apart [7]. Often a concept that operates in certain historical and social conditions is filled with a new meaning that corresponds to these conditions. Thus, it is necessary to deduce the essence of the concept with a focus on the place in social reality, which is perceived as an obvious fact, otherwise there is a separation of the term from the concept. In this case, the "plurality of meanings" (V. Kraevsky [17]) only complicates the research search and the purity of the conceptual apparatus of research. Given the above and wanting to avoid these shortcomings, to develop a criterion structure of subject competencies of students, we used as one of the core term "qualification". This term is practically not used or is used very rarely and cautiously in scientific didactic research, the object of which is the learning process (in particular, we know the characteristics of "reading skills" of E. Pasichnyk). Most scientists in terms of qualifications analyze and describe the final result of graduate's professional training of a higher education institution or the professional level of a specialist (V. Baidenko, A. Dorofeev). At the same time, one of the definitions of the term "qualify" is practically ignored – "to determine the degree of suitability, readiness for any kind of work" [4, p. 422]. However, it is decisive from the point of view of the competence approach, because it targets the subjects of the educational process to acquire certain qualifications as the ultimate goal from the first day of study at a higher education institution, so it has a *procedural nature*, not just a statement. This interpretation is quite appropriate not only from a scientific but also from a practical point of view, because the latest EU documents have clear requirements for research in this area and we, thus, begin a dialogue on the policy of recognition and study of the provisions of the *various frameworks of qualifications* (our italics) in order to further mutual definition of qualifications" [10, p. 1].

Some domestic scientists (in particular, Academician M. Vachevsky) use the term "accumulation of the level of professional competencies" [34], from our point of view, the unit of such accumulation should be qualification. Such considerations give us grounds to distinguish current and potential types of didactic qualifications as content subject competencies of philological specialties students.

We present the criterion-component structure of subject-matter competences of students of philological specialties as a four-element construct containing:

1. ***Actual didactic qualification*** is including humanitarian and psychological-pedagogical knowledge of the student, skills, abilities; experience in applying the acquired subject knowledge, skills (general and special subject); mastering the logic of the implementation of educational and cognitive activities; scientific, methodical and informational awareness of the student.

2. ***Potential didactic qualification*** is introducing in the cognitive need and willingness at the activity level to learn new humanities knowledge, new methods and techniques of educational work independently identify gaps in humanitarian knowledge and ways of organizing and implementing educational activities, identify and overcome information deficiencies.

3. ***Communicative-didactic qualification*** is establishing productive didactic interaction and relationships in the educational process and outside it, didactic orientation.

4. ***Individual and personal qualities of the student*** is including responsibility for the results of their own studies in higher education, didactic reflection, creativity, emotionality, subjective readiness for educational and further professional mobility, conscious positive attitude to teaching and learning.

Schematically, the criterion-component structure of the student's subject –matter competences is presented in Figure 3.4. "Criteria-component structure of subject-matter competences of philological specialties students".
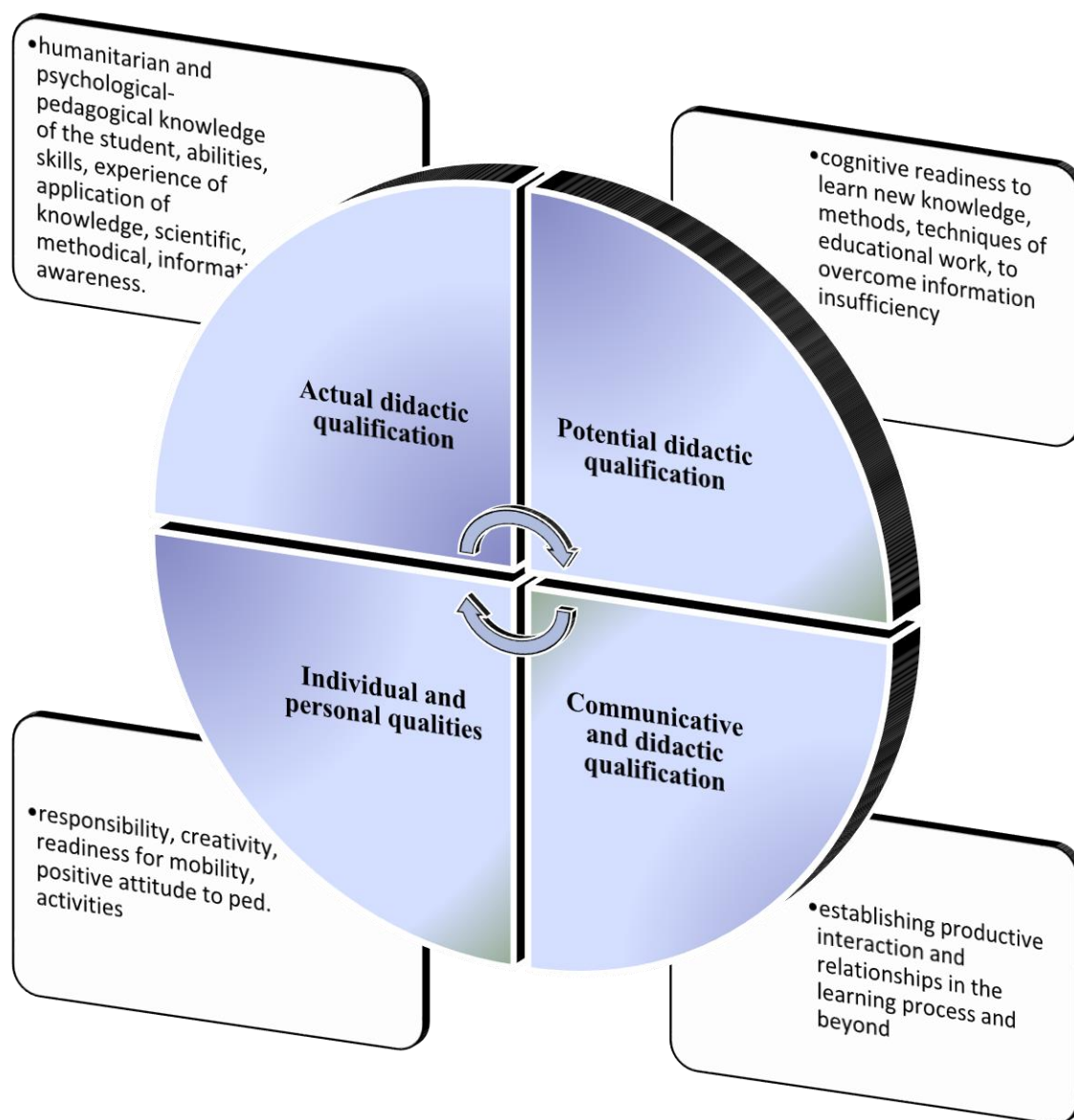
- humanitarian and psychological-pedagogical knowledge of the student, abilities, skills, experience of application of knowledge, scientific, methodical, informat⁺ awareness.

- cognitive readiness to learn new knowledge, methods, techniques of educational work, to overcome information insufficiency

Actual didactic qualification

Potential didactic qualification

Individual and personal qualities

Communicative and didactic qualification

- responsibility, creativity, readiness for mobility, positive attitude to ped. activities

- establishing productive interaction and relationships in the learning process and beyond

Figure 3.4. **Criteria-component structure of subject-matter competences of philological specialties students**

The characteristics of the current didactic student qualification are based on the concept of A. Andreev's cognitive basis, I. Zimnaya's basic intellectual support unit and the complex of universal knowledge and understanding (M. Mahmutov), E. Zeer's integrative activity constructs. This component of subject competence covers a sufficient amount of fundamental knowledge; ability to obtain information and operate on it; possession logic implementation of educational activities, this construct includes general

learning skills and special professional skills that are directly related to the experience of successful learning activities.

The specificity of the actual didactic qualification in the structure of subject competencies is that the student is not required to master the "ready knowledge", but offers "conditions for the emergence of certain knowledge" (Yu. Gromyko), the subject of the educational process creates the necessary to solve a problem concept.

Actual didactic qualification as a construct of subject competencies of the student promotes transformation of educational activity into research, practical-transforming itself becomes a subject of mastering. We completely share the point of view of those scientists (V. Serikov [30]) who insist that from a simple amount of knowledge and skills to create a competent person will not succeed. The integration of the content of education components - concepts, methods of activity, creative experience, experience of manifestation of life position - is carried out in the process of creating learners, based on this amount of their own experience, which, in turn, can also be the subject of reflection, research, evaluation.

The separation of potential didactic qualifications in the criterion structure of subject competence of philological specialties student is based on the idea of the procedural competencies component of any kind, which is expressed in by O. Pometun [26].

Introduction to the criterion structure of the component of communicative-didactic qualification is caused by researches of features of socionomic activity and features of pedagogical communication (N. Anikeeva, B. Ananiev, O. Bodalov, S. Kondratieva, L. Petrovska, A. Pease). Communicative-didactic qualification can be interpreted as "focus on others" during communication: "Be able to feel a person next to you, understand his soul, see in his eyes a complex spiritual world," – wrote V. Sukhomlinsky. In addition to the "didactic orientation" to another, for the communicative-didactic qualification, it is essential to have in the intellect, emotional and volitional student spheres a number of characteristics that together provide productive didactic interaction. Based on the analysis of personality qualities necessary for successful communication (O. Bodalov), we can say that communicative and didactic skills directly depend on the development of basic cognitive processes, observation, empathy and more. The development of communicative and didactic skills creates a basis for the subject competence of the student in the future to become a professional competence of the teacher, who avoids stereotyping the perception of others, the pattern of professional behavior. M. Kagan, exploring the essence of intelligence as an ideal of higher education, identifies the following features of

an intellectual: the ability of an individual to see in another equal personality, a combination of unconditional principle in defending their beliefs and tolerance, patience with other people, tact and delicacy in the field [13, p. 22 - 23].

Individual-personal construct integrates individual abilities and responsibilities, motivation, reflectivity, value orientation of educational and cognitive activities of the student.

Our proposed semantic and criterion-component structure of subject competencies of students of philological specialties removes the traditional for higher pedagogical school contradiction between the concepts of "quality of higher pedagogical education" and "fundamental education", characterized by explicitness (openness to external observations and transformations).

The system of higher domestic education, except in recent decades, has always been more stable than social, political and economic structures. However, the crisis trends in higher education are becoming more noticeable every year and therefore reforms in higher education must be decisive and urgent, and we find the potential for positive changes based on adapting the competency approach that emerges in the realities of Western education.

Scientific and theoretical analysis of our researches allows us to draw certain conclusions.

The main features of the competency approach as a modern educational paradigm are the social and personal significance of knowledge, skills and abilities that are formed, a clear definition of the purpose of professional and personal growth and improvement of future professionals, the formation of competencies as a set of semantic orientations based on national and universal cultures, the presence of a clear system of criteria that can be investigated using statistical methods, individualization of curricula and strategies that contribute to the goal, integrative characterization of personality, associated with the ability to improve knowledge, skills, ways of learning, socialization and accumulation experience [31].

The competency approach is activated in the modern educational environment due to the reorientation of domestic education from the process to the final result in the practical dimension.

The study of differences and specifics of the main approaches to the content of the concepts of "competence" and "competency" allowed to provide an author's definition of the core concept of our work, that the concept of *student subject competence*, which we

understand as an integrated characteristic containing a set of internalized knowledge, understanding and multifunctional the ability to use the acquired subject knowledge in pedagogically significant activities, the ability to instill in others norms and values and to ensure further guaranteed quality of the educational process.

The didactic context of the process of studying the humanities is researched; the basic principles of this process, principles, forms and methods of didactic interaction of students of philological specialties and the teacher during the study of the humanities are specified.

The semantic and criterion-component structure of subject-matter competences of students of philological specialties developed by us during the theoretical analysis of a problem contains an element of scientific novelty. The description of the criterion-component structure of this phenomenon through the activation of the concept of qualification allows to translate into practice the target guidelines of the competence approach, creates the necessary theoretical basis for developing mechanisms for forming subject competencies of students of philological specialties in the study of humanities.

References

1. Astakhova, A. Ed. (2010). *Noveyshiy psihologo-pedagogicheskiy slovar* [The newest psychological and pedagogical dictionary]. Minsk, Modern School Publ., 928 p.
2. Bermus, A. (2005). *Metodologicheskie osnovyi modernizatsii vyisshego professionalnogo obrazovaniya v paradigme kachestva* [Methodological foundations of modernization of higher professional education in the paradigm of quality] *Slavyanskaya pedagogicheskaya kultura* [Slavic pedagogical culture], no. 4. pp. 77-79.
3. Baidenko, V. (2004). *Bolonskiy protsess: traditsii i innovatsii v pedagogicheskom obrazovanii: sb. materialov nauchn.-metodich. konf. «Modernizatsiya vyisshego pedagogicheskogo obrazovaniya v usloviyah vhozhdeniya Rossii v Bolonskiy protsess» 3-4 fevralya*. [The Bologna Process: Traditions and Innovations in Pedagogical Education: Sat. materials scientific-methodical. conf. "Modernization of higher pedagogical education in the context of Russia's entry into the Bologna process" February 3-4]. Volgograd, Peremena Publ., 234 p.
4. Busel, W. Ed. (2003). *Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy* [Large explanatory dictionary of the modern Ukrainian language]. Kyiv, Irpen, Perun Publ., 1440 p.
5. Elkonin, B. (2010). *Ponyatie kompetentnosti s pozitsiy razvivayuschego obucheniya* [The concept of competence from the standpoint of developing]. *Sovremennyie podhodyi k kompetentnostno orientirovannomu obrazovaniyu* [Modern approaches to competence-based education]. Krasnoyarsk, 71 p.
6. Fitsula, M. (2010). *Pedahohika vyshchoi shkoly* [Pedagogy of higher school]. Kyiv, Akademvidav Publ., 456 p.

7. Gershunsky, B. (2003) *Kontseptsiya samorealizatsii lichnosti v sisteme obrazovaniya tsennostey i tseley obrazovaniya* [The concept of personality self-realization in the education system of values and goals of education]. *Pedagogika* [Pedagogy], no. 10, pp. 3-7.

8. Gessen, S. (1995). *Osnovyi pedagogiki. Vvedenie v prikladnuyu filosofiyu* [Fundamentals of pedagogy. Introduction to Applied Philosophy]. Moscow, School-Press Publ., 447 p.

9. Honcharenko, S. (1997). *Ukrainskyi pedahohichnyi slovnyk* [Ukrainian pedagogical dictionary]. Kyiv, Lybid Publ., 374 p.

10. Halych, O., Nazarets V., Vasyliev Ye. (2001). *Teoriia literatury* [Theory of literature]. Kyiv, Lybid Publ., 488 c.

11. Isaev, I. (1997). *Shkola kak pedagogicheskaya sistema. Osnovyi upravleniya* [School as a pedagogical system. Fundamentals of management]. Moscow, Belgorod, 209 p.

12. Kagan, M. (1988). *Mir obscheniya: Problema mezhsub'ektnyih otnosheniy* [The world of communication: The problem of intersubjective relations]. Moscow, Politizdat Publ., 319 p.

13. Kremen, V.(2004). *Vyshcha osvita Ukrainy i Bolonskyi protses* [Higher education in Ukraine and the Bologna process]. Ternopil, 238 p.

14. *Klyuchevyie kompetentsii i obrazovatelnyie standartyi. Stenogramma obsuzhdeniya doklada A. V. Hutorskogo v RAO* [Key competencies and educational standards. Transcript of discussion of A. V. Khutorsky's report in RAO] // Eidos Internet magazine, 2002. Available at: http://www.eidos.ru/journal/2002/0423-1.htm.

15. Kobylyatsky, I. (1979). *Metody navchalno-vykhovnoi roboty u vyshchii shkoli* [Methods of educational work in high school], Lviv, LDU Publ., 230 p.

16. Kozhedub, L. (2011). *Navchannia chytanniu khudozhnikh tvoriv u movnykh VNZ v umovakh znyzhennia rivnia chytatskoi aktyvnosti v suspilstvi* [Teaching reading works of art in language universities in terms of reducing the level of reading activity in society]. *Vyshcha shkola* [Higher School], no 3. pp. 105-113.

17. Kraevsky, V. (1994). *Metodolohyia pedahohycheskoho issledovanyia* [Methodology of pedagogical research]. Samara, 112 p.

18. Levi-Strauss, K. (2001). *Strukturnaya antropologiya* [Structural Anthropology], Moscow, 512 p.

19. Krivshenko, L. Ed. (2010). *Pedagogika* [Pedagogy]. Moscow, Prospect Publ., 432 p.

20. Nalyvaiko, D. Ed. (2009) *Suchasna literaturna komparatyvistyka : stratehii i metody. Antolohiia* [Modern literary comparative studies: strategies and methods. Anthology]. Kyiv, Kyiv-Mohyla Academy Publishing House, 487 p.

21. Nietzsche, F. (1990). *Sochineniya: v 2 tomah* [Works: in 2 volumes]. vol. 1.: *Literaturnyie pamyatniki* [Literary monuments]. Moscow, 386 p.

22. Oskarsson, B. (2001). *Bazovyie navyiki kak obyazatelnyiy komponent vyisokokachestvennogo professionalnogo obrazovaniya / Otsenka kachestva professionalnogo obrazovaniya. Doklad 5* [Basic skills as a mandatory component of high-quality vocational education / Assessment of the quality of vocational education. Report 5]. *Evropeyskiy fond podgotovki kadrov. Proekt DELFI* [European Training Foundation. DELPHI project]. Moscow, Issledovatelskiy tsentr problem kachestva podgotovki spetsialistov Publ., 186 p.

23. Pasichnyk, Ye. (2000). *Metodyka vykladannia ukrainskoi literatury v serednikh navchalnykh zakladakh* [Methods of teaching Ukrainian literature in secondary schools]. Kyiv, Lenvit Publ., 384 p.

24. Pirogov, N. (1953). *Izbrannyie pedagogicheskie sochineniya* [Selected pedagogical works]. Moscow, Publishing House of the APN RSFSR, 751 p.

25. Popper, K. (1983). *Logika i rost nauchnogo znaniya* [Logic and the growth of scientific knowledge]. Moscow, Progress Publ., 606 p.

26. Pometun, O. (2005). *Formuvannia hromadianskoi kompetentnosti: pohliad z pozytsii suchasnoi pedahohichnoi nauky* [Formation of civic competence: a view from the standpoint of modern pedagogical science]. *Visnyk prohram shkilnykh obminiv* [Bulletin of school exchange programs], no. 23, pp. 18-24.

27. Raven, J. (2002). *Kompetentnost v sovremennom obschestve. Vyiyavlenie, razvitie i realizatsiya* [Competence in modern society. Revealing, development and implementation]. Moscow, Kogito-center Publ., 298 p.

28. Serikov, V. (2004). *Obschaya pedagogika. Kurs lektsiy* [General pedagogy. Course of lectures]. Volgograd, Peremena Publ., 278 p.

29. Tutushkina, M. Ed. (1997) *Prakticheskaya psihologiya dlya prepodavateley* [Practical psychology for teachers]. Moscow, Filin Publ., 328 p.

30. Udovichenko, H. (2010), *Kompetentnisnyi pidkhid – stratehychnyi oriientyr modernizatsii suchasnoi vyshchoi osvity* [Competence approach - a strategic guideline for the modernization of modern higher education]. *Vyshcha osvita Ukrainy* [Higher education in Ukraine], vol. 1. (19) *Vyshcha osvita Ukrainy u konteksti intehratsii do Yevropeiskoho prostoru* [Higher education in Ukraine in the context of integration into the European space], pp. 518-523.

32. Udovichenko, H. (2011). *Dydaktychnyi kontekst protsesu vyvchennia humanitarnykh dystsyplin studentamy filolohichnykh spetsialnostei* [Didactic context of the process of studying humanitarian disciplines by students of philological specialties]. *Pedahohika vyshchoi ta serednoi shkoly : zb. naukovykh prats* [Pedagogy of higher and secondary school: collection of scientific works], issue 33. Kryvyi Rih, KSPU, pp. 220-226.

33. Usyk, O. (2010). *Formuvannia sotsiokulturnoi kompetentnosti studentiv filolohichnykh spetsialnostei u protsesi vyvchennia humanitarnykh dystsyplin. Dys. kand. ped. nauk* [Formation of sociocultural competence of students of philological specialties in the process of studying humanitarian disciplines. PhD ped. sci. diss.]. Kyiv, Institute of Pedagogy of the Academy of Pedagogical Sciences of Ukraine, 275 p.

34. Vachevsky, M. (2005). *Teoretyko-metodychni zasady formuvannia u maibutnikh marketolohiv profesiinoi kompetentsii* [Teoreticko-metodychni zasady formuvannia u maybutnykh marketologiv profesionnoi kompetentsii]. Kyiv, 364 p.

35. Volkova, E. (2000). *Tona i obertonyi sereznogo v filosofii M. Bahtina* [Tones and overtones of the serious in the philosophy of M. Bakhtin]. *Voprosyi filosofii* [Issues of philosophy], no. 1. pp. 102-118.

36. Zimnyaya, I. (2003). *Klyuchevyie kompetentsii – novaya paradigma rezultata obrazovaniya* [Key competencies – a new paradigm of the result of education]. *Vyisshee obrazovanie segodnya* [Higher education today], no. 5. pp. 34-42.

SECTION 4. SECTION 4. FORMATION OF LANGUAGE AND SPEECH COMPETENCIES WHILE LANGUAGE DISCIPLINES STUDYING AT UNIVERSITIES BY MEANS OF INFORMATION TECHNOLOGIES

Viktoriia Zinchenko
Liliia Dmytruk

The priority of higher education in Ukraine in accordance with the European recommendations on language education, the National Doctrine of Education Development, the Law 'On Higher Education', the State Standard of Higher Education, the concepts of language education is the training of a competent specialist – language personality.

The main purpose of studying language courses in high school is to form a nationally conscious, intellectually developed, spiritually rich, morally perfect language personality, who possesses all the means of expression of modern Ukrainian literary language and is prepared for further professional growth. The process of language training of a specialist in Economics involves a high level of formation of professional language and speech competencies, which increases its competitiveness and mobility in the labour market, the ability to establish business contacts.

Under such conditions, the improvement of the content of education, the introduction of modern educational technologies aimed at the formation of language and speech competencies of the future economic specialist becomes especially important.

For our study it is important to clarify the essence of the definitions of basic concepts: "competence", "competency", "language competence", "speech competence", "communicative competence", "language and speech competence".

The analysis of the psychological and pedagogical literature showed that despite the frequent use of the terms "competence" and "competency", at the moment there is no unambiguous interpretation for them. Interpretation of the studied concepts is characterized by multidimensionality. Educators (Yu. Babansky, L. Zankov, I. Lerner, V. Pasynok), language didactics (O. Biliaiev, A. Bohush, N. Butenko, O. Horoshkina, T. Donchenko, I. Drozdova, M. Kryskiv, O. Liubashaenko, V. Mykhailiuk, V. Momot, M. Pentyliuk, T. Symonenko), psychologists (L. Vyhotskyi, M. Zhynkin, I. Zymnia, A. Leontiev, S. Rubinshtein), linguists (F. Batsevych, S. Yermolenko, L. Kravets,

L. Matsko, M. Pliushch, D. Hymes, N. Khomsky, N. Shumarova) were engaged in elucidating their essence.

Despite the pluralism of interpretations, scholars agree that competence cannot be equated only with knowledge, skills and abilities, this concept is much broader. Unlike knowledge, competence is not just the possession of information, but also the ability to apply it in a specific activity. The ability to solve a variety of problems distinguishes competence from skills. The ability to act unambiguously in different situations, including non-standard ones, testifies to the difference between competence and skills. Thus, the concept of "competence" includes a synthesis of cognitive, subject-practical, motivational, value and personal components.

In our study, we interpret the concept of "competence" as the ability to use the acquired knowledge in language and speech activities effectively; as possession of language, speech and communicative competence, etc.

Most scholars distinguish between the concepts of "competency" and "competence" and believe that the concept of "competence" includes different competencies.

In our study, we envisage the separation of the concepts of "language competence", "speech competence", and "communicative competence".

The term "language competence" was introduced into scientific circulation by N. Khomsky. The scientist divides the knowledge of language (grammar) and real language activity, which he considers the subject of psychology, contrasts the knowledge of the language system (competence) with language activity (performance) in real communication. He thinks that knowledge of language is innate, and grammatical rules are formed in consciousness, i.e. language competence arises as a result of a combination of innate knowledge and assimilated passively linguistic material; it is manifested in the subjective worldview, and social factors influencing the communicative activity of the individual are not taken into account [1].

Many researches use the term "language competence" in different meanings: as language ability, speech activity, language activity, language and speech competence, as knowledge of language (knowledge of language units of different levels, rules of their change and combination) and as language proficiency (use knowledge in communication processes).

Language skills are also often referred to as communicative competence [2; 3]. The concept of linguistic competences was developed by Yu. Karaulov, T. Ladyzhenska, L. Matsko, S. Karaman, M. Pentyliuk T. Symonenko and others. According to the

scientists, the main characteristics of language competence are the ability to speak, knowledge of the language, the implementation of language in speech. The purpose of language teaching methodists see in the formation of communicative competence, creative type of a person, social skills, worldviews, moral and ethical qualities of the individual.

The essence of students' linguistic competence we see in mastering language categories and units and their functions; formation of ideas about its structure, development and functioning; in the study of the rules and patterns of mastering the system-structural formations of phonological, semantic, morphological, syntactic nature, necessary for understanding and constructing speech patterns; in the ability to understand and put into practice the grammatical nature of expressions.

Components of language competence are the following: phonological (knowledge of sound means of speech); spelling (knowledge of the system of rules, as well as the ability to apply them); punctuation (the ability to intone the speech flow correctly); semantic (understanding of texts and their organisation); lexical (rich vocabulary, ability to use it); grammatical (knowledge of grammatical rules and the ability to apply them).

Language competence is a practical mastery of the Ukrainian language, its vocabulary and grammar, knowledge of norms and rules of modern Ukrainian literary language and their observance in oral and written expressions, their skillful use in the process of speech.

The concept of language and speech competence most methodists refer to the conceptual foundations of teaching the Ukrainian language. Contemporary language didactics O. Bieliaiev, O. Horoshkina, S. Karaman, L. Matsko, M. Pentyliuk, L. Skurativsky, H. Shelekhova and others emphasize that the main purpose of learning the language is the formation and development of linguistic personality – a Human, who possesses a high level of language and speech competence.

According to M. Pentyliuk, language and speech competencies are based on the awareness of the main function of the language – communicative, which provides the speech activity of its speakers and affects their spiritual development [4].

In the scientific literature, the essence of speech competence is defined in different ways: "the communication itself, carried out by means of a language, as well as what is the end result of this process" (B. Bieliaiev); "active, directed, motivated, substantive process of issuance and (or) reception of thought formed, formulated with the help of language (expression of will, expression of feelings), aimed at satisfying the communicative-cognitive human needs in the process of communication"

(I. Zymnia); "speech ability, which is formed during learning through verbal communication" (S. Passov).

Most researchers interpret speech competence as skills related to speech activity: the ability to speak, listen, read, write, compose monologues and dialogic utterances in a particular situation, according to the level of language competence of the participants.

M. Pentyliuk defines speech competence as a complex concept that includes a system of speech skills necessary for communication in various life situations. In her opinion, the formation of speech competence largely depends on knowledge of the mechanisms of speech [5].

Speech competence represents knowledge of phonetic, lexical, word-formational, morphological and syntactic levels, as well as a system of rules for operating with language units of each level to build higher units – communicative syntactic units, according to D. Izarenkov [6].

Some individual researchers define language and speech competence as interconnected elements of the speech act, which are in an organic connection.

Language and speech competence is formed as a result of the phenomena which are in constant interrelation: language norm and speech as communicative units, L. Skvortsov considers. The language recognized by the state, fixed by the state standard, relevant programs, spellings, dictionaries, textbooks, literature as a system, embodies stability, is understandable to community members, necessary and desirable for mastering [7].

Speech competence can be manifested in socio-cultural (use of language means of national culture), sociolinguistic (understanding and use of speech in a particular environment), discursive (combination of statements in coherent segments of speech, taking into account the subject, logical design) competencies [8].

We consider the interpretation of speech competence as the ability to use language tools adequately to construct utterances and texts in accordance with the norms of oral and written speech to be the most acceptable for our study.

On the basis of language and speech competence the communicative one is formed. Under the communicative competence the integrated use of language and non-language means for communication, communication in specific social and domestic situations, the ability to navigate in a communication situation, initiative of communication is meant [9].

There are different approaches to the definition of "communicative competence" in the scientific literature [10; 11]. For a long time methodists used the term of language competence, introduced by N. Khomsky. Over time, the scientist also introduced the term "communicative competence", by which he meant the ability to perform speech activities necessary in the native language, when the speaker must have the ability to create sentences based on models, must understand the similarities or differences in the meanings of two statements [12]. However, N. Khomsky did not take into account the semantic component of the linguistic organisation of the communication.

D. Hymes expanded the essence of the concept of communicative competence, according to which it is not only knowledge of vocabulary and grammar, but also knowledge of situations and conditions under which the speech act occurs [13].

M. Viatiutniev defined the communicative competence as a set of all components that are present in the communication situation. To generate students' communicative competence, his opinion about the importance of intellectual abilities of the speaker for the implementation of certain speech act, and understanding of communicative competence as a person's ability to communicate in working and training activities to satisfy their intellectual needs is of great value [14].

Modern language didactics consider communicative competence as the ability to communicate through language, i.e. to convey thoughts and exchange them in different situations in the process of interaction with other participants, to use the system of language and speech norms, choosing communicative behaviour, adequate communication situation.

For example, A. Bohush considers communicative competence as a certain system of knowledge, practical speech skills, human speech abilities; ability to navigate in the situation of communication, to use language and non-language means for communication in specific social and domestic situations [15].

L. Matsko, L. Kravets include psychological (sense of partner's mood) and illocutionary (realization of communicative intentions through speech) competence into a communicative one [16].

In our study, we choose the understanding of communicative competence as the ability to create their own programs of speech behaviour, adequate communication situations. Communicative competence, in our opinion, includes knowledge of basic concepts about language style, ways of organising sentences into the text, construction of description, story, reflection, etc. We give special importance to the actual communicative

skills – that is, the ability to choose the necessary language form of communication in accordance with the communicative situation.

The analysis of different views of scientists on speech and communicative competence gave us the opportunity to draw a conclusion about the expediency of distinguishing between the concepts of "communicative competence" and "speech competence".

Speech competence involves the possession of skills and abilities of communication (communication). At the same time, it is customary to distinguish the communicative function in speech, because in the development of the communicative-speech sphere the communicative qualities of the speaker are crucial. Thus, communicative competence is primary in relation to speech.

The main features of competencies, according to domestic educators, are supersubjectivity, multifunctionality, interdisciplinarity, ensuring a wide range of personal development. Practice has shown that the development of language, speech and communicative competencies of students is possible only if there is an effective system of language courses.

While working on the method of developing language and speech competence of students in Economics we considered the methodological ideas of Ukrainian language pedagogs.

S. Karaman distinguishes four types of competence: language, speech, socio-cultural and functional-communicative. According to the scientist, language competence is determined by generally accepted orthoepic, lexical, word-formation, grammatical, stylistic norms; speech – by four types of speech activity: listening, speaking, reading, writing; socio-cultural – by the level of knowledge of national culture; functional-communicative – by the ability to use language means within functional styles [17].

Z. Bakum proposes to distinguish between language, speech and communicative competence. In her opinion, the paramount place in communicative competence is occupied by communicative skills: the ability to choose the necessary speech form, the way of expression depending on the conditions of the communicative act. That is why Z. Bakum distinguishes the third type of competence in language teaching – communicative one, which in modern methodology isnseen as the ability to communicate for the exchange of information; provides speech activity of its speakers and influences their spiritual development [18].

Investigating the methodology of teaching the Ukrainian language, M. Pentyliuk and T. Okunevych distinguish three types of communicative competence: language competence, socio-cultural competence, speech and emotional culture [19]. Scientists see an important aspect of communicative competence in learning the native language in the formation of skills in different types, styles, genres of speech activity.

Understanding the linguistic principles of students' language-communicative competence development is impossible without definition of literary language norms – their knowledge of the participants of communication is an important part of language competence. K. Horodenska defines the concept of "language norm" as a set of language means that correspond to the language system and are perceived by its speakers as a model of social communication in a certain period of development of language and society. Linguistic norm is an important concept of the language theory that reflects the characteristics of the language system [20].

The culture of speech of the future specialist of economic profile presupposes expressiveness, richness, logic, accessibility, purity, accuracy, relevance, as well as correctness – observance of the literary language norms – as the main communicative feature.

S. Yermolenko distinguishes the following features of high culture of language (speech): accuracy, clarity, expressiveness, stylistic dexterity and skills in the selection of structural variants of expression, in the use of lexical and grammatical synonyms.

Signs of low culture of language (speech), which indicates the poverty of thought and limited spiritual world of its bearer, are violations of the rules of word usage, grammar, pronunciation and stress, writing; language stereotypes, negligence in expression [21].

Examination of the concepts of "linguistic competence", "competency speech", "communicative competence" and their components contributed to our comprehension of the main tasks of teaching language courses of the Ukrainian language in economic higher educational institutions:

• development of students' language competence, including mastery of the language system knowledge and skills analysis of the facts and phenomena of language, the skills and self-introspection;

• improvement of speech competence: the ability to use language means to organise their own statements and texts in accordance with the norms of oral and written speech;

- improvement of communicative competence, which involves mastering different types of speech activities in different areas of communication and personal development and the formation of communicative culture of students.

The mentioned above competences, according to our observations, give students the opportunity to use language skills for efficient communication, and promote their future professional communication.

Future economists will have to communicate with colleagues, employers, managers; present information competently; take part in discussions, official conversations, round tables, negotiations where it is necessary to argue the opinions; deliver reports, lectures, speeches; analyze the texts of specialized publications, Internet publications, advertisements, memos, newspapers and magazines; create and edit texts, etc.

Taking into account the importance of native language in student's personality development, language, speech and communicative competence development is a mandatory and prerequisite condition of expanding linguistic knowledge, knowledge of language as a social phenomenon, the formation of socio-cultural competence and future professional and speech skills. In nonlinguistic high school, in our view, the main focus should be given to the formation of the above competencies based on students' language and speech activity.

Thus, clarifying the essence of the basic concepts of the study: "competence", "competency", "language competence", "speech competence", "communicative competence", helped to substantiate conceptual approaches to improving the content and organization of language courses in economic higher educational establishments.

The target of teaching Ukrainian in economic higher educational establishments is the formation of students' language, speech, communicative competence as well as professionally oriented speech development. Graduates of university can successfully realize themselves in the future as specialists of economic area and personality, if they have necessary language and speech competence, large active vocabulary, which are transformed into their natural expression constructed according to the norms and traditions of modern Ukrainian literary language.

Analysis of scientific and methodological researches and practical experience encourages the search for new approaches to students' language and speech competence development and implementing innovative achievements in the process of teaching language courses.

The content of theoretical material and complex language and speech tasks, the choice of forms and methods of operation, methods of communication of a teacher and a student, knowledge quality control, enhancement of the factor of all types of speech development in training activities opens the prospect for the formation of language and speech competencies of graduates of economic universities, necessary for life and professional activity.

The main purpose of a language course in the Ukrainian language in an economic university is: improvement of language and speech skills acquired in secondary school; formation of the ability to competently, clearly and fully express ideas about future professional activity; development of abilities and skills of communicatively justified use of language means; improving the spelling competence of future economists; deepening the professionally significant context of the Ukrainian language knowledge; obtaining knowledge about the peculiarities of the styles of the Ukrainian language in accordance with the requirements of the culture of oral and written speech, the basics of practical rhetoric.

To achieve a high level of students' language and speech competence (both in social and professional context), in the course of language studying we are to solve the following tasks:

• necessary language training of students in Economics according to the requirements of their future profession;

• formation of communicative skills in different types of speech activity;

• expansion of general education outlook, development of general and communicative culture.

The concept offered by us to develop language and speech competence of higher educational institutions students presupposes improving the professionally oriented language learning content, which includes language material, rules of its organization and skills of its use; speech actions and speech material (speech samples, texts); a set of speech skills that characterize the level of practical proficiency in modern literary Ukrainian as a means of communication in various situations.

After analyzing the scientific and methodological literature, we came to the conclusion that at different stages of linguistics new approaches to teaching Ukrainian in a higher educational institutions appear: individually oriented approach; teaching the Ukrainian language on a textual and communicative basis; optimal ratio of intensive and extensive training, study of theoretical material in units (blocks); priority of speech

activity while language learning, its psycholinguistic nature, focus on mastering the art of listening, speaking, reading, writing; introduction of innovative educational technologies – computerization of learning process, project method, etc.

Domestic language didactics (Z. Bakum, S. Honcharenko, O. Horoshkina, S. Karaman, O. Liubashenko, L. Matsko, M. Pentyliuk) emphasize the need to revise didactic models that can be used to analyze and build the languages learning process: content approach (where the main thing is the choice of students' knowledge capabilities); approach in terms of the learning process (when real phenomena and processes in the classroom, where students under the guidance of a teacher are engaged in cognitive activities, are under the analysis); approach from the position of results (aimed at a specific set of competencies (knowledge, skills, etc.), which students obtained.

We share the opinion of scientists that approach as the direction of learning characterizes principles (general didactic, methodological, specific), methods and techniques of teaching, which determine the content of the educational process, determine its crucial features, allow to design Action Plan of classes taking into account mechanisms of activating students' training activities.

We have identified the following approaches in the process of teaching the Ukrainian language for professional purposes:

– personally oriented (I. Bekh, D. Bielukhin, L. Varzatska, V. Davydov, L. Matsko, S. Rubinstein, O. Savchenko, A. Khutorska, I. Yakimanska, L. Yakushkina);

– system (O. Horoshkina, S. Karaman, L. Matsko, M. Pentyliuk, K. Plysko, V. Tykhonov);

– competency-based (V. Antipova, N. Bibik, O. Ovcharuk, M. Pentyliuk, O. Pometun, O. Savchenko, S. Trubachova);

– subject-activity (S. Arkhangelskiy, L. Zankov O. Liubashenko, N. Khomsky, A. Khutorskoy);

– communicative-activity (F. Batsevych, O. Biliaieev, N. Holub, T. Donchenko, L. Matsko, V. Melnychayko, H. Mykhailovskal, H. Shelekhova);

– problem-based (S. Karaman, A. Matiushkin, T. Symonenko, L. Skurativskyi, M. Stepanenko, M. Shkilnyk).

The current stage of science methodology development, according to most Ukrainian language didactics (Z. Bakum, M. Vashulenko, N. Holub, A. Horoshkina, S. Karaman, A. Liubashenko, L. Matsko, H. Onkovych, L. Palamar, M. Pentyliuk), characterizes the personality-oriented approach.

The core of personality-oriented approach is to reveal the capabilities of the student, the formation of self-awareness, provide assistance in self-awareness, the implementation of personally significant and socially acceptable self-determination, self-realization and self-affirmation [22; 23].

Personality-oriented learning involves creating opportunities for each student to realize themselves in different types of speech activity, ensuring the development and self-development of the individual as a subject of cognitive activity, the formation of individual perception of the world, the formation of spiritual and intellectual qualities of future citizens and others.

Alongside with the concept of "personality-oriented learning" ("personality-oriented approach") in the scientific and methodological literature, the terms "developmental learning" [24], "active learning" [25] are used. In our opinion, this is due to the context of the concept of "personality-oriented learning".

The personality-oriented approach is considered in our work as a relationship between a teacher and a student, when all participants in the learning process take an active position (teacher as a subject of teaching, students as subjects of learning).

Developmental learning (personality-oriented approach) is considered as such learning, when the student is an active party in educational relations, and the teacher creates conditions for his self-expression and self-development.

Actual operations of the developmental learning process were identified by the researcher N. Khomsky. According to his concept, the main element of the human cognitive sphere is language, and the cognitive process is determined through individual operations of information transformation, which is a certain way to achieve the didactic goal.

An important task facing higher education today is the development of the student's personality, the upbringing of a person who is able to respond to the challenges of today adequately and realize himself in professional activities. The personality-oriented approach is based on the identification of individual characteristics of the student and ensures the development of personality, so in educational and methodological system proposed by us, a prominent place is given to personality-oriented and subject-activity learning.

We also give great importance to the competency approach, which involves the students' acquiring of important subject, general cultural, social, sectoral competencies.

Competence in learning according to the "Encyclopedia of Education" is a range of issues in which a young person is comprehended, competence is formed during the study of a subject (group of subjects), as well as due to environmental influences [26].

Domestic educators (N. Bibik, L. Vashchenko, O. Pometun, A. Savchenko, S. Sysoeva etc.), linguists (L. Kravets, L. Matsko, M. Pliushch etc.), linguodidactics (H. Holub, A. Horoshkina, M. Pentyliuk, T. Symonenko, etc.) developed the system of competences in education:

- key super-subject (basic) – based on cognitive processes, manifested in different contexts;
- general subject-matter – belong to a certain set of subjects or educational branches;
- subject-matter – that are acquired by students in the learning process;
- social – involve the ability to adapt in society, adhere to social norms;
- general cultural – relate to the sphere of culture of the individual and society;
- information – cover competencies in the field of information and communication technologies;
- civil – the ability to participate in the socio-political life of the country, to protect their rights and freedoms, to perform public duties.

According to I. Zymnia, the prospects of the competency-based approach are in the high readiness of future professionals for successful professional activity in various fields [27].

O. Pometun defines competence as a concept that clarifies the object, purpose of teaching, teaching methods, scientific and methodological system in general, a set of content components, the assimilation of which should ensure the formation of a hierarchy of competencies of the future specialist, characterizes the subject [28].

While doing a language course, high school students acquire language, speech, linguistic, communicative, general cultural, informational, social competencies by means of studies and self-directed activities, by means of set of exercises and assignments, tests, during independent, scientific, research work. The set of competencies defined by us is the main condition for the implementation of the competency approach in the proposed educational and methodological system.

Study of a language as a means of communication carried out in the process of four types of speech activity – listening, reading, speaking, writing – presupposes a communicative-activity approach (cognitive-communicative), in which the formation of language knowledge and skills is subject to speech development and requires innovative

technologies and optimal combination of different forms of educational process organization.

Applying communicative activity approach enables Economics students understand language as a form of national culture and its national specifics, patterns, structure and organization of the system of language in general.

All types of speech activities (listening, reading, speaking and writing) are implemented by performing various exercises and tasks of communicative direction, which increases the speech culture of students significantly. There is a gradual formation of language, speech, communicative competence through the study of theory, performing a system of exercises and tasks, different texts, including professional ones produce. Intensive speech practice contributes to the enrichment of students' vocabulary, equips them with theoretical knowledge, helps them to improve the culture of their own speech.

Ukrainian linguodidactics O. Biliaiev, T. Donchenko, S. Karaman, L. Matsko, M. Pentyliuk, I. Khomiak believe that technology-based language learning is based on problematic approach. In pedagogy, the concept of problem-based learning is filled with different meanings. Some scholars consider it to be a principle of didactics (M. Makhmutov) [29], others – the type of educational process (A. Aleksiuk) [30], the third ones – a teaching method (V. Okon) [[31], the fourth – a special approach to learning, which is manifested primarily in the transformative nature of the era of cognitive activity (M. Skatkin) [32], the fifth – a psychological and pedagogical system in the organization of the educational process (A. Matiushkin) [[33].

In our study, we consider the problem of training as a way to control cognitive activity of students; psychological and pedagogical system of forms, methods and means of developmental learning, which promotes their active mastery of new knowledge, skills and methods of action; as part of a holistic learning system with an innovative structure of approaches to performing exercises and solving problems. Approximate stages of Economics students' language and speech competence formation are given in the table 4.1.

An important component in the formation of language and speech competences is also a choice of effective forms and methods of teaching.

Teaching methods, in accordance with the definitions of modern educators, are ways of related activities of the teacher and those who teach, through which the mastery of

knowledge, skills and abilities is achieved, the tasks of development and education are realized, worldview, professional language competence is formed [34].

Table 4.1

Approximate stages of Economics students' language and speech competence formation

Stage	Functional stage line	The purpose of the stage	Approximate exercises and tasks
Motivational and cognitive	Formation of language competencies: motivation of educational activity, actualization of knowledge from the main sections of the course "Ukrainian language"; adjustment of acquired language and speech knowledge	Assimilation of language units, lexical and stylistic means of oral and written speech, the process of forming skills of analysis and linguistic reflection	Exercises that form language (orthoepic, spelling, punctuation, speech, rhetorical and stylistic skills)
Operational and constructive	Formation of speech competence: mastering by students of language and speech concepts, theoretical bases of speech, mastering of technique and culture of speech, speech activity	Providing conditions for the development of speech skills: mastery of basic types of speech activity (speaking, listening, reading, writing)	Exercises aimed at speech development (training, motivational, recognizable, transformative, constructive, etc.)
Productive and creative	Formation of communicative competence: to create and edit own statements depending on communication situations; to transform texts of the corresponding style of professional orientation on genres; master the techniques and methods of correction of their own speech	Providing conditions for the formation of communication skills, the creation of statements in accordance with the situation of communication, type, style, genre and type of speech	Editing oral and written statements; analysis and construction of professional texts; preparation and delivery of speeches, construction of dialogues, development and defense of projects

In didactics, teaching methods are classified as follows: explanatory-illustrative (information-receptive); reproductive; problem statement [35]; partly-search (heuristic) [36]; research [37].

97

The main methods of teaching the Ukrainian language for professional purposes in our study are defined as traditional and innovative: problem presentation of material, language observation, experiment, partly-search method, research method, modeling method, information and communication technologies, communication trainings [38; 39].

When choosing effective technologies for teaching the Ukrainian language for professional purposes, we took into account the purpose and objectives of the economic profile and terms of the higher education system.

The educational process is based on modern innovative learning technologies (information and communication, training, games).

Information and communication technologies in teaching are the process of preparing and transmitting information to the learner through computer hardware and software.

We also provide simulation of various professional situations as an effective means of developing creative thinking of students and their professional orientation. Game forms of learning that are perceived by young people with great interest are also effective. Students are also interested in discussions on professionally-oriented topics, such as: "What is national wealth", "Which countries' economies should be considered a role model", "How to work as a manager", "How to start your own business", "Was Carl Marx right, promising the "inevitable demise" of capitalism?", "Current issues of building a modern accounting system in terms of Internet technology", "Personnel management in small businesses: features and problems", "How network markets are changing the economy", "Life insurance in Ukraine", "Priority areas of foreign financial experience activities use in Ukraine", "Main directions and instruments of state economic policy in Ukraine", "International economic relations", "Influence of speech of citizens and politicians on the economic situation in the country", etc.

Considerable attention should be paid to the speech of the participants of the discussion, their correct behaviour, non-verbal means of communication.

The need for professionally oriented communication is realized by students during communicative trainings. We have proposed the following topics for communication trainings: "What is the essense of entrepreneurial activity ", "Problems of modern economy", "What is economic culture?", "Conspiracies to see you (Socrates)", "The role of the media in the economy of modern society", "Modern banker ", "Modern economist", "How does the language situation in the country affect the economic and political

situation?", "Interviews", "Concluding an agreement", "Youth slang: pros and cons", "How to fight surzhik".

The work on the analysis of the language situation, the study of the participants' speech, and vocabulary work on professional terminology were considered productive.

The introduction of modern educational technologies is an important aspect of successful formation of students' language and speech competence.

The choice of effective teaching methods and technologies, forms of activity, ways of interaction between teacher and students allows to optimize the process of teaching the Ukrainian language for professional purposes, to improve the organization of individual, group, collective activities of students – future economists.

In modern educational institutions there is a revision of the approaches used for teaching the Ukrainian language for professional purposes, as well as the search for innovative methods taking into account the development of information technology. In order to move away from the traditional model of teaching, which was based on the explanations of the teacher, the use of new models of teaching together with information technology is being actively introduced.

Information technology gives students access to modern teaching methods, so there are radical changes in the organization of the educational process, in which the main role passes from teacher to student, which meets the objectives of humanization and humanization of education [41].

Modern students, in the years of study of whom there is an intensive development of technologies, especially computer, perceive and assimilate new information from computer information sources better. The use of information technology in the process of formation of language and speech competencies in the study of the language of professional communication of future economists makes it possible to create a familiar environment for young people, to make the learning process easier and more interesting. Also, the use of information technology allows to diversify the work, to take the process of learning the Ukrainian language beyond the classroom and make it continuous, helps to organize self-directed work of students. Sometimes it is thanks to multimedia resources that students become more interested in the desire and need to learn a language, which significantly affects the effectiveness of learning.

The scientific literature widely presents works on the study of speech as a major factor in the formation of consciousness and communicative culture of specialists of various profiles, the formation of language and speech competencies of specialists in

various professional activities, the use of interactive technologies for future professionals. Scientific researches by L. Matsko, A. Nikitina, L. Palamar, M. Pentyliuk, L. Struhanets, H. Shelekhova, and others are devoted to the conditions for the formation of language and speech competencies. I. Kochan, M. Lisovy, S. Maksymenko, L. Matsko, V. Pasynok, A. Tokarska, and others study the speech competence of specialists in various types of professional activity. N. Voloshin, K. Horodenska, V. Koval, and others study speech as the main factor in the formation of consciousness and communicative culture of specialists of various profiles. Problems of improving the professional speech of future specialists in various fields is the subject of scientific studies of Z. Bakum, N. Holub, O. Horoshkina, I. Drozdova, S. Karaman, K. Klimova, O. Semenoh, T. Symonenko, N. Totskaya, V. Shliakhova and others.

V. Bespalko, P. Volovyk, O. Hushko, I. Dychkivska, N. Mykytenko, S. Sysoieva and others study the application of different pedagogical technologies and their influence on the formation of professional competence.

Various aspects of the problem of forming professional speech of students of higher educational institutions are revealed in the works of scientists. Researchers have convincingly proved that the formed language and speech competencies are a manifestation of professionalism and have developed guidelines for the development of speech skills and abilities of students of different profiles.

The analysis of modern scientific research shows that the problem of using information technology in the educational process is considered in the general context of reforming the education system in Ukraine. Scientific research in this area is conducted in different directions.

Scientists V. Haluziak A. Nisimchuk O. Padalka, I. Pidlasyi, J. Robert M. Smetanskyi, N. Talyzina, V. Shakhov, O. Shpak and others study the process of informatization of the education system and the introduction of new information technologies in the educational process.

Peculiarities of using interactive technologies in the educational process are studied by H. Voronina, B. Herushinskyi, B. Hlinskyi, H. Kovalchuk, A. Kokareva, T. Lavina, M. Lapchyk, V. Liaudis, V. Martyniuk, N. Morse, S. Simonovich, D. Jacobsen and others. Psychological and pedagogical aspects of new information technologies use in the educational process are reseatched by N. Apatova, V. Bolotov, Yu. Branovskyi, M. Zhaldak, V. Zinchenko, H. Kruchinina, Y. Mashbyts, N. Pak, I. Robert etc.

Peculiarities and efficiency of mass media use in the educational process are analyzed by M. Horiacheva, Yu. Yehorov, S. Medvediev, and others.

The works of N. Apatova, L. Babenko, S. Beshenkov, R. Williams, Ya. Hlynskyi, B. Kolodiazhnyi, V. Lapinskyi, N. Morse, S. Simonovych, N. Tverezovska, T. Tykhonova, D. Jacobsen are devoted to the study of information technologies in secondary and higher school.

R. Hurevich, V. Kukharenko, P. Stefanenko, T. Poiasok, and others work out the organization of classes with the use of information technologies.

A. Bayiakovskyi, N. Boiko and others study the use of information technologies to increase the efficiency of students' self-directed work.

G. Ball, T. Gergi, M. iyachenko, M. Zhaldak, Yu. Zhuk, Z. Yesariev, L. Kandybovych , A. Kuznetsov, V. Monakhov, O. Moroz, T. Oliinyk, I. Pidliaskyi, Yu. Ramsky, L. Romanyshyn, V. Yakunin and others investigate in their works various aspects of the introduction of information and communication technologies in the educational process.

A. Jalaluddin, L. Hovhannes-Bekov, N. Pak, B. Khaan, N. Yankelovich, P. Sysoiev, M. Yevstigneev, E. Polat, and others devoted their researches to the study of information technologies use in the teaching of certain academic disciplines.

L. Dunaieva, E. Azimov, A. Triapelnikov, A. Schukin and others study the integration of pedagogical and computer technologies into modern conditions of language learning.

However, as rightly noted by P. Sysoev, these problems have not yet found a systemic solution [41]. In particular, the problem of formation of professional language and speech competencies of future economic specialists with the use of information technology to this day remains insufficiently covered.

Teaching the Ukrainian language for professional purposes is based on pedagogical psychology, through which the teacher determines the effective methods and techniques of teaching, builds a system of work taking into account the individual characteristics of students.

The psychologists consider the most effective that learning process, during which optimal learning conditions are created: the desired results are achieved with minimal effort and time. To create such conditions it is necessary to select the most effective ways of learning the material [42].

Modern students are characterized mainly by figurative perception of the world, so you need to look for and use new capabilities of the human brain to form optimal methods of learning.

According to the research of many scientists, the development of professional qualities of the individual in modern conditions is significantly influenced by the introduction of new information technologies in the educational process.

According to scientists, the introduction of information technology in the educational process contributes to the improvement of didactic teaching aids in higher education. Scientists point out the following main tasks of information technology:

- formation of information culture of future specialists;

- ensuring the development of personal qualities of students, the personal fulfilment of every student;

- increasing the efficiency of the educational process;

- providing creative, research activities;

- intensification of the educational process.

Students develop speech skills in pairs in the process of thinking, comprehending the facts, comparing, summarizing, abstracting and specifying them, which promotes the development of mental abilities, as well as provides the acquisition of knowledge, skills and abilities [43].

The necessary psychological prerequisites for the acquisition of knowledge and the formation of language and speech competencies, communication skills and abilities of psychologists include:

- positive attitude to the learning process (interest in the subject, constant attention, high pace of learning);

- processes of direct sensory acquaintance with the material (in language it is a schematic visualization, interactive learning technologies);

- the process of thinking (activation of concrete and abstract, conceptual and artistic thinking, perception, comprehension and understanding the material);

- memorization and storage of the received information, ability to its reproduction with revealing of individual speech abilities.

It is these prerequisites that promote the emergence of learning motives, encourage students to master linguistic theory and active speech activity, ensure the development of language personality. Their implementation is significantly facilitated by the introduction of information technology of training [44].

Today, young students are armed with the most modern mobile communication devices that combine the functionality of a mobile phone and a personal computer (smartphones and iPhones), feel free on the Internet, easily navigate in various search engines. Therefore, not only an important but also a necessary condition for teaching the language for professional purposes in higher education at the present stage is the use of various means of modern information and communication technologies (hereinafter ICT).

The management of the learning process is carried out by the teacher: he chooses the appropriate forms of its organization, applies certain methods of work, develops the interest and motives of educational activity, provides the educational impact of learning. But the main thing is that in joint activities the teacher foster students' desire to acquire knowledge independently, taking into account an essential factor – the predominant positive motive in educational activities.

The teacher's interaction with students should be based on the following psychological and pedagogical principles:

- formation of relations on the basis of creative cooperation;

- the organization of training on the basis of personal interest of the student, his individual interests and abilities (promotes formation of cognitive subjective activity of the person on the basis of his own preferences);

- prevalence of ideas of overcoming difficulties, achieving goals in the joint activities of teachers and students, self-directed work of students (promotes the education of strong personalities, able to demonstrate perseverance, discipline);

- free choice of forms, directions, methods of activity (promotes the development of creative thinking and the desire to solve increasingly complex problems);

- development of systematic, intuitive thinking, ability to "fold" and detail information (disciplines the student's mind, forms creative, unconventional thinking);

- humanistic, subjective approach to education (provides an absolute definition of the dignity of the individual, his right to choose, high opinion, independent action).

High school students have a developed cognitive need. Psychologists draw attention to the fact that the activity of cognitive needs is possible due to a pair with it positive emotional state – the satisfaction of mental stress. If a student feels faith in his abilities, it will stimulate his self-development; he will really assess their own capabilities and see the ultimate goal of their activities [45]. Working in an information environment, familiar to modern student youth, makes the process of learning a language for professional purposes easier and more interesting.

Self-directed work, exploratory and research approaches to the acquired knowledge, skills and abilities should dominate among the methods of teaching students. Control over their learning should stimulate in-depth study, systematization, classification of educational material, transfer of knowledge to new situations, the development of creative elements in learning. Homework should be creative, promote the development of thinking and speaking. It is the use of information technology that allows to diversify the work, take the process of learning the Ukrainian language beyond the classroom and make it continuous, contributes to the organization of self-directed work of students. Sometimes due to the use of multimedia resources, students' desires and the need to learn the Ukrainian language in various aspects of its application are activated, which significantly affects the effectiveness of learning.

The didactic material used at classes is important for the development of professional speech of modern students. Exercises and tasks for the development of coherent speech should not only promote the ability to recognize linguistic phenomena and concepts, reproduce language units, but also develop skills of language and speech practice, creating their own texts of different types, styles, genres, i.e. promote creative potential. Information technologies give the teacher a wide opportunity to choose interesting and necessary didactic material, use in the process of learning the language for professional purposes various media resources and educational programs.

One of the main requirements for the organization of educational activities of students of economic profile while Ukrainian language for professional purposes learning is the intensification of the educational process.

Intensification of training is the achievement of the necessary results due to qualitative factors, i.e due to the strain of the mental capabilities of the individual. After all, in the process of learning under the extensive approach, the brain's capabilities are used only by 15-20 percent. Therefore, more efficient use of brain capacity is the first prerequisite for intensifying the learning process [46].

Intensification of education also involves an increase in the amount of work spent by students over a period of time. The more actively they worked during the classes, the higher the productivity of their work. Of great importance for the intensification is the teacher's ability to involve students in the implementation of cognitive, practical and creative tasks aimed at developing skills and abilities.

It is important to keep in mind that it is at a young age that the emotional and volitional sphere is formed and developed, which in the future becomes the basis for the

formation of the individual's ability to work as a necessary component of success. The use of information technology in the process of teaching the Ukrainian language for professional purposes significantly contributes to the intensification of the educational process, students' interest in working with language material and increase its productivity.

Practice shows that an important condition for successful professional activity of future economic professionals is speech communication, which unfolds as one of the main components of the profession, necessary for influence and success in professional communication, self-realization, as well as creative style of speech behaviour, etc. [47].

In modern society there is a problem of speech development of young people, which is due to the insufficient level of language and speech competencies, and as a result – low speech culture. This, unfortunately, characterizes the young people entering the first year of higher education, the main purpose of which is to train highly qualified competent professionals with a high level of speech culture.

Modern young people, despite being acquainted with the rules of constructing adequate utterances while studying in secondary school, often do not use them in their own speech activities. This emphasizes the need to focus work not only on improving language and speech competencies, but also on encouraging the use of these competencies in real speech activities, for which there is a need to revise the traditional learning model.

The introduction of information technology in the process of language education in higher education allows to significantly change the model of learning. The traditional model of language learning assumes that the teacher is at the center of learning, and students play a passive role, the essence of learning is the transfer of specific knowledge and facts, and the basis of the initial activity is often the competition between students. While students actively involved in the learning process are in the center of learning process in the model of learning with the use of information technology, the essence of learning here is to master the ability to independently acquire the necessary knowledge, develop skills, and the basis of educational cooperation between teacher and student. Learning with the use of information technology is the provision of the most accessible educational information that would help to reveal the creative abilities of the student, gave impetus to independent cognitive activity. Thanks to information technology, there is also an increase in the efficiency of the educational process, as it becomes more personalized.

The use of interactive technologies in the classroom changes the usual learning situation for the student, the nature of his activities, puts him in a different position: the

student ceases to be a passive receiver of knowledge, and becomes an active participant in learning. Computer technology is characterized by the basic didactic principles of the educational process: clarity, accessibility, scientificity, consistency, practical orientation [48].

Thus, we define the main linguodidactic tasks, the solution of which is facilitated by the introduction of information technologies in the process of language education:

1) increase the motivation to learn the language; formation of stable motivation of cognitive activity;

2) development of abilities and readiness for independent language learning;

3) promoting the development of students' self-esteem;

4) individualization of education;

5) intensification of education;

6) increasing the activity of students in the process of learning the language;

7) formation and development of skills and abilities in 4 types of speech activity (reading, speaking, listening and writing): ability to perceive and understand texts, analyze them; ability to convey information in coherent and reasoned statements in compliance with orthoepic, orthographic, punctuation, lexical, morphological, syntactic and stylistic norms of the language being studied.

Language for professional purposes teaching with the use of information technology includes:

- professionally oriented language material: professional publications, news, etc.;

- text computer word processors, electronic dictionaries and encyclopedias;

- language learning tools (online applications and programs) aimed at studying phonetics, pronunciation, vocabulary, grammar and sentence analysis;

- game forms of education;

- online environment for students to communicate with each other and with the teacher (via e-mail, social networks, voice or video conferences);

Within the framework of the organized educational process, language learning for professional purposes with the use of information technologies is carried out in two modes:

1) self-directed work;

2) work in the classroom under the guidance of a teacher.

At the same time, the functions of traditional teaching and learning with the use of information technology are separated, work with computer programs does not replace

work with a teacher, but serves as a means of computer support for learning. Informatization of the educational process greatly contributes to the bringing out the creative potential of teachers and students; freeing the teacher and student from the need to perform routine, technical operations; providing them with ample opportunities to solve creative problems. The effectiveness of the use of information technology in the educational process depends on the success of solving problems of a methodological nature related to their content and method of application [49].

The use of information technology in the study of language courses in higher educational institutions of economic profile helps to solve problems of humanization of the educational process and allows to significantly increase its efficiency through intensification, differentiation (taking into account individual characteristics of students), effective combination of individual and collective activities; operational relationship between the source of educational information and the student; timeliness, usefulness, appropriate dosage, availability (comprehensibility) of educational information; adaptation of the pace of its presentation to the speed of assimilation; introduction of innovative teaching methods and tools.

Summarizing the above, we draw the following conclusions. The introduction of information technology in the process of forming language and speech competencies of students of economic profile contributes to the solution of the following main linguodidactic tasks: increasing the motivation of educational activities in the study of language for professional purposes; development of students' abilities and readiness for self-directed language learning; increasing the activity of students in the process of learning a language; individualization of education; intensification of education; formation and development of skills in various types of speech activity (reading, speaking, listening and writing).

The use of information technology in teaching language courses in higher education institutions of economic profile contributes to the construction of a new model of learning, in which the essence of learning is not the transfer of information but the student's ability to acquire knowledge, form and improve their language skills, communication skills independently. The dominant place in such a model belongs to the student, and the basis of education is the cooperation of teacher and student.

The analysis of approaches to the methods of teaching language courses in higher educational institutions shows that there is an objective need to develop a special methodical system of language teaching for professional purposes of future economic

specialists with the use of information technology, which would promote students' language skills and professional communication skills.

We see the prospects of research in further study of the linguodidactic potential of modern information technologies, detailed analysis of the features of each specific means of ICT in the teaching of various aspects of language for professional purposes and the formation of skills in various speech activities.

References

1. Abdalova, O. I., Isakova, O. Yu. (2014. *Ispolzovanie tehnologiy elektronnogo obucheniya v uchebnom protsesse* [Using e-learning technologies in the educational process]. *Distantsionnoe i virtualnoe obuchenie* [Distant and virtual learning], no. 12, pp. 50–55.
2. Aleksiuk, A. (1993). *Pedahohika vyshchoi shkoly: kurs lektsii: modulne navchannia* [Higher school pedagogy: a course of lectures: modular training]. Kyiv, 220 p.
3. Bakum, Z. P. (2008). *Teoretyko-metodychni zasady navchannia fonetyky ukrainskoi movy v himnazii: monohrafiia* [Theoretical and methodological principles of teaching phonetics of the Ukrainian language in high school: a monograph]. Kryvyi Rih, Vydavnychyi Dim Publ., 338 p.
4. Bieliaiev, O. M. (1981). *Suchasnyi urok ukrainskoi movy: navch.-metod. posib*. [Modern lesson of the Ukrainian language: teaching manual]. Kyiv, Radianska Shkola Publ., 177 p.
5. Biliaiev. O. M. (1974). *Problemni sytuatsii y piznavalni zavdannia na urokakh movy* [Problem situations and cognitive tasks in language lessons]. *Ukrainska mova i literatura v shkoli* [Ukrainian language and literature at school], no. 4, pp. 62–63.
6. Bogomolova, N. N., Petrovskiy, L. A.(1997). *O metodah aktivnoy sotsialno-psihologicheskoy podgotovk* [On the methods of active socio-psychological training]. *Vestnik Moskovskogo universiteta* [Bulletin of Moscow University]. Moscow, no. 1, pp. 53–61
7. Bohush, A. M. (2000). *Teoretychni y metodolohichni zasady formuvannia movlennievoi kompetentsii doshkilnyka* [Theoretical and methodological bases of formation of speech competence of the preschooler]. *Pedahohika y psykholohiia* [Pedagogy and psychology], no. 1, pp. 5–10.
8. Bohush, A. M., Shylina, N. Ye. (2003). *Movlennieva hotovnist starshykh doshkilnykiv do navchannia u shkoli* [Speech readiness of senior preschoolers to study at school]. Odesa, PNTs APN of Ukraine Publ., p. 89.
9. Bozhovich, E. D. (1997). *Razvitie yazyikovoy kompetentsii shkolnikov : problemyi i podhodyi* [Development of the language competence of schoolchildren: problems and approaches]. *Voprosyi psihologii* [Psychology issues], no. 1, pp. 33–44.
10. Borysenko, V. V. (2013). *Etapy formuvannia profesiino-movlennievykh kompetentsii studentiv-ekonomistiv* [Stages of formation of professional speech competences of students-economists]. *Dyvoslovo* [onderword], no. 3, pp. 23–25.

11. Vashchenko, L. M. (2005). *Upravlinnia innovatsiinymy protsesamy v zahalnii serednii osviti rehionu: monohrafiia* [Management of innovation processes in general secondary education of the region: a monograph]. Kyiv, Tyrazh Publ.,380 p.

12. Venih, N. M. (2001). *Formuvannia movlennievoi kompetentsii starshoklasnykiv.* Diss. cand. ped. nauk [Formation of speech competence of high school students. PhD ped. sci. diss]. Kyiv, Institute of Pedagogy of APS of Ukraine Publ., 16 p.

13. Vyatyutnev, M. N. (1977). *Kommunikativnaya napravlennost obucheniya russkomu yazyiku v zarubezhnyih shkolah* [Communicative orientation of teaching the Russian language in foreign schools]. *Russkiy yazyik za rubezhom* [Russian language abroad], no. 6, pp. 38–45.

14. Gez, N. I. (1985). *Formirovanie kommunikativnoy kompetentsii kak ob'ekt zarubezhnyih metodicheskih issledovaniy* [Formation of communicative competence as an object of foreign methodological research]. *Inostrannyie yazyiki v shkole* [Foreign languages at school], no. 2, pp. 17–24.

15. Horodenska, K. (2004). *Pidvyshchuimo kulturu fakhovoho movlennia* [Let's raise the culture of professional speech]. *Ukrainska mova* [Ukrainian language], no. 2, pp. 92–97.

16. Hurevych, R. S., Didukh, L. I. (2015). *Vykorystannia Internet-tekhnolohii u pidhotovtsi fakhivtsiv: aspekt navchannia v merezhevykh spilnotakh* [The use of Internet technologies in training: the aspect of learning in online communities]. *Naukovyi chasopys NPU imeni M. P. Drahomanova* [Scientific journal of NPU named after M. P. Drahomanov]. Kyiv, NPU named after M. P. Drahomanov Publ., no. 16 (23), pp. 8–12.

17. Kremen, V. H. Ed (2008). *Entsyklopediia osvity* [Encyclopedia of Education]. Kyiv, Yurinkom Inter Publ., 1040 p.

18. Yermolenko, S. Ya. (2004). *Kultura movy* [Language culture]. *Ukrainska mova: Entsyklopediia* [Ukrainian language: Encyclopedia]. Kyiv, Ukrainska entsyklopediia Publ., pp. 285–286.

19. Zakharova, H. B. (2013). *Vykorystannia informatsiinykh tekhnolohii yak innovatsiinyi vektor rozvytku dydaktyky vyshchoi shkoly* [The use of information technology as an innovative vector for the development of higher school didactics]. *Naukovi pratsi. Pedahohika* [Scientific works. Pedagogy], pp. 63–66.

20. Zvegintsev, V. A. (1976). *O predmete i metodah sotsiolingvistiki* [On the subject and methods of sociolinguistics]. *Izv. AN SSSR. ser. lit. i yaz.* [News of the USSR Academy of Sciences. Literature and language series], vol. 35, no. 4, pp. 308–320.

21. Zimnyaya, I. A. (2003). *Klyuchevyie kompetentsii – novaya paradigma rezultata obrazovaniya* [Key competencies are a new paradigm of educational outcomes]. *Daidzhest. Shkola-park pedahohichnykh idei ta tekhnolohii* [Digest. School-park of pedagogical ideas and technologies], no. 4, pp. 18–23.

22. Izarenkov, D. I. (1990). *Bazisnyie sostavlyayuschie kommunikativnoy kompetentsii i ih formirovanie na prodvinutom etape obucheniya studentov-nefilologov* [Basic components of communicative competences and their formation at an advanced stage of non-philological students training]. *Russkiy yazyik za rubezhom* [Russian language abroad], no. 4, pp. 54–60.

23. Karaman, S. O. (2000). *Metodyka navchannia ukrainskoi movy v himnazii: navch. posib. dlia stud. vyshch. zakladiv osvity* [Methods of teaching the Ukrainian language in gymnasium: textbook for students of higher educational institutions]. Kyiv, Lenvit Publ., 272 p.

24. *Kontseptsiia vprovadzhennia media-osvity v Ukraini* [The concept of introducing media education in Ukraine]. *Instytut sotsialnoi ta politychnoi psykholohii Natsionalnoi akademii pedahohichnykh nauk Ukrainy* [Institute of Social and Political Psychology of the National Academy of Pedagogical Sciences of Ukraine] Available at: http://www.ispp.org.ua/news_44.htm

25. Lahutenko, O. B. (2008). *Suchasni vprovadzhennia prohramno-metodychnoho zabezpechennia u navchalnyi protses ta upravlinnia vyshchim navchalnym zakladom osvity* [Modern implementation of software and methodological support in the educational process and management of higher education]. *Naukovyi chasopys NPU imeni M. P. Drahomanova* [Scientific journal of NPU named after M. P. Drahomanov]. Kyiv, NPU named after M. P. Drahomanov Publ., issue 11, pp. 48–53.

26. Leontev, A. A., Leontev, D. A., Sokolova, E. E. (2005). *Predislovie* [Foreword]. *Deyatelnost, soznanie, lichnost* [Activity, consciousness, personality]. Moscow, Smysl Publ., p. 19.

27. Lerner, I. Ya. (1981). *Didakticheskie osnovyi metodov obucheniya* [Didactic foundations of teaching methods]. Moscow, Prosveschenie Publ., 234 p.

28. *Lingvisticheskiy entsiklopedicheskiy slovar* [Linguistic Encyclopedic Dictionary]. Moscow, Entsiklopediya Publ., 1992, 496 p.

29. Maslou, A. (2003). *Motivatsiya i lichnost* [Motivation and personality]. St Petersburg, Piter Publ., 351 p.

30. Maslou, A. (1994). *Samoaktualizatsiya lichnosti i obrazovaniya* [Self-actualization of personality and education]. Kyiv-Donetsk, Institute of Psychology of APN of Ukraine Publ., issue 4, 52 p.

31. Matyushkin, A. M. (1978). *Psihologiya myishleniya i problemnoe obuchenie* [Psychology of thinking and problem learning]. *Pedagogicheskoe samoobrazovanie* [Pedagogical self-education], no. 1, pp. 38–46.

32. Mahmutov, M. I. (1977). *Organizatsiya problemnogo obucheniya* [Organization of problem learning]. Moscow, Pedagogika Publ., 240 p.

33. Matsko, L. I., Kravets, L. V. (2007). *Kultura ukrainskoi fakhovoi movy: navch. posib.* [Culture of the Ukrainian professional language: textbook]. Kyiv, Akademiia Publ., 360 p.

34. Okon, V. (1990). *Vvedenie v obschuyu didaktiku* [Introduction to general didactics]. Moscow, Vyisshaya Shkola Publ., 382 p.

35. Podkasistyi, P. I. Ed (2000). *Pedagogika: ucheb. pos. dlya stud. ped. vuzov i kolledzhey* [Pedagogy: textbook for students of ped. universities and colleges]. Moscow, Pedagogical Society of Russia Publ., 638 p.

36. Pentyliuk, M. I. (1990). *Naukovi zasady komunikatyvnoi spriamovanosti u navchanni ridnoi movy* [Scientific principles of communicative orientation in teaching the native language]. *Ukrainska mova ta literatura v shkoli* [Ukrainian language and literature at school], no. 3, pp. 8–10.

37. Pentyliuk, M. I., Okunevych, T. H. (2010). *Metodyka navchannia ukrainskoi movy v serednikh navchalnykh zakladakh u tablytsiakh i skhemakh: navch. posibnyk* [Methods of teaching the Ukrainian language in secondary schools in tables and diagrams: textbook]. Kyiv, Lenvit Publ., 136 p.

38. Pentyliuk, M. (2010). *Kompetentnisnyi pidkhid do formuvannia movnoi osobystosti v yevrointehratsiinomu konteksti* [Competence approach to the formation of language personality in the European integration context]. *Ukrainska mova i literatura v shkoli* [Ukrainian language and literature at school], no. 2, pp. 2–5.

39. Pylypchuk, M. I., Hryhorieva, A. S., Shostak, V. V. (2017). *Osnovy naukovykh doslidzhen: pidruchnyk* [Fundamentals of scientific research: a textbook]. Kyiv, Znannia Publ., p. 36.

40. Ponomarova, H. F., Babakina, O. O., Bieliaiev, S. B. (2013). *Novi pedahohichni tekhnolohii: navchalno-metodychnyi posibnyk* [New pedagogical technologies: educational and methodical manual]. Kharkiv, 282 p.

41. Pometun, O. (2005). *Kompetentnisnyi pidkhid – naivazhlyvishyi oriientyr rozvytku suchasnoi osvity* [Competence approach is the most important guideline for the development of modern education]. *Ridna shkola* [Native school], no. 1 (900), pp. 65–69.

42. Semenikhina, O. V. (2013). *Novi paradyhmy u sferi osvity v umovakh perekhodu do Smart-suspilstva* [New paradigms in the field of education in the transition to a smart society]. *Naukovyi visnyk Donbasu* [Scientific Bulletin of Donbass], no. 3(23) Available at: http://nvd.luguniv.edu.ua/ archiv/NN23/ 13sovpds.pdf.

43. Skatkin, M. N. (1976). *Psihologiya obscheniya* [Psychology of communication]. Moscow, MPSI Publ., 304 p.

44. Penteliuk, M. Ed (2015). *Slovnyk-dovidnyk z ukrainskoi linhvodydaktyky: navch. posib*. [Dictionary-reference book on Ukrainian language didactics: textbook]. Kyiv, Lenvit Publ.. 319 p.

45. Syisoev, P. V. (2013). *Informatsionnyie i kommunikativnyie tehnologii v lingvisticheskom obrazovanii* [Information and communication technologies in linguistic education]. Moscow, Librokom Publ., 264 p.

46. Tyshchenko, O. M. (2008). *Ukrainomovna kompetentnist vchyteliv yak teoretyko-metodychna problema* [Ukrainian language competence of teachers as a theoretical and methodical problem]. *Rozvytok ukrainomovnoi kompetentnosti pedahohichnykh pratsivnykiv u systemi pisliadyplomnoi osvity: teoriia, praktyka: nauk.-metod. posib*. [Development of Ukrainian-language competence of pedagogical workers in the system of postgraduate education: theory, practice, scientific and method. manual]. Kyiv, Heoprynt Publ., pp. 8–21.

47. Yurchenko, A. O. (2017). *Pedahohichni tekhniky orhanizatsii doslidnytskoi diialnosti u suchasnykh innovatsiinykh tekhnolohiiakh* [Pedagogical techniques of organization of research activity in modern innovative technologies]. Sumy, FOP Tsoma S. P. Publ., issue 1, pp. 169–175.

48. Homskiy, N. (1972). *Yazyik i myishlenie* [Language and thinking]. Moscow, MSU Publ., 122 p.

49. Hymes, D. (1971). Sociolinguistics and ethnography of Speaking Social anthropology and language. London, 318 p.

SECTION 5. SOCIO-CULTURAL COMPETENCE FORMATION WHILE HUMANITARIAN DISCIPLINES STUDYING

Natalia Rybalka
Svitlana Revutska

The current state of Ukrainian society development, the expansion of Ukraine's international relations, its entry to the European and world space require from highly qualified specialist new skills formation, and accordingly his education.

The humanities, especially linguistics and rhetoric, have a special role: to help students master the skills of communication in oral and written forms, to function effectively in a multicultural space, using language as a means of communication with representatives of different cultures and peoples. The institution of higher education is obliged to provide all the necessary tools for the formation of basic mechanisms of socio-cultural communication, which graduates will be able to develop and improve in the future according to their own needs.

In a broad sense, socio-cultural competence is a multifaceted and multicomponent phenomenon. Thus, on the one hand, it is the level of knowledge of the socio-cultural context when using a foreign language, as well as a characteristic of the experience of communication and use of language in various socio-cultural situations (P. Sysoev) [6], and on the other hand as linguistic knowledge, ideas about basic national customs and traditions as a system of skills and abilities that allow to coordinate their behaviour in accordance with this knowledge (O. Kolominova), while preserving their own national identity.

The socio-cultural component of the interacting foreign and basic native language, which is considered to be an integral part of language education at the present stage, greatly contributes to the process of socialization of the individual, his cultural self-determination and acquisition of skills of intercultural competence. Socio-cultural competence is one of the most important factors in shaping the spiritual culture of the individual. Perfect command of the Ukrainian language at a professional level is an important condition for entering society, self-identification, revealing the potential of the individual; respectively, for successful intercultural communication it is not enough to master the language system and acquire speech skills, you must learn to use the language

in accordance with socio-cultural habitat of the native speakers, norms and way of their life, code of behaviour and generally accepted forms of reality.

These skills facilitate the integration of the individual into the international community, understanding the culture of a nation, which increases its competitiveness in the global labour market [13].

Thus, a modern graduate of an economic university has a chance for employment only if he meets the requirements for a specialist, which do not always relate only to a high level of theoretical and practical training in special disciplines. The professional profile of a financier now includes the ability to express one's opinions convincingly and argumentatively; present the results of the company's intellectual activity at the verbal-logical and figurative levels; ability to self-regulation, control over behaviour, emotional state in unstable, changing working conditions. Managers, who essentially provide interaction both between individual companies and organizations, and actions within the organization, are required to have clear and logical verbal thinking, a high level of communication skills, rhetorical culture, and so on.

Socio-cultural competence is a marker of a person's readiness for intercultural communication, where there is a need to speak two or more foreign languages, which not only expands the possibilities of international communication, but also enriches additional knowledge of foreign cultures, which allows to understand and tolerate other countries representatives.

The issue of socio-cultural competence has been the subject of study relatively recently in the works of teachers, linguists, psychologists and methodologists. Some researches are devoted to the formation of socio-cultural competence in the process of training specialists in various specialties: I. Ziaziun, S. Sysoev, S. Valevska, Ye. Zhezhera, T. Fomenko and others.

On the basis of an integrated approach to learning, the problem of multilingualism in the conceptual picture of the world is formulated, the issues of training and educational-methodical support of the second foreign language learning process, in particular at a secondary school level, are gradually solved (N. Baryshnikov, I. Bim., N. Halskova, O. Kolykhalova, V. Korotenkova, B. Lapidus, O. Cherednychenko, O. Chynaieva, T. Shaposhnikova, M. Shatskova, N. Shutko, etc.).

The attention of scientists to the formation of socio-cultural competence in the humanities complex, especially linguistics and rhetoric, is payed in passing.

Ye. Zhezhera defines sociocultural competence as "one of the most important characteristics of a person; which determines his value orientations, promotes their formation and serves as a sphere of their practical implementation" [5]. Accordingly, in the structure of this competence the scientist distinguishes cognitive, emotional-value and conative components, the development and strengthening of relationships between which will give the opportunity to form a socio-culturally oriented specialist.

National identity has the similar structure, which is a component of social identity, in the structure of which there are three components: affective, cognitive and behavioral. That is, in forming a system of relations with representatives of other "foreign" nations such factors as the formation of "self-image" of the individual as a representative of a nation, polyethnic Ukrainian state, the presence of common socio-political, ethnocultural and other interests and values should take into account.

Considering the content and functioning of socio-cultural competence, scientists often focus only on the formation and content of language training, and therefore distinguish a significant number of other competencies: social, rhetorical, cultural, linguistic, communicative, ethical and others. However, a language, either foreign or native, is only one component of social culture.

200000003++++In her turn, V. A. Shchepilova identifies a group of additional competencies that, in her opinion, are key in training future professionals capable of organizing an effective socio-cultural professional process in modern conditions. They include:

1. Linguistic competence – knowledge of the systems and structures of the languages studied, the rules of their functioning in the process of communication;

2. Discursive competence – the ability to plan language behaviour in accordance with the functional aim of communication;

3. Sociolinguistic competence – the selection of linguistic means in accordance with the social conditions of communication;

4. Social competence – the use of different strategies in terms of interaction with people and the world;

5. Socio-cultural competence – the formation of linguistic and non-linguistic behaviour, taking into account the norms of societies that speak the languages under studying;

6. Compensatory competence – the ability to fill the gaps in the language, speech and socio-cultural components [12].

An important factor in the formation of multilingual competence is its professional orientation, which means pedagogical, methodological, didactic, psychological skills and abilities. This fact presupposes the need for a system-holistic and integrative approach, according to which all elements of foreign language, psychological-pedagogical and didactic-methodical training of students are interconnected and represent a holistic, integrative system.

The socio-cultural component has become an integral part of foreign language learning. Knowledge of vocabulary and grammar, as well as being in the picture of factual information on history and country study do not give complete freedom in communication with native speakers, moreover, not always a person who speaks the language is able to percept and understand works of fiction, art, humor of the native speakers adequately because he does not understand those intercultural features that cannot be learned by reading textbooks on country studies or reading the chronology of the historical development of the country whose language is being studied. Gaining a complete understanding lacks, what can be learned only while being in a language environment, among native speakers, and living through their problems. Unfortunately, most of foreign languages learners do not have the opportunity to immerse themselves in the language environment, so very relevant, in our opinion, is the problem of creating conditions in which it is possible to create an artificial, but still language environment, bring to an understanding of the values, character, habits and customs, and, ultimately, the mentality of native speakers. This problem is not new. There are several well-known ways. G. Weiman and W. Hesh proposed three didactic approaches to the study of a foreign language and gaining country study knowledge, namely cognitive, communicative and intercultural approaches. The content of learning within the cognitive approach are the realities, facts of history, culture of the country, the structure of political and social institutions and others. Within the framework of this approach, it is primarily a matter of factual material from various spheres of public life of the country.

The communicative approach has other goals and, accordingly, a different content of learning. First of all, it is about learning information about the daily life of native speakers, about their lives, needs, ideas, namely: living conditions, relationships between people, feelings and much more. This knowledge should enable tolerant and open communication with native speakers, as well as adequate use of lexical material, i.e speech formulas and clichés, according to the situation. Knowledge of the culture of the people is a very important component in the intercultural approach to learning a foreign language.

The concept of "intercultural" has recently become very popular. It is known that there is a very close connection between language and culture, they are interdependent and very often incorrectly worded statements lead to misunderstandings if the cultural context is not taken into account. This most often happens when it comes to taboo topics, politeness, non-verbal means of communication, namely gestures and facial expressions in distant cultures. What in one culture, such as European, is considered quite understandable and correct, in Eastern culture can be perceived as offensive or degrading. Thus, the intercultural approach aims to develop communication skills with representatives of another culture, a tolerant attitude to unusual ideas and phenomena in social, domestic and other spheres of life.

However, such behaviour and perception of other cultures, in fact, "intercultural dialogue" is impossible if the individual lacks national self-identification, because understanding the value of cultural heritage, mentality depends on awareness of their own national characteristics and needs.

The new goal of foreign language teaching – "to use a foreign language as a tool in the dialogue of cultures and civilizations of the modern world" – sharpens special attention to the socio-cultural component of foreign language communicative competence [4].

Mastering socio-cultural competence is known to involve the gaining of the required minimum of socio-cultural knowledge, as well as a system of skills and abilities to coordinate their behaviour in accordance with this knowledge and skills.

Foreign language and communicative competence is a multicomponent formation that includes several types of competencies. The most productive approach to the analysis of the characteristics and parameters of communicative competence should be considered a systematic study of communicative competence in all its diversity of internal properties, connections and relationships, provided that communicative competence as a component of a single system.

A systematic approach to the study of communicative competence is based on the traditional understanding of the system as a set of things, phenomena, objects, which are interconnected in a certain way and due to this relationship form a single whole.

Among the many existing models of communicative competence, the model of communicative competence, which is an integrative combination of six components: country studying, sociolinguistic, linguistic, discursive and strategic, most fully corresponds to the conditions, main goal and projected result of learning a foreign language for professional communication.

From the point of view of psycholinguistics and sociolinguistics, the most comprehensive description of the content of communicative competence is proposed by N.I. Gez, who defines this phenomenon as the ability to relate language to the goals and conditions of communication, understanding the relationship between communicators, the ability to organize speech communication based on social norms of behaviour and the system of cultural ideas and values of the native speaker.

In numerous methodical researches of domestic and foreign scientists (V. Vereshchagin, G. Gachev, J. Green, V. Ingve, V. Topalova, etc.) the problem of mastering a foreign language and speech activity is considered as a problem of a word in aspect. archetype of culture with the transition of universals in the field of other invariant structures and another layer of culture.

The logical conclusion from this is the justification and necessity of applying the country study approach as one of the basic modern principles of education.

Of particular importance is the trend of humanization of foreign language learning as a dialogue of different cultures, taking into account the national mentality and the need to master the system of concepts created in each culture through the language of this society.

This approach to learning is fully in line with the goals and objectives of the Council of Europe's language policy as set out in the Common European Framework of Reference for Languages, which emphasizes that Europe's rich heritage of different languages and cultures is a valuable common source for mutual development. So, the main task of educational institutions is the transformation of such diversity from an obstacle in communication, especially professional, into a source of mutual enrichment and understanding, which involves the study of national nature, specifics of national character, spiritual culture, language and stereotypes of the worldview of the people whose language is studied as a foreign language.

The development of socio-cultural competence in foreign language teaching will contribute to the solution of complex political goals in such areas of modern languages as preparing all Europeans for the growing needs of international mobility and closer cooperation not only in education, culture, science but also in trade and industry; promoting mutual understanding and tolerance, respect for the individual and cultural differences through more effective international cooperation.

The structuring of socio-cultural competence of graduates of different educational institutions is extrapolated to the educational process as the need to form three types of skills:

1) use linguistic and cultural studies information;

2) use socio-ethnological information;

3) use culturological information.

At the linguistic level, the following structural components of socio-cultural competence correspond to:

• background knowledge of native speakers;

• skills and abilities of speech and non-speech behaviour;

• facts and phenomena of national culture that embody the socio-cultural component of a foreign language.

Background knowledge characteristic for any particular group of people is considered as cultural and regional studies and is structured as knowledge of historical and cultural, socio-cultural, ethnocultural and semiotic backgrounds, parallel knowledge in literature and art, knowledge of prominent personalities and geographical knowledge.

In terms of didactics, effective work on the formation of socio-cultural competence of students requires interdisciplinary interaction between teachers of foreign languages on the one hand and teachers of humanities and technical subjects on the other.

Foreign language communicative communication includes three main components:

1) language competence – phonetic, grammatical, lexical, spelling;

2) speech competence – in listening, speaking, reading and writing;

3) socio-cultural competence.

Socio-cultural competence presupposes "acquaintance of learners with the national-cultural specifics of speech behaviour and the ability to use elements of the socio-cultural context relevant to the generation and perception of speech from the point of view of native speakers. These elements are customs, rules, norms, social

According to P. Sysoev, socio-cultural competence includes the following components:

"1. means of sociocommunication, i.e. a set of techniques and means of oral and written transmission of information by representatives of culture or subculture;

2. national mentality, or way of thinking of representatives of a certain culture or subculture, which determines their behaviour and expectations of the like from communicators;

3. national achievements (science and art, history and religion), as well as national parks, historical reserves, etc." [10].

The formation of socio-cultural competence requires not knowledge of country studies as a set of scientific disciplines, but the so-called background knowledge (Hintergrundkenntnisse), i.e. knowledge about the country and its culture, known to all inhabitants of the country (as opposed to universal or regional). Peculiarities of reflecting reality in specific languages create linguistic pictures of the world, the inconsistency of which is the main obstacle to achieving full mutual understanding of the participants in the communicative act.

Possession of background knowledge seems to include a foreigner in a foreign language community, gives him "cultural literacy", and vice versa – the lack of cultural literacy makes him a stranger (outsider), who can not understand what native speakers only hint at oral and in writing communication.

Considering socio-cultural competence, we should talk not just about the background knowledge of the country study, but about cultural and country competence (the term by L. Golovanchuk) as a component of socio-cultural competence.

The amount of background knowledge that a student can learn is always limited by the number of hours devoted to the discipline. Therefore, it may not be about learning the whole foreign culture, but about creating a model that could functionally replace the real system of foreign culture. In terms of volume, it is much smaller, but representative, i.e. it should be representative of the culture of the people. Accordingly, such knowledge can be accumulated through the study of other linguistic and rhetorical disciplines.

Another function of the cultural model is to be its retransmitter, i.e. to be able to acquaint students with basic information about the country as a whole, its social system, realities of life, its art, literature, which can provide students with the opportunity to participate in dialogue of cultures.

The pedagogical conditions for the formation of socio-cultural competence means a set of actions aimed at the gradual modeling and effective functioning of the process of formation and development of a certain level of such competence.

Based on the theoretical provisions of the researched problem and taking into account our own experience, the work defines a set of conditions aimed at step-by-step modeling and effective formation of socio-cultural competence, namely:

1) formation and development of socio-cultural competence of students by clarifying the feeling of tolerance and tolerance or intolerance in the process of communication with representatives of other ethno-national groups;

2) the use of the didactic model, which provides for a comprehensive mastery of students of regional, linguistic and sociolinguistic competencies in the formation of socio-cultural competence;

3) selection of material using a systematic approach to the process of formation of socio-cultural competence;

4) taking into account the creative activity of students, which stimulates their cognitive interest and ensures the integrity of knowledge in the study of linguistic and rhetorical disciplines;

5) the use of communicative situations as a priority means of forming socio-cultural competence in various forms of communication;

6) effective formation of socio-cultural competence will be possible in the case of using a specially prepared course, the content of which includes specially selected thematic texts and exercises and tasks for them, as well as illustrative audiovisual material;

7) the educational process will be aimed at intercultural communication, the task of real communication with native speakers in typical areas of activity and communicative situations.

The set of conditions for the formation of socio-cultural competence of students provided for the selection of teaching tools by which these conditions will be effectively implemented in classes in linguistics and rhetoric.

The choice of teaching tools is based, on the one hand, on the professional competence of the teacher didactically appropriate to choose the appropriate way of teaching students (individual, pair, group) and adequate teaching tools (verbal, audiovisual, programmable, multimedia), and on the other, ability to find out students' readiness for intercultural dialogue through psychodiagnosis.

The current stage of society development requires the expansion and improvement of general knowledge of students. It can be argued that the activation of their conscious, creative, exploratory activities of students, which is based on the use of linguistic knowledge, increases the practical, general, educational and developmental potential of learning foreign languages in particular. This approach allows you to study linguistic and rhetorical disciplines, deepening knowledge about the socio-cultural characteristics of another people.

We believe that the development of methodological materials, which would reflect the linguistic approach to the teaching of linguistic and rhetorical disciplines, is a particularly important problem for the methodology, given their absolute absence.

The implementation of the linguistic approach to teaching students foreign oral speech can be done by dosed including in class additional background knowledge and language tools that should correspond to them, which in content and complexity are consistent with textbook information and take into account students' language skills. In the process of formation of oral speech skills and abilities of students there is a systematization of mastered lexical units. It is advisable to organize when mastering each new topic.

An important role will be played by tasks involving the analysis of the peculiarities of their own national culture through the study of students' national identity, which will allow a thorough comparison of specifics and features: worldview, thinking, values, national and cultural heritage, negotiations and business.

Such systematization of lexical units is important during the first year of studying, it is due to the psychological age characteristics of students. They are characterized by detailing and generalization of the material they assimilate, classification of phenomena and reproduction of information in a critically meaningful transformed form.

Criteria for such selection have already been developed in the methodological literature. In our opinion, the most appropriate of them are:

1) Linguistic and cultural value.

The formation of the culturological background should take place on the basis of students' study of national foreign culture.

2) Modernity and notoriety among native speakers. Socio-cultural information units that native speakers currently possess were selected.

3) Clear differentiation with native culture.

This is necessary to prevent cultural interference, which is due to the social transfer of information about the generally accepted principles of the way of life of the native country to the principles of the way of life of the country whose language is being studied.

4) Speech functionality.

The selected material should reflect the most relevant facts of the modern reality of the country whose language is being studied in order to show the functionality of the material in the speech of native speakers.

5) Thematics.

The material should be grouped on topics that are relevant to learners and native speakers.

6) Taking into account the psychological characteristics of the recipient of information.

The selection of materials should be consistent with the potential for their perception by students.

It is possible to acquire regional knowledge both traditionally, i.e. working with textbooks and reference books, and using very popular today new media, among which various trainings, multimedia educational programs, videos with materials about cities, landscapes, cultural values, etc. deserve special attention. It is worth noting that in order to assimilate information of this kind, you can also use alternative media, namely: works of fiction, which contain descriptions of places, information about institutions and the specifics of their work, and feature films, which necessarily give an idea of life of people, their way of life, their thoughts. Such material makes it possible to create an artificial language environment and contributes to the involuntary assimilation of actions and movements of people under certain circumstances, phrases that accompany these actions, facial expressions and gestures of actors, as a reaction to events, as an expression of emotional state and mood. Such details remain in the memory in a certain context, they can then be imitated in other, but similar circumstances. This way is more effective than the traditional study of factual information.

Recently, there has been a marked increase in interest in educational videos as an effective means of learning a foreign language.

The specificity of the video is that it allows you to combine visual and sound images in typical circumstances, to offer students a speech situation in which they can be with the help of the teacher in the role of active participants in communication [1].

The study of the conditions for the formation of socio-cultural competence of students using video materials in foreign language classes was conducted in three stages: whithin the first stage a statement experiment was carried out, within the second – a formative experiment, which involved the development of a program and intensification of the process of formation of socio-cultural competence of students, within the third one – a control experiment to test the effectiveness of research and experimental work.

As a result, it was found that working with video materials mainly contributes to the development of skills and abilities of listening comprehension and speaking, as well as

actively contributes to the formation and further development of students' socio-cultural competence.

The sequence of learning activities can be changed according to the frequency of video lessons, the nature of the video and the level of formation of students' speech skills and abilities.

The use of video in class allows you to individualize learning, intensify the self-directed work of students, increase their cognitive activity and motivation; perform many types of exercises simultaneously with all students, individualize learning, broadens horizons and two-way communication, provides an opportunity to create an artificial foreign language environment at any time of study, promotes the development of socio-cultural competence, as well as hearing and memory.

To study comprehensively the conditions for the formation of socio-cultural competence, an empirical study of the components of national identity of students in the educational process of higher education (adapted by G. Soldatova, S. Ryzhova) was conducted to determine the degree of tolerance / intolerance as the main problem of international relations in the context of growing tensions between nations. The degree of national tolerance of the respondent is assessed on the basis of the following criteria: the level of "negativism" towards their own and other nations, the threshold of emotional response to non-national environment, the severity of aggressive and hostile reactions towards other nations.

The results of the study showed the advantage of "normal identity (positive)" 53.9%. Such an identity presupposes a combination of a positive attitude towards one's own people with a positive attitude towards other peoples. This allows those under research to maintain a balance of tolerance towards both their own and other nations, which allows us to consider it, on the one hand, as a condition for independent and stable existence of the nation, on the other – as a condition for peaceful intercultural interaction in a polyethnic state. A significant number of people have national indifference (25%), they are indifferent to the problems and values of their people and others, their behaviour and culture are not determined, formed or influenced by belonging to the nation. This means that these boys and girls have a blurring national identity, which is expressed in the uncertainty of nationality, the irrelevance of their own nationality, the lack of national identity.

All this allowed to adjust the subject and nature of videos and other didactic material in the process of learning a foreign language.

As a result of research, experiments and analysis of the scientific literature, a number of important issues have been studied.

The formation of socio-cultural competence, which ensures the entry of the individual into another society and promotes its socialization in a new society, is inextricably linked with the formation of communicative competence, which is based on communicative skills formed on the basis of language knowledge and skills.

Thus, the concept of socio-cultural competence should be considered as an integral, the formation of which takes place in different disciplines of the humanities.

That it is an acquaintance with the national and cultural specifics of speech behaviour and the ability to use elements of the socio-cultural context, sufficient for the generation and perception of speech from the point of view of native speakers. These elements are customs, rules, norms, social conventions, rituals, mentality, social stereotypes, country knowledge, and so on.

Through the use of audiovisual teaching tools, and the best of them in our opinion is video material, students get acquainted in more detail with the elements of the socio-cultural context of the speakers of the language they are learning.

The scope of the study included identifying the advantages and disadvantages of using video materials in the formation of socio-cultural competence of students. During the study of this problem it was found that the use of video materials diversifies classes, individualizes the language learning process, interests students, improves language skills, develops students' perceptual organs, records foreign language speech in time and space for further use in the learning process, makes the classes more vivid and thus contributes to the formation of socio-cultural competence of students, taking into account their psychological characteristics, the level of tolerance towards representatives of other cultures.

The effective functioning of the didactic model is ensured by substantiated and experimentally tested pedagogical conditions defined in the research process: formation and development of students' sociocultural competence on the basis of the didactic model, which provided students with comprehensive mastery of sociocultural competence; the training took place on the basis of expediently selected material with the use of systemic and communicative-activity approaches to the process of formation of socio-cultural competence; training was carried out taking into account the creative activity of students, which stimulated their cognitive interest and ensured the integrity of knowledge during the study of foreign and Ukrainian languages, as well as literature; the classes created

situations of success by integrating the educational content on the basis of interdisciplinary links; collective communicative activity and communicative situations were widely used as priority means of forming socio-cultural competence in various forms of communication; a specially prepared course was effectively used, the content of which includes appropriately selected thematic texts and exercises and tasks for them, as well as illustrative audiovisual material; the educational process was aimed at intercultural communication, the task of real communication with native speakers in typical areas of activity and communicative situations. An important factor in the socio-cultural competence of students is its integrativeness, one of the manifestations of which is the didactic focus on interdisciplinary links of language with other subjects.

References

1. Allan, Margaret (1992). Teaching English with Video.
2. Belenkova, N. M. & Atabekova, A. A. (2009). *Inoyazichnaya kommunikativnaya kompetentsiya kak sredstvo sotsiokulturnoy adaptatsii buduschego spetsialista v vuze: rezultatyi eksperimentalnogo obucheniya* [Foreign language communicative competence as a means of sociocultural adaptation of a future specialist at a university: the results of experimental teaching]. *Vyisshee obrazovanie segodnya* [Higher education today], no. 8, pp. 63–67.
3. Varianko, T. (2018). *Formuvannia sotsiokulturnoi kompetentnosti u studentiv na zaniattiakh z inozemnoi movy* [Formation of socio-cultural competence in students in foreign language classes]. *Molod i rynok* [Youth and the market], no. 1, pp. 103–107 Available at: http://nbuv.gov.ua/UJRN/Mir_2018_1_20
4. *Derzhavnyi standart bazovoi i povnoi serednoi osvity (proekt). Bazovyi navchalnyi plan osnovnoi i starshoi shkoly* [State standard of basic and complete secondary education (project). Basic curriculum of primary and secondary school]. *Inozemni movy* [Foreign languages], no. 1, 2003, pp. 5.
5. Zhezhera, E. A. *Sotsiokulturnaya kompetentnost buduschego spetsialista: ot suschnosti k tehnologii formirovaniya* [Sociocultural competence of a future specialist: from essence to technology of formation] Available at: www.sworld.com.ua/konfer30/894.pdf.
6. Zakirianova, I. A. (2006). *Formuvannia sotsiokulturnoi kompetentnosti u maibutnikh vchyteliv inozemnoi movy v protsesi profesiinoi pidhotovky.* Avtoref. dys. kand. ped. nauk [Formation of socio-cultural competence in future foreign language teachers in the process of professional training. PhD ped. sci. diss]. Institute of higher education of APS of Ukraine. Kyiv, 22 p. Available at: http://www.lib.ua-ru.net/inode/6623.html
7. Kolodko, T. M. (2004). *Do pytannia formuvannia inshomovnoi sotsiokulturnoi kompetentsii studentiv* [On the question of formation of foreign language socio-cultural competence of students]. *Materialy mizhnarodnoho nauk.-prakt. konferentsii NPU imeni M. P. Drahomanova 'Pidhotovka vchytelia pochatkovykh klasiv v umovakh navoi paradyhmy osvity'* [Proceedings of international scientific-

practical conference of M. Dragomanov NPU 'Training of primary school teachers in the new paradigm of education']. Kyiv, NPU Publ., pp. 124–126.

8. Kolodko, T. M. (2003). *Teoretychni aspekty formuvannia inshomovnoi sotsiokulturnoi kompetentsii maibutnoho vchytelia* [Theoretical aspects of the formation of foreign language socio-cultural competence of the future teacher]. *Sotsializatsiia osobystosti: zb. nauk. prats* [Socialization of the individual: collection of scientific works], vol. 21. Kyiv, Logos Publ., pp. 132– 140.

9. Kurinna, L. V. (2017). *Sotsiokulturna kompetentnist: definityvnyi analiz poniattia* [Sociocultural competence: a definitive analysis of the concept]. *Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh* [Pedagogy of formation of creative personality in higher and general education schools], issue 52, pp. 159–168. Available at: http://nbuv.gov.ua/UJRN/Pfto_2017_52_23.

10. Syisoev, P. V. (2001). *Yazyik i kultura: v poiskah novogo napravleniya v prepodavanii kulturyi stranyi izuchaemogo yazyika* [Language and culture: in search of a new direction in teaching the culture of the target language country]. *Inostrannyie yazyiki v shkole* [Foreign languages at school], no. 4, pp. 12–17

11. Fomenko, T. M. (20140. *Vyznachennia poniattia "sotsiokulturna kompetentnist" u suchasnii paradyhmi vyshchoi osvity* [Definition of "socio-cultural competence" in the modern paradigm of higher education]. *Zasoby navchalnoi ta naukovo-doslidnoi roboty* [Means of educational and research work], issue 42, pp. 149–156. Available at: http://nbuv.gov.ua/UJRN/znpkhnpu_zntndr_2014_42_17.

12. Schepilova, A. V. (2000). *Problemyi prepodavaniya vtorogo inostrannogo yazyika i voprosyi podgotovki pedagogicheskih kadrov* [Problems of teaching a second foreign language and issues of training teachers]. *Inostrannyie yazyiki v shkole* [Foreign languages at school], no. 6, pp. 15–22.

13. Yakovleva, L. N. (2001). *Mezhkulturnaya kommunikatsiya kak osnova obucheniya vtoromu inostrannomu yaziku* [Intercultural communication as a basis for teaching a second foreign language]. *Inostrannyie yazyiki v shkole* [Foreign languages at school], no. 6, pp. 4–7.

SECTION 6. ESSENCE AND MODEL OF THE MULTICULTURAL COMPETENCE CONCEPT

Dariia Furt
Olha Herasymenko

In the XX century the processes of formation of a single planetary society began to grow actively, which makes it impossible to separate an individual nation. Consequently, the concept of monoculturalism to some extent loses its relevance. The examples of multicultural states are the United States, Russia, France and Spain. Ukraine is no exception, which has become a crossroads of many cultures and traditions, which could not but affect the identity of our country. An important direction of the policy of all multicultural countries is respect for the peoples of other states and in no case self-isolation and non-recognition of others.

There is a growing tendency to resolve interethnic conflicts through dialogue – states, nations, cultures. The main task of our time is to eliminate the culture of violence and to form a culture of peace. Therefore, the importance of multicultural education is growing, which leads to the spread of multicultural communication and competence in support of peace and human rights, democracy and justice. The formation of multicultural competence, which includes the ability to understand the views of other cultures, correct their behaviour, overcome conflicts in the communication process, recognize the right to different values, norms of behaviour is becoming an urgent need of modern society.

A prerequisite for multicultural education is the concept of "multicultural training", which was first mentioned in the works of the Czech scholar of the XVI century, writer, teacher, founder of pedagogical science John Comenius. In his program "Pampaedia" (the formation of a holistic, comprehensively developed person; the science of teaching everything necessary for a dignified life by all means and throughout life), he took the concept of community of people, their needs and aspirations as a basis and considered "Pampaedia" as a program of universal education, formation of children's ability to live in peace with other people, to fulfill mutual obligations, to respect and love all people [6, p. 11]. Thus J. Comenius laid the foundation for the science of continuing education of almost everyone at any age, of any social status, in any part of the world.

Having analyzed J. Comenius' pedagogical heritage, we may conclude that his works contain such important ideas for understanding the essence of multicultural education as:

– peaceful coexistence and equality of all people, regardless of nationality and religion, is possible with the help of general, universal education;

– education of the younger generation must be carried out on the basis of the idea of people community in accordance with the ideals of good and public benefits;

– the most important objective of education and upbringing is to form a citizen who understands his responsibility for the fate of all mankind;

– an effective means of citizen's forming is "pansophism" – the generalization of all knowledge acquired during the development of mankind, which allows to show the contribution of all peoples in the development of civilization.

Jean-Jacques Rousseau's philosophical thoughts about the society restructuring, where everyone will find their place, freedom and happiness, are also closely linked to the idea of multicultural education. It is he who has the idea of social equality of people, the leading role of education and upbringing in eliminating gossip. With the emergence of the state, humanity has entered a phase of civil status, which J.-J. Rousseau describes as an era of injustice and oppression. He acknowledges, at the same time, the inevitable progress of science and technology, which, in his view, could improve people's lives in the absence of social injustice. Therefore, as the ideal of the future, Rousseau proposes an utopia of restoring the natural state on the condition of all the positive achievements of society. The scientist imagined such a society as an organized coexistence (association) of independent, free equal people who have a common will, which is realized as a people's sovereignty. People are born free and independent, so they must coexist like these. According to Rousseau, there is no independence without equality, and the supreme power belongs to the people. His people are all free citizens of the republic, regardless of social and ethnic origin. Expressing his attitude to the issue of intercultural dialogue, Rousseau opposes the unification of peoples and nations, which can lead to the blurring of differences between cultures. He had a negative attitude to the missionary aspirations of the European peoples and justified the importance of preserving the uniqueness of each culture. For Rousseau, every culture plays the role of a phenomenon that divides peoples. Everything that promotes the communication of different nations, in his opinion, transfers to them not their positive sides, but their shortcomings and the changing nature that is inherent in peoples [42, p. 278].

The ideas of J. Herder, who regarded culture as one of the conditions for the development of nations, are of great interest. His statements about the need for people to master different cultures and exchange cultural achievements are important for the

concept of modern multicultural education, as well as the level of cultural development is correlated with the level of man in this society. He emphasized that there is no "higher" people – no Favoritvolk (chosen people), which has the historical right to impose its path of development on the "lower" peoples. In addition, the philosopher argued that no culture is only the foundation for its successors, as it is incomparable and exists according to its own laws. He advocated diversity as a value. All these ideas caused revolutionary changes in the European consciousness of that time and are still important today [12, p. 230].

I. Kant, as well as J. Herder, attached great importance to cultural interactions. He believed that it is necessary to be in interaction with people, with the help of which to improve their culture, civilization, morality. According to the philosopher, contemporary cultures were formed because of mutual contacts. Kant's understanding of the "golden rule of morality" is important for multicultural education. In multicultural education, a person's behavior that is consistent with other people's behavior is considered truly moral. Moral self-knowledge is important in the process of forming moral behavior, which is the center of moral choice of each person. Self-knowledge is necessary because it is associated with the task of improving relationships with others, improving the person himself and developing a sense of moral duty to act in accordance with humanistic morality. I. Kant opposed the use of man as a means to an end that is not important to him. The highest criterion of morality, in the Kant's view, was the welfare of man [19, p. 176].

J. Dewey's ideas deserve much attention. In his work "Democracy and Education", he wrote about the diversity of races, religious organizations and economic associations in the United States, and also thought about the different traditions, aspirations and hopes of certain groups. From Dewey's point of view, educational institutions must focus on the main task – to balance the various elements of society in order to produce common interests and sentiments [27, p. 69]. He also emphasized that mixing schoolchildren of different races, religions and traditions creates a new and wider environment for all; the common subject of study teaches everyone to unite views on a wider horizon than that seen by members of one group in isolation [9, p. 25-26].

At the beginning of XIX century an outstanding French publicist, founder of comparative pedagogy M.-A. Julien de Paris promoted the ideas of international solidarity, peace and cooperation between peoples. At his initiative, the French Union of the United Nations was established, which can be considered one of the first predecessors of UNESCO. Ahead of many European thinkers, M.-A. Julien de Paris concluded that

cooperation between states in the field of education is the best way to achieve social harmony and the first step towards political understanding [27, p. 70].

Cultural anthropology was one of the first sciences to assert the equality of all cultures and multiculturalism. It appeared in the second half of the 50s of the XIX century. According to this science, there is no single culture for all mankind, which would develop in stages, there are many cultures that correspond to different types and forms of human lifestyles. In the concept of cultural anthropology, the general historical and cultural process of development of society is presented in the form of cultures group that develop differently. At the core of these concepts is the principle of cultural relativism, according to which there is no better or worse culture. They do not build a hierarchy of cultures from "lower to worse", but constitute a set of equivalent, different ways of regulating the relationship between individuals and the environment.

Ideas of F. Kapterev are also important for our study on the relationship of national and universal in pedagogy. The scholar considered teaching the native language as a means of engaging in national spiritual values and at the same time in the universal, shaping the worldview of students. He argued that the native people are the only bearer of true culture. The Russian educator advised to take valuable in other cultures and fill in the gaps of his national ideal, to combine the national with the foreign, national and universal.

The formation of the ideas of multicultural education was also influenced by the dialogue concept of culture with its main idea of the universality of dialogue as the basis of human consciousness and the way of being a subject of culture. The main provisions of the concept of intercultural dialogue were developed in the works of M. Bakhtin, W. Bibler, as well as the Western philosophers like M. Buber, F. Rosenzweig, O. Rosenstock-Hussey, E. Michel and others [4, p. 64].

In order to understand the essence of multicultural education, M. Bakhtin's ideas about the culturological perception of human existence are important. He understood culture as:

1) the form of simultaneous existence and communication of people of different cultures: past, present and future; the form of dialogue and mutual generation of these cultures; culture "is where there are two (at least) cultures, and self-understanding of culture is a form of its existence on the verge of another culture";

2) the mechanism of self-determination of the individual within the individual with its inherent historicity and sociality, the form of self-determination of life, consciousness,

the form of free decision of their destiny in the awareness of its historical general responsibility;

3) the form of finding, perception of the world for the first time [7, p. 255].

The concept of "other" for M. Bakhtin's philosophy is key concept, because the individual becomes a person and knows himself as such only in relation to the "other". Bakhtin's "other' is not only the person, but also the personality itself, within which there are many different positions. Dialogue within the consciousness of the individual is a dialogue of different cultures, without it the development of the individual and society is impossible.

Thus, culture functions as a dialogue of people, their ways of life. It is a form of free choice of the life meaning.

An analysis of Russian pedagogical experience has shown that the transition to multicultural education in Russia began immediately after the collapse of the Soviet Union, when pedagogical orientations, motives and ideals of educational technology changed. It is important to note that the first steps towards multicultural education were made by Russian teachers based on Western European standards and the experience of younger generation training in Western Europe.

At the same time, there are several views upon multicultural education in Russian pedagogy: it is understood as polyethnic (V. Makaiev, Z. Malkova, L. Suprunova etc.) and polysocial (H. Dmytriiev, V. Tyshkov and others). The new concept of multicultural educational space is presented by V. Borisenkov, O. Hukalenko, A. Danyliuk.

Multiculturalism is understood by scientists as the ability of an individual to integrate in his mind different cultural areas and meanings. They believe that dialogue is one of the main mechanisms for implementing multiculturalism.

Man finds himself, becomes a person through the prism of communication, asserts himself in the world, having a continuous dialogue with other subjects, other cultures and with himself.

Especially important for us are the ideas of A. Dzhurynskyi. He claimed that multicultural education pursues three groups of goals, which can be described as pluralism, equality and unification.

As for Ukraine, it should be emphasized that the ideas of multicultural education are not fundamentally new for Ukrainian school education. L. Holyk notes that precedents for the convergence of ideas of national and multicultural education have taken place in the history of pedagogical practice in Ukraine. But these attempts were only theoretical at the

level of philosophical and culturological concepts. With the development of Ukrainian studies in the XIX century, there were two tendencies: "folk" and "cosmopolitan". The latter was developed by the Ukrainian culturologist and educator M. Drahomanov, who always defended the idea of the superiority of cultural universal values over national exclusivity, but considered the national to be the ultimate element of universal synthesis [13].

L. Holyk also notes that much attention was paid to the problem of "national multicultural" by such Ukrainian teachers in the XX century as S. Rusova, S. Cherkasenko, S. Vasylchenko, J. Chepyha and others. Dedicated supporters of the Ukrainian national school and pedagogy development, authors of numerous Ukrainian textbooks and manuals, they tried to build and develop national education on a scientific basis, constantly turning to the best practices and theoretical achievements of Western democratic pedagogy. Thus, the first Ukrainian-language pedagogical magazine "Svitilo" aimed to: "acquaint with all the achievements of human thought in the pedagogical field". S. Rusova, the founder of the Ukrainian national preschool education, carefully studied the state of education abroad, published her impressions, and also relied on the latest achievements in her work [48, p. 7].

In 1917–1920, the principle of national autonomy in the organization of general education was proclaimed in Ukraine. All representatives of national minorities living in our country were given the opportunity to establish their own schools, but great importance was still attached to the revival of the Ukrainian language and culture.

The State National Program "Education" (1994) occupies one of the important places among the conceptual documents that determine the development of public education at the end of the last century. Among the main ways to reform education is "overcoming the devaluation of universal humanistic values and national nihilism, the isolation of education from national sources". Among the principles of the Program implementation it is necessary to highlight:

– humanization of education, which is designed to form its holistic system, spirituality, personality culture and planetary thinking;

– national orientation of education, which is based on a deep national soil, associated with the history and traditions, preservation and enrichment of the Ukrainian people culture, recognition of education as an important tool for national development and harmonization of national relations [33].

The principles of multiculturalism are reflected in the "Concept of 12-Year General Secondary Education" (2000) and the "Concept of Civic Education". The first one states that "the school's activities are based on the principles of an organic combination of national and universal" [23]. The dominant of the educational process is the formation of students' patriotism with a new content. On the one hand, it instills a sense of love for students' motherland, their people, state, responsibility for the future, and, on the other hand, openness to different cultures of the world, learning the fundamental spiritual values of people – humanism, freedom, justice, tolerance, culture, national reconciliation, nature conservation [32, p. 10].

The "National Doctrine of Education Development" (2002) has a clearer multicultural meaning, proclaiming the formation of national and universal values as priority areas of state policy for the development of education; creation of equal opportunities for all citizens of Ukraine in obtaining education; meeting the educational needs of national minorities; integration of domestic education into the European and world educational space [33].

The ideas of multicultural education are reflected in the world educational strategy, which is outlined in the documents of the UN, UNESCO, the Council of Europe, the European Union. Among them are: "Declaration of Principles of Tolerance", "International Covenant on Civil and Political Rights", "International Covenant on Economic", "Social and Cultural Rights", "International Convention on the Elimination of All Forms of Racial Discrimination", "Convention on the Prevention and Punishment of the Crime of Genocide", "Convention on the Rights of the Child", "1951 Convention related to the status of refugees", "Convention on the Elimination of All Forms of Discrimination against Women", "Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion and Belief", "Declaration on the Rights of Persons Belonging to National or Ethnic, Religious or Linguistic Minorities", "Declaration on the Elimination of International Terrorism", "UNESCO Declaration on Race and Racial Prejudice", "UNESCO Convention and Recommendation on Combating Discrimination in Education", "European Convention on Human Rights", "The European Commission against Racism and Intolerance, Anti-Semitism, Xenophobia and Intolerance" and many others.

Cultural identity, as the basis of multiculturalism, is an individual's understanding and acceptance of cultural values, language, norms and rules of behavior that are inherent in his/her native culture and shape his attitude to himself, to other people, to society and

to the world in general. Cultural identity is based on the division of representatives of all cultures into "own" and "foreign".

Before using the achievements of "foreign" cultures in their lives, each person usually correlates them with the norms and standards of behavior adopted in his culture, expecting his partners to follow certain rules and norms of interpersonal communication. This perception of communication partners, who belong to different ethnic groups, from the standpoint of valuesand norms of their own culture, is called ethnocentrism in science. Ethnocentrism is a psychological attitude to perceive and evaluate "foreign" cultures and the behavior of their representatives, based on the values and norms of "their" culture and the behavior of their representatives, guided by the attitudes of native culture. Thus, the ability to distinguish between "one's own" and "another's" is the basis for determining one's own cultural identity, and therefore the basis for the formation of multicultural competence.

Competence is not a simple set of knowledge and skills, but a complex, hierarchical structure that forms a completely new quality, which is manifested in the interaction of the individual with his socio-cultural environment. It can be considered as a complex system of specific competencies that provide a person with effective satisfaction of their own needs.

The concept of "competence" recently appeared in the pedagogical literature and is not sufficiently studied today. The use of this notion is associated with the modernization of the national content of education.

The following international organizations deal with the problems of competence-oriented education: the Council of Europe, UNESCO, the International Department of Standards, the Organization for European Co-operation and Development. This problem is studied by such native and foreign educators as I. Drach, I. Babyn, P. Bachynskyi, N. Bibik, H. Havryshchak, I. Hudzyk, Ya. Kodliuk, O. Lokshyna, S. Nikolaienko, O.Ovcharuk, K. Savchenko, S. Sysoieva, O. Sytnyk, N. Fomenko, V. Kraievskyi, A. Khutorskyi, O. Drohaitsev, S. Shyshov, V. Kalnei, I. Taranenko, B. Ray, W. Doll, J. Perret and others.

Having analyzed native and foreign psychological and pedagogical research on this issue, we can draw a conclusion that most scientists consider competence as:

– personality characteristics (H. Vershlovskyi, Yu. Kuliutkin, A. Novykov, O. Petrov, V. Slastonin, Yu. Tatur, E. Short);

– procedure for resolving a specific situation (I. Yermakov, H. Nesen, L. Sokhan);

– personality qualities necessary for effective professional activity (V. Barkasi, T. Volobuieva, N. Kuzmina, A. Markova, L. Mitina, V. Nesterenko and others) etc.

It should be noted that we do not go into a detailed consideration of this concept, as there are many studies, the subject of which was competence in general and professional competence in particular. We consider it necessary only to define the main provisions and to generalize the views of various scholars on the outlined problem.

Competent person is initiative, able to cooperate, work in a group, able to assess the situation, think logically, extract, select and analyze information. An individual can become competent only after receiving adequate information, knowledge and practical experience. That is why education plays a major role in the formation of a competent personality.

In modern native pedagogy, the concept of competence as a notion describing the ultimate result of learning, began to be used only in the last quarter of the XX century. This concept did not appear as a result of theoretical research within pedagogical science, but as a formulation of the social order in the education system.

In the encyclopedic dictionary (1983) there are two concepts of "competence" ("kompetentsiia" and "kompetentnist") which are identified. In the dictionary of foreign words (1985), these concepts are separated. "Competent" is a person who is experienced in a particular field or issue; "competence" is a set of powers of the body, the powers of the person established by law, regulation, etc. [29, p. 425].

The dictionary of modern English explains: competens – "competence" 1) the ability to carry out the necessary activities; 2) possession of a special field of knowledge; 3) special skills to perform certain professional duties. "Competence" (from the Latin *competens* – proper, appropriate) is a set of necessary for effective professional activity, systematic functional knowledge and skills: research and production, socio-political, psychological and pedagogical, economic, subject and relevant personal qualities.

According to many scholars, the concept of "competence" ("kompetentsiia") is derived from the concept of "competence" ("kompetentnist") and defines the scope of knowledge, skills and abilities of man, while "competence" ("kompetentnist") is semantically the primary category and represents their totality, system, certain knowledge.

Now the concept of "competence" is at the epicenter of world thought, as it reveals qualitatively new prospects for understanding the tasks of the school, the life results of educational activities. The concept of competence is based on the idea of educating a

competent person who not only has the necessary knowledge, but also is able to act adequately, responsibly, professionally [52, p. 140].

Academician of the National Academy of Pedagogical Sciences N. Bibik clarifies the essence of this concept as follows: "competence in the structure of educational content, which is built in modern standards on the industry principle and in programs, derives a universal metalevel, which represents educational outcomes in an integrated form" [5, p. 48].

O. Ovcharuk notes that Ukrainian education has already begun to operate with the concept of competence in the sense proposed by European countries. Although the State Standards for Basic and Complete Secondary Education adopted in 2003 attempts to make students' achievements as the basis of educational content, it is necessary to introduce a holistic systematic and mutually agreed approach to systematizing the concepts of competence and key competencies needed to involve Ukrainian education to world general educational processes [36].

The study of the literature on this issue made it possible to identify common in many definitions of the concept of "competence":

– firstly, the unity of views on competence as a personally and socially integrated educational outcome;

– secondly, the presence of general concepts that make up its content: knowledge, skills, abilities, experience, personality qualities;

– thirdly, the conditionality of the content and structure of competence by the nature of the activities performed by the individual.

Competencies are a wide range of uses, such as versatility; they are called "key competencies". They determine the implementation of special competencies and specific competencies. The same key competencies ensure the productivity of different activities.

O. Smolianynova, summarizing the positions of different authors, defines key competence as a universal skill, self-educational willingness to act effectively, to apply knowledge in various situations.
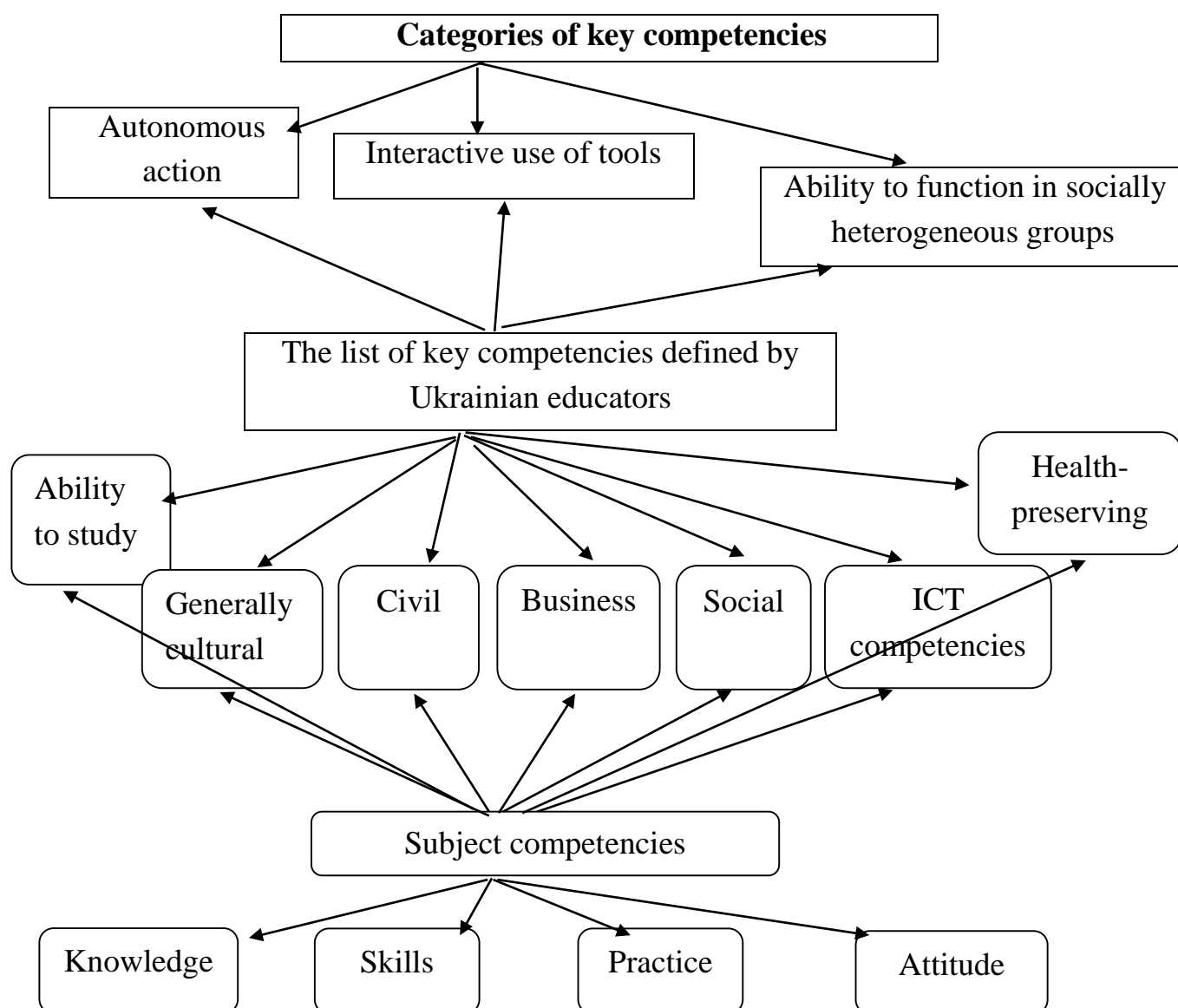
Despite the fact that it is impossible to master the activity through imitation, the student begins using a variety of educational outcomes: knowledge, skills, abilities, forming their own resource reserve, which are necessary for the formation of competence.

Based on the information above, it can be stated that competence is the result of education, which is expressed in the mastery of students in specific ways of activity.

Based on the results of the working group work on the implementation of the competency approach, created within the framework of the UNDP project "Education Policy and Education Peer to Peer", the following list of key competencies is proposed:

- ability to study (educational);
- civil;
- generally cultural;
- competence in information and communication technologies;
- social;
- business;
- health-preserving [18].

Key competencies (vision of Ukrainian educators) [35, p. 85]:

Categories of key competencies

Autonomous action

Interactive use of tools

Ability to function in socially heterogeneous groups

The list of key competencies defined by Ukrainian educators

Ability to study

Health-preserving

Generally cultural

Civil

Business

Social

ICT competencies

Subject competencies

Knowledge

Skills

Practice

Attitude

Multicultural competence is a component of general cultural competence. After all, general cultural competence relates to the sphere of culture development of the individual and society in all its aspects, which involves primarily the formation of interpersonal relations culture, mastery of national and world cultural heritage, adherence to the principles of tolerance, pluralism; allows individuals to analyze and evaluate the most important achievements of national, European and world science and culture, navigate in the cultural and spiritual contexts of modern Ukrainian society, apply tools and technologies of intercultural interaction, know and interactively use state and foreign languages, consolidate speech skills and adhere to language culture, use methods of self-education, focused on the system of individual, national and universal values, to develop and implement strategies and models of behavior, to master models of tolerant behavior and strategies of constructive activity in cultural, linguistic, religious and other differences between peoples.

A broader interpretation of the concept of cultural competence is associated with many educational strategic programs. The main tasks of international programs aimed at the development of lifelong learning in many economically developed countries and provide the concept of cultural competence, which should include:

– acquisition of skills and knowledge for labor productivity and competitiveness of the economy;

– development of creativity and innovative thinking;

– increasing the level of active participation in learning;

– creation of a society where everyone is a participant of public life;

– raising the standards of teaching and learning;

– promoting the creation of a knowledge society;

– understanding the importance of lifelong learning by all citizens;

– creating a database of strategies and activities that will promote access to lifelong learning for all citizens;

– development and implementation of strategies covering educational policy and informatization of society [35, p. 60].

Theoretical analysis of sources allows us to state the existence of different views on the definition of "multicultural competence".

Thus, V. Kuzmenko and L. Honcharenko define multicultural competence as the ability of an individual to live and act in a multicultural society [17, p. 91].

O. Shchukin noted that "the formation of multicultural competence is a continuous process, a significant factor of which is education" [44, p. 139].

I. Vasiutenkova defines the phenomenon of multicultural competence as an integrative characteristic that reflects the ability to implement the policy of multilingualism in a multicultural space. The scientist considers multicultural competence as a system of qualities that help to orient in cultural relations of the native and foreign language country and provide achievement of the purpose of education of "the person of culture" [53, p. 19].

L. Vorotniak defines multicultural competence as a person's ability to integrate into another culture while maintaining the relationship with the native language, a culture based on a combination of personal qualities, synthesized knowledge of skills and abilities of positive interethnic and intercultural interaction, which contributes to conflict-free identity in multicultural society and its integration into a multicultural world space [55, p. 106].

Thus, summarizing the most significant, in our opinion, statements of domestic and foreign authors, we try to formulate a generalized definition of multicultural competence, which means the integrative quality of personality, which is a set of knowledge, skills, interests, needs, motives, values , multicultural qualities, experience, social norms and rules of conduct for the preservation and revival of national in relation to universal values, tested in different patterns of behavior, in universal ways of learning that guide high school students to learn a new way of life in the system "I – monoculture – interculture – multiculture".

Despite the different views of native and foreign researchers on the content of the concept of "multicultural competence", the structure of multicultural competence, scientists agree that the problem of multicultural education is particularly relevant and complex in modern multiethnic Ukrainian multinational society, and modern pedagogical realities require taking into account the ethnocultural factor and creating conditions for learning about the culture of other peoples.

The method of modeling is called a method of research, which studies not the object of knowledge, but its image as a model, and the result of the study is transferred from the model to the object. This is one of the significant means of cognition, when the study of an object takes place by studying another object, to some extent similar to the first, with the subsequent transfer to the first of the results of the study of the second. That is why, modeling is the process of building a model.

The modeling method has three objectives. Heuristic objective serves to classify, denote, find new signs, build new theories and interpret the acquired knowledge. Computing objective solves computational problems using models. Experimental objective solves the problems of empirical verification of the hypothesis by operating with certain models [40, p. 66-67].

According to M. Skatkin, a model is a system created or chosen by a researcher that reproduces the aspects (elements, properties, relations, parameters) of the object under study that are essential for this objective, and its study is a means of obtaining knowledge about this object [46, p. 58].

In his research, T. Hurianova concludes that a scientific model is an imaginary or materially realized system that adequately reflects the subject of research and is able to replace it so that the study of the model allows to obtain new information about the object itself. Modeling is a method of creating and researching models. The peculiarity of modeling is the integrity of information presentation; it is based on a synthetic approach: it singles out integral systems and investigates their functioning [16, p.127].

The model reflects the subject not directly, but through a set of purposeful actions of the subject: model construction; experimental and theoretical analysis of the model; comparison of analysis results with the characteristics of the original; detection of differences between them; model adjustment; interpretation of the received information, explanation of the revealed properties, communications; practical verification of simulation results.

According to O. Hrebeniuk and M. Rozhkov, the epistemological essence of scientific models is that they allow to express knowledge about the subject, its functions, parameters systematically and visually. The main objective of the model is to explain the set of data related to the subject [14, p. 120].

In our study, the need to create a research model for the development of multicultural competence of high school students at the profile level of foreign language learning is dictated by the fact that the model is a process as a system, which substantiates and reveals its internal structure.

While developing a model for the development of multicultural competence of high school students in the context of specialized foreign language teaching, we relied on already known models. Among them are humanistic personality-oriented education (I. Yakymanska, Ye. Bondarevska, K. Rogers); harmonious synthesis of orientation on intellect, figurative-emotional sphere, practical activity and moral self-determination

(V. Sukhomlinskyi, Sh. Amonashvili); intellectual development of personality (V. Davydov, L. Zankov); priority formation of the emotional-sensory sphere (L. Tolstoy, K. Wentzel, R. Steiner); pedagogical technologies (V. Bespalko, N. Zvereva, M. Klarin, H. Selevko), as well as general pedagogical models (V. Slastonin, L. Spirin and others).

The notion "model" is translated from Latin as "sample". An analysis of the literature in which the word is used has led to the conclusion that it is used in two senses: as a theory and as an object or process represented by this theory. On the one hand, the model has a character that is abstracted in relation to the object itself – an abstract model. On the other hand, it is one that specifies a specific model.

In his work "Modeling and Philosophy", Professor W. Stoff, considering the basic meanings of the notion "model", offered his definition: "a model is an imaginary or materially realized system that, by reflecting or reproducing an object, is able to replace it so that its study gives us new information about this object" [45, p. 22].

Models are always simpler than real objects, but they allow you to see the main thing without being distracted by details. A model is an analytical or graphical description of the process under consideration. The composition of the model depends on the purpose of the study and should make it possible to trace certain aspects, characteristics of the object of study.

The created model of multicultural competence development of senior pupils in the conditions of profile teaching of a foreign language allows to understand and reflect professional activity of teachers on the basis of the comprehensive analysis of educational process components, to develop ability to translate scientific information into context of activity and communication quickly. By modeling the educational process, the teacher has the opportunity to clearly understand their position in this process.

In our study, we understand the model as a sample of educational process construction, which has system components – ordered in a certain way the plurality of elements that are interconnected and form a holistic unity. Among such elements are: objective, tasks, principles, functions, content: methods, organizational forms, teaching aids and research results.

The main component of the model, which determines the very fact of its creation, I. Podlasyi names the objective; all the other components of the system are subject to it. This component is directly related to the result. The objective is the planned result, and the result is a "degree of realization of the intended objective" [39, p. 204].

Building a model, we set ourselves the objective of developing multicultural competence of high school students in the context of specialized foreign language teaching.

To achieve this objective, the following tasks were identified: enriching students with knowledge of moral universal values on the basis of obtaining information about the cultures of different peoples, learning English; development of interest and positive tolerant attitude to traditions, culture of one's own and other peoples; promoting the manifestation of individuality and creative potential of the student; formation and development of the need for communication, activity, independence; education of multicultural qualities and formation of experience of positive interaction with representatives of different cultures.

The process of multicultural competence development is associated with the search for optimal mechanisms of intercultural interaction, the formation of certain models of life of high school students in society, where the student's personality should be defined in three different invariants "I − monoculture − interculture − multiculture".

I – monoculture: a high school student is in control of his own culture and its inherent methods of thinking, that is, the student may be aware of differences in the way of thinking and behavior of people of another culture, but judges them from his own point of view and stereotypes.

I – interculture: a high school student is at the crossroads of cultures. He is able to understand both sides, can explain the difference between his own and another's culture from a historical, sociological and economic point of view. The high school student admits that another's culture is heterogeneous, it needs understanding and differentiation.

I – multiculture: at this level the high school student acquires the ability to see both cultures as a whole. He has already left the power of his culture, overcame the first "love" for another's culture, he does not try to find a compromise between cultures, but finds his position in the dialogue of cultures.

The perception of internal regular connections, which are revealed by the principles, is important in modeling the pedagogical process. Principles, according to V. Slastonin, are basic provisions that reflect the basic requirements for the organization of pedagogical activities, indicate its direction, help to approach creatively the construction of the pedagogical process [47, p. 174]. Thus, the principle is the basic starting point of any theory, worldview, beliefs, view of things, leadership, attitude to activity, the basis from

which they do not deviate. Guided by the principles, the teacher makes the pedagogical process scientifically sound and manageable.

In selecting the principles of building a model for the development of multicultural competence of high school students in the context of specialized foreign language teaching, we relied on the basic strategic principles of the pedagogical process.

The principle of cultural conformity, which is based on the fact that educating the individual, place and time in which a person was born and lives are important, that is, in general, all his contemporary culture and the culture of a particular country. This principle points to the connection between man and culture as a system of values. It promotes the development and formation of personality, given its individuality, uniqueness, ability to change and cultural development. The principle of cultural conformity reflected the tendency to form nation-states and cultures.

Also the principle of self-activity is important. It is based on the development of the student's desire, ability to show initiative and non-standard thinking, willingness to adapt to socio-economic and political conditions. The formation of a creative, active personality, able to act independently, to realize themselves in any sphere of social activity, has always been considered as one of the most important tasks of education. The independence of the individual provides a high level of achievement in many individual and collective activities and is a more important achievement of the individual, which characterizes the high level of its development and is manifested in its active self-realization. This principle reflects the manifestation of individual freedom; the result of the desire to be yourself, to be realized, to find your uniqueness; the process of internal self-improvement of a person, which gradually turns into external activity and helps to reveal the inherent abilities of the individual.

The principle of multiculturalism is a pedagogical norm that attracts the younger generation to the ethnic national and world culture in order to form a willingness to live in a multicultural world. O. Hukalenko considers this principle as a diversity of the essence of culture in the context of dialogue of cultures, in all aspects of human mastery of the system of cognitive, value and regulatory meanings in the unity of material and spiritual components of culture, in realization of own "I". In his work, the scientist also emphasizes that the principle of multiculturalism reflects the multiethnic, multicultural nature of our society; it must be grounded: ethnic cultures are the common wealth of the people living in a country; national culture is a product of the historical process of mutual enrichment and interpenetration of different cultures [15, p. 24].

We consider the principle of integration taking into account the fact that the development of multicultural competence of high school students should be carried out through a set of all subsystems of the pedagogical process and combine educational and extracurricular activities. This principle is manifested in the restructuring of various components of educational systems: the creation of integrative schools, the development of integrative educational programs, training courses, lessons, special days and the like. The principle of integration is a means of ensuring a holistic knowledge of the world and the ability to think systematically in solving practical problems.

The basis of mutual enrichment and self-development of cultures is the principle of dialogue of cultures. As noted in the work of O. Bondarevska, culture exists in the form of communication, as a dialogue of people of different cultures, as a form of free choice of personal meanings of their lives and responsibility for their choices, their destiny [8, p. 265]. In this case, the school acts not only as a translator of national culture, but also as a tool for dialogue between cultures of other nations, which provides access to world culture.

From the point of view of M. Bakhtin, dialogue is a means of interaction of consciousness. Thus, in English lessons there is a meeting of two different cultures and perceptions, and therefore such a lesson is built taking into account this principle. Dialogue, being a fundamental principle of the life of cultures, indicates the essential need of one culture for another. The principle of intercultural dialogue takes into account the need for interaction, mutual assistance, mutual enrichment and mutual understanding, which implies unity, similarity, identity. Thus, M. Bakhtin writes in his work that the mutual understanding of centuries and millennia, peoples, nations and cultures provides a complex unity of all mankind, all human cultures [3, p. 390].

Another principle is an axiological principle that allows the choice of a system of value orientations that are important to the individual. In the textbook on pedagogy by S. Smirnov there is an information that education on the axiological principle takes into account the system of humanistic values that form the basis of the humanitarian culture of the individual, that is universal, cultural, artistic and other values. This principle is realized through culture and art. The individual system of humanistic value orientations, which encourage activity, self-education and self-development of the individual, establishes his/her motivational and value attitude to the surrounding world. The axiological principle includes: equality of all philosophical views within a single humanistic system of values; equivalence of traditions and creativity, recognition of the need to study; equality of

people, pragmatism; dialogue instead of indifference. This principle also allows you to use dialogue and work together with different sciences and trends, using optimal solutions [48, p. 436].

The principle of humanization is based on taking into account the personal and individual characteristics of education. This principle presupposes a humane attitude to the individual, acceptance of him as he is, respect for his rights and freedom of thought, providing the student with feasible requirements, assistance in understanding the goals of development and promoting their achievement. The teacher tries to create comfortable and favorable conditions for the personal growth of the student. The task of education, which is based on the ideas of humanism, is to help the formation and improvement of the individual, his awareness of their needs and interests. A striking example of the implementation of these ideas is the practical activities of teachers-innovators of the 80ies. Sh. Amonashvili, V. Shatalov, S. Lysenkova, I. Volkov, who, within the school educational space, created a model of the humanistic system of pedagogy of cooperation.

The teacher must remember the priority of educational tasks, showing high demands to achieve the desired results. The significance of this principle is due to the transition to personality-oriented education (N. Aleksieiev, O. Bondarevska, I. Yakimanska and others), which helps to increase attention to the internal motivation of the student: "I want", "I can", "I must"; tasks for solving not reproductive but creative tasks and finding answers to questions; organization of micro- and macrogroups work for socialization of the student in educational activity; orientation on the formation of students' value orientations. This principle involves turning the teacher directly to the student, confidence in him, which are the most important condition for productive contact and mutual understanding for students.

Turning to the substantive part of the model, it should be noted that the work of P. Sysoiev indicates the following components of the content of foreign language learning: knowledge, skills, language skills, texts in graphics and sound, themes and situations within which speech skills are formed, language concepts, which are absent in native language [51, p. 112]. In determining the content of foreign language teaching for the formation of multicultural competence, we build on the requirements of the State Educational Foreign Languages Standards, as well as standard foreign language curricula for schools with in-depth study of a foreign language.

Teaching method, in a broad sense, is seen as a way of research, a way to build, justify and achieve the objective. Professor M. Rozhkov considers the methods of

education as ways of interaction between teachers and students, in the process of which there are changes in the level of development of students' personality traits. In the process of implementing the methods education objectives are achieved. Teacher's experience and his individual style of professional activity affects the implementation of each method. [41, p. 201].

According to M. Skatkin, every method is a system of conscious sequential human actions that lead to the achievement of the result, to the intended goal [46, p. 45].

Teaching methods are "orderly ways of teacher and student activities aimed at effectively solving educational tasks". The method of teaching is "a teacher's tool to perform a managerial function – learning" [24, p.150]. The implementation of the teaching method is carried out through the use of a number of teaching techniques, various approaches and working techniques. "Learning techniques are a set of specific learning situations that contribute to the achievement of the intermediate (auxiliary) objective of a particular method" [54, p. 320].

It is important to note that sometimes the process of language teaching continues to be a "somewhat modernized version" of the grammar-translation method. But modern language acquisition is not only the ability to translate from a foreign language and, conversely, adapted, inauthentic texts.

The choice of teaching methods cannot be arbitrary. According to I. Podlasyi, we can identify six general conditions that determine the choice of teaching methods: patterns and principles of teaching; the content and methods of a particular science in general and the subject, topics in particular; objectives of training; students' learning opportunities: age, level of training and features of the team; external conditions, such as geographical; opportunities for students: experience, level of training [39, p. 345].

The question of teaching methods classification is quite complex and deliberative. In the 1920s, pedagogy fought against the methods of scholastic teaching and memorization that flourished in the old school, and also searched for such methods that would provide a conscious, active and creative acquisition of knowledge. It was during these years that educator B. Vsesviatskyi developed the position that there can be only two methods in teaching: the research method and the method of ready knowledge. The method of ready knowledge, of course, was criticized. The most important method of teaching at school was the research method. Its essence was the students' ability to learn everything on the basis of observation and analysis of the phenomena being studied, and independently approach the necessary conclusions.

Didactic research shows that the nomenclature and classification of teaching methods is characterized by great diversity depending on which approach is chosen in their development. Consider the most important of them.

Some didactics (Ye. Perovskyi, Ye. Holant, D. Lordkypanidze and others) believed that while classifying teaching methods it is necessary to take into account the sources from which students acquire knowledge. On this basis, they identified three groups of methods: verbal, visual and practical.

I. Lerner and M. Skatkin developed teaching methods based on the nature of educational and cognitive activities of students to master the material being studied. From this point of view, they identified the following methods:

a) explanatory-illustrative, or information-receptive: story, lecture, explanation, work with the textbook, demonstration of pictures, movies and presentations etc.;

b) reproductive: reproduction of actions concerning application of knowledge in practice, activity on algorithm, programming;

c) problem presentation of the studied material;

d) partial search or heuristic method;

e) research method, when students are given a cognitive task, which they solve independently, selecting the necessary methods and using the help of the teacher [26].

Yu. Babanskyi divided all the variety of teaching methods into three main groups:

a) methods of organization and implementation of educational and cognitive activities;

b) methods of stimulating and motivating educational and cognitive activities;

c) methods of control and self-control over the effectiveness of educational and cognitive activities [1].

Numerous attempts have also been made to create binary and polynar classifications of teaching methods. For example, the binary classification of teaching methods of M. Mahmutov is based on the combination:

1) teaching methods;

2) learning methods [27]

Teaching methods	Learning methods
Information-generalizing	Executive
Explanatory	Reproductive
Instructional and practical	Productive and practical
Explanatory and motivating	Partial-searching
Incentive	Searching

There are many classifications of educational methods in pedagogy. But in our opinion, developing a multicultural personality at English lessons should pay attention to the following methods.

The method of Total Physical Response (TPR) was developed in the 70s in the United States by J. Asher. The method consists in the initial implementation of simple, later more complex, teacher's instructions, the implementation of which requires movement, that is the participation of the whole body. This activates not only the left but also the right hemisphere of the brain. Physical movement for children is an effective way to associate the meaning of words with the actions performed, thereby accelerating learning. Typically, this method is used at the initial stage of training and is based on the statement that the absence of stressful situations significantly increases the motivation to learn. Elements of this method are successfully used at traditional lessons, especially at the initial stage, when the teacher establishes contact with students and tries to organize the learning process:

- please stand up
- please sit down
- please open the book.

The main principles of this method are:

1) understanding a foreign language must precede speaking;

2) understanding should be developed by carrying out orders;

3) it is unnecessary to force speaking, with the help of orders and physical actions it is possible to develop readiness to speak [34, p. 74].

Role-playing situations involve the use of movement in the process of learning a foreign language, and thus the elements of TPR.

There is no consensus among Methodist-scholars on the expediency of using TPR as a method of teaching foreign languages. The allocation of orders as basic structures for long-term language acquisition is denied, as it is an artificial, from the point of view of the communicative model, methodologically inexpedient form of work.

With the help of the situational method (Situational Language Learning) not only mental processes but also emotions and feelings play an important role in learning. The main focus is on learning, not on teaching. The students themselves decide what they will study. The method is based on the assumption that the full development of language competence is possible only if the student is able to express what he really wants to say. Classes are organized in such a way that students sit in a circle and start a conversation on

a topic that really interests them. First, they express their thoughts in their native language, then the teacher translates and writes on the board (thus creating didactic material, which is the subject to detailed analysis from a grammatical and lexical point of view), the student repeats.

The communicative method is focused on the organization of the learning process, the adequate process of real communication through the modeling of the basic laws of speech communication (in the interpretation of Yu. Passov), namely:

1) the activity nature of speech communication, which is embodied in the communicative behavior of the teacher as a participant of the communication and learning process, and in the communicatively motivated, active behavior of the student as a subject of communication and learning;

2) the subjectivity of the communication process, which should be modeled by a limited but well-defined set of subjects of discussion (topics, problems, events etc.);

3) simulated communication situations as the most typical variants of students' relations with each other;

4) speech tools that provide the process of communication and learning in these situations [37, p. 96].

Accordingly, the scientist outlines the following principles of the communicative method:

1) the speech orientation of the educational process, which is not so much that the speech practical objective (this is typical for many other methods), but that the path to this objective is the practical use of a foreign language;

2) individualization in the leading role of its personal aspect as the main means of creating motivation and activity of students, taking into account their life experience, context of activity, sphere of interests, emotional sphere and status of a particular individual in the team;

3) functionality that provides selection of foreign language material, adequate communication process;

4) situationality, which is considered as a means of speech stimulation and as a condition for the development of speech skills; in this case, the "situation" means the system of relationships of interlocutors, which is reflected in their minds;

5) novelty, which is manifested in the constant change of the subject of conversation, circumstances, tasks etc. [37, p. 100].

In his work, E. Passov uses the concept of "learning situation" as a basis for cooperation. After all, the students' desire to speak appears only in a real or reproduced situation that affects the speaker [38, p. 39]. An important aspect of this method of teaching a foreign language is the novelty of both the situations themselves and the material. The teacher should use texts and exercises that contain something new for students, refrain from repeatedly reading the same text or exercises with the same task, the variability of texts of different content, but built on the same material. Communication should be personality-oriented. The learning system should take into account the cognitive needs of individual students (groups of students) related to their individual interests, hobbies, professional intentions and so on. The amount of local lore and linguistic knowledge is very large and cannot be mastered within the school course. Therefore, it is necessary to select the amount of knowledge that will be needed to present the cultural country and language system in a concentrated, model form, that is to build a model of the content of the knowledge object.

Many research teams and methodologists in different countries have developed a communicative method. The most significant contribution to the substantiation of the method was made by its most consistent supporters and, first of all, H. Widousan, W. Littlewood (England), H. Pifo (Germany), and Yu. Passov (Russia).

Thus, in the process of learning by communicative method, students acquire communicative competence – the ability to use the language depending on the specific situation. They learn to communicate in the process of communication itself. Accordingly, all exercises and tasks should be communicatively justified by lack of information, choice and reaction. The most important characteristic of the communicative approach is the use of authentic materials that is those that are actually used by native speakers. Speech interaction of students sometimes, though not always, takes place with the participation of the teacher in various forms: pairs, triads, small groups, with the whole group. From the very beginning, students master all four types of speech activity at the supra-phrase and text levels with limited use of the native language. The object of evaluation is not only the correctness, but also the speed of speaking and reading.

The suggestive method (method of suggestion) was created in the second half of the XX century at the State Suggestology Research Institute in Sofia (Bulgaria), named after its creator, a psychotherapist Georgi Lozanov. The suggestologist came to the conclusion that it was possible to use while teaching foreign languages unconscious reserve capabilities that he observed in his patients. The direct action of the teacher on those he

teaches and who are currently in a state of "pseudo-passivity", and, above all, suggestive action helps to eliminate traumatic factors (rigidity, fear, fear of possible mistakes, isolation, incommunicability, difficulties in overcoming stereotypes of the native language and the "language barrier" of a foreign language). Such influence, according to G. Lozanov, creates favorable conditions for the organization of foreign language speech communication [22, p. 92]. In addition, it helps to unlock students' ability to memorize a significant amount of learning material.

Among the main provisions of the suggestive method are the following:

1) favorable conditions are created for students to master oral speech by removing many psychological barriers that arise in learning situations;

2) more attention is paid to the connection of the educational process with the personal interests and motives of students;

3) trusting relationships are established and maintained between the teacher and students, which contribute to successful speech interaction;

4) learning takes place in two planes – conscious and subconscious, in which both hemispheres of the brain operate, and this gives the optimal result;

5) language material is learned in the atmosphere of play, transformation, with the use of language and movements, as well as dramatization of art works, which helps to switch students' attention from the form to the process of communication;

6) educational material is introduced on the basis of significant volumes of polylogues and is accompanied by translation into the native language of students, as well as commentary of lexical and grammatical nature (twice); the first presentation performed by a teacher with musical accompaniment (receptive phase, during which the left and right hemispheres of the brain function), and the second presentation of the polylogue by the teacher at a normal pace when students are in a "concert state" – in a state of relaxation and listening teachers with closed eyes, sitting in comfortable poses;

7) activation of the material takes place through dramatization, games, songs, exercises for questions and answers; while students perform different roles, widely use non-verbal means of communication;

8) there is conditional communication and vocabulary in the center of attention, but students read polylogues and write works on various topics;

9) due to the use of reserves of involuntary memory for one month achieves the acquisition at a conversational level of about 2000 words [22, p. 95].

The application of G. Lozanov's method for the purpose of accelerated mastering of a foreign language gave positive results and stimulated the organization of suggestopedic courses not only in his motherland, but also in a number of other countries. However, this method has some shortcomings, analyzed by H. Kytaihorodska. She considers the student as an active participant of the pedagogical process, who creatively masters the knowledge and skills that he/she successfully applies in his educational and life activities. H. Kytaihorodska puts forward four principles of learning a foreign language according to the method she called "the method of activating the reserve capabilities of the individual":

1) the principle of personal communication organization of the educational process;
2) the principle of step-by-step concentric organization of the educational process;
3) the principle of using role-playing in the organization of the educational process;
4) the principle of organizing collective communication.

This method provides intensive training, during which the learning objectives are achieved in the minimum time with the maximum amount of necessary training material [20, p. 54].

Great interest payed also to the dramatic and pedagogical organization of foreign language teaching, which is fully action-oriented. There are various aspects of drama and pedagogical training: theoretical, individual, socio-psychological, sycholinguistic, literary and linguistic didactic.

The main motto of this method is: we learn the language with the help of the head, heart, hands and feet. The main idea of the method: foreign language teachers can borrow a lot for their practical activities from professional art critics and actors: how to make a banal dialogue of the textbook tense and interesting; how to create the appropriate atmosphere; how to get used to the situation and role, clearly articulate sounds, give signals through gestures and facial expressions. The core of the dramatic and pedagogical organization of education is, as during rehearsals in the theater, stage improvisation with the widespread use of such techniques as live pictures in frozen, motionless poses [34, p. 79].

Ideas of students' "autonomy" in the learning process were especially widespread in the late XX century. Learning autonomy is closely linked to the turn to student-centered learning, which resonates with the concepts of individualization of learning.

Thus, one of the main principles of the "silent" method developed by G. Gategno, is the subordination of teaching to learning. This determines the "silent" role of the teacher

and at the same time great speech activity and independence of those who study [34, p. 80].

Teacher's gestures, colored sounds and vocabulary tables, cubes to demonstrate the introduction and mastery of sounds, words, structures in actions and situations are widely used in teaching. The teacher seems to play the role of playwright: he writes the script, identifies the actors, models their actions, prepares the necessary verbal and nonverbal supports, sets the tone, creates an atmosphere for communication and, observing the learning process, evaluates its participants.

The so-called "group method" proposed by Chicago psychology professor Charles Carren was also widespread. The basic principles of training were borrowed from the consultant's relationship with the client; they focus on a combination of cognitive and emotional learning processes. This involves close interaction between the teacher and the learner in communicative situations without reliance on the textbook.

Computer-assisted language learning is based on behavioral theory and personality-oriented approach in pedagogy.

Computer learning has become widespread in the methodology of teaching foreign languages through the development of an individual approach to learning, achievements in the field of programmed learning and computer linguistics, the study of the possibilities of machine translation. The widespread use of the computer in modern life, as well as the special knowledge that the teacher needs when using it, allow us to talk about learning with the help of a computer as a direction in the methodology of teaching foreign languages.

The first computer programs, which appeared in 1960-70s, were grammatical and lexical language exercises. In the 70s, developers began to pay more attention to the content of programs. Research in the field of artificial intelligence has significantly improved programs and focused them on the formation of communication skills of students. However, the problem of communicative orientation of computer programs is still relevant. Computer training carries a huge amount of motivational material, and motivation is of great importance in learning foreign languages.

There are currently the following groups of programs:

– training programs for individual work at home or in computer classes, focused on mastering grammatical forms, lexical units, language patterns, as well as programs for learning to read and write, involving the use of a text editor;

– text programs for individual, pair and group work, which allow you to modify the text, place punctuation marks, regroup sentences, edit text etc .;

– game programs based on problem situations and motivating students.

Many methodologists and researchers believe that computer programs are interesting, increase learning motivation, promote students' competence, but by their nature they are not designed to form communicative competence in all its diversity and will never be able to replace the teacher in the classroom.

Innovative learning methods include: computer-assisted language learning (CALL), storyline method, simulation method, merry-go-round method, station learning method, group puzzle method, role play method, case study method (work on problem situations, students consider the problem, analyze the situation, present their ideas and options for solving the problem during the discussion).

Storyline method

This method is based on a combination of planned learning contents, for example: Shops-Goods-Sales – with the interests and ideas of students. By receiving "impulses" from the teacher (so-called key questions), students contribute to the creation of story.

This method does without textbooks. We are talking about creative planning, selection of hypotheses, experiences, systematization and presentation of work. The projected story also contains elements from drama and role-playing. The teacher sets only the framework of the action and presents the individual episodes. Students ask their questions and find the answers themselves.

Project training

Organization of the lesson as work on the project.

Signs of the design method:

• Focus on action

• Teamwork

• Self-organization of students

• Situational orientation, correlation with real life

• Interdisciplinarity (interdisciplinary projects)

• Integrity – the project is considered as a whole

• Product orientation, result.

Traditionally, the following main phases of the project are distinguished:

1. Initiation – inventing an idea for a project

2. Start of the project

3. Carrying out the project

4. Presentation of project results

5. Evaluation (reflection) of the project

Station learning method

This is the learning technique in which students work on study material, which is arranged in the form of stations (students receive work plans with mandatory and optional tasks). While studying at stations, students have a choice regarding the distribution of time, sequence of tasks and the social form used (individual work, pair work, group work).

Thus, students using this method learn to plan their time, learn self-esteem, analysis of their own academic success, planning and conducting stages of work. Working on stations allows carrying out differentiation on abilities, interests of students, degree of complexity of the task.

Simulation method

You can successfully use the method of simulations especially in teaching a foreign language to students of economic specialties of universities. In cybernetics, this notion is used to model and simulate reality.

The training is about a variety of simulation business games that give students the opportunity to practice their skills, apply knowledge to solve a problem in the so-called "safe environment", which simulates real situations, such as business, work in the company.

The simulation gives students the opportunity to try themselves in a certain role such as the head, the president of the company, gives the opportunity to explore the system of a particular enterprise. The participants of the game are set certain tasks – to increase the company's profits, enter into an agreement, sell the company's shares profitably, and so on.

Simulations are characterized by a high degree of participants' interest who fully immerse themselves in the game, embody their role, care about the result of work, because the team spirit, the speed of decision-making depends on the overall result of the game.

Thanks to the simulation, students develop the skill of strategic planning, develop the ability to work in a team, negotiate and persuade a business partner. Simulations organize students' knowledge, prepare them for the need to make quick and motivated business decisions in future activities.

There are *computer simulations*, where participants work with a computer program, manage an imaginary company, and *desktop simulations*, where participants, companies, enterprises "exist" in the form of chips, maps.

In her research, H. Kytaihorodska notes that problem-based learning develops an approach to the activation of students' creative activity by presenting problem-formulated tasks; programmed learning has made a significant contribution to the development of approaches to individualization of learning on the basis of specially designed training courses for individual use, which received a new impetus for development in connection with the development of computer technology and the formation of distance learning; contextual learning is based on the position of the theory of activity, according to which, the assimilation of social experience is carried out as a result of active, "biased" activity of the subject; game training has proved the high efficiency of the use of game, competitive, team teaching methods [21, p. 43].

The problem-based teaching method is based on the theoretical positions of the American philosopher, psychologist and educator J. Dewey, who founded an experimental school in Chicago in 1894; at this school the curriculum was replaced by play and work.

J. Dewey's conceptual provisions were as follows:

– the child in ontogenesis repeats the path of humanity in cognition;

– knowledge acquisition is a spontaneous, uncontrolled process;

– the child learns the material, not just listening or perceiving the senses, but as a result of meeting the need for knowledge that arises.

P. Babynska identifies the following conditions for the success of problem-based learning:

– problematization of educational material;

– activity of the child;

– connection of learning with the child's life, play, work [2, p. 24].

In the modern theory of the problem teaching method there are two types of problem situations: psychological and pedagogical. The first concerns the activities of students, the second – organization of the educational process [30, p. 17].

Among the methodological techniques for creating problem situations are the following: the teacher brings students to a contradiction and offers them to find a way to solve it; the teacher teaches different points of view on the same issue; invites the class to consider the problem from different positions (for example, a lawyer, a financier, a

teacher, a psychologist, etc.); encourages students to make comparisons, generalizations, conclusions from the situation, to compare different facts; asks specific questions (for generalization, substantiation, concretization, logic of reasoning, etc.); identifies problematic theoretical and practical tasks (for example, research); sets problematic tasks (for example, with insufficient or redundant initial data, with obvious mistakes, with uncertainty in the formulation of the question, with limited time of discussion, to overcome the "psychological inertia", etc.).

In his article, R. Milrud outlines four levels of difficulty in learning:

1) the teacher himself poses the problem and solves it after active discussion by students;

2) the teacher poses a problem, students solve it independently or under the guidance of the teacher; there is a separation from the sample, a space for reflection.

3) the student poses a problem, the teacher helps to solve it;

4) the student poses a problem and solves it himself [32, p. 21].

Among the advantages of the problem-based method of teaching V. Safonov identifies: independent acquisition of knowledge through their own creative activities; high interest in educational work; development of productive thinking; strong and effective learning outcomes. But there are a number of disadvantages such as poor control of students' cognitive activity; large expenditures of time to achieve the projected objectives; insufficient level of language training in some groups; lack of time for careful study of a topic; unusualness of this form of work; difficulties in involving students with poor language skills in the discussion, the risk of transforming the discussion into a dispute between individual students [43, p. 45].

The means and forms of socio-pedagogical activity interact with the concept of method.

Considering the means of developing multicultural competence of high school students, it should be noted that by means of the educational process I. Pidlasyi understands "subject support" [40, p. 281] of the educational process, that is primarily material resources. A. Khutorskyi defines the means of learning as a mandatory element of the educational process, together with the content of education is its information and subject environment [18, p. 19].

Form in education, according to S. Smirnov, is the external side of the organization of the educational process and reflect the nature of the participants' relationship in the pedagogical process [49, p. 122].

The following organizational forms were used in our study: individual, group and pair, collective.

1. Individual form of activity is aimed at strengthening the positive qualities and eliminating shortcomings; requires a lot of patience from the teacher, the ability to understand difficult situations; is a solution to the general problems of education, which are solved with pedagogical influence on each student, based on knowledge of his mental characteristics and living conditions. The individual form includes the following types of work: writing project work, reports, essays and the like;

2. Group and pair form are very effective forms of work, which develop the ability to communicate, strengthen interpersonal relationships; there is an increase in motivation to learn. Using such forms of work, each student's speaking time in class is greatly increased; there is a homogeneous consideration of pairs, where the roles of participants are the same, but sometimes, in the presence of particularly strong and especially weak students in the group, the formation of heterogeneous pairs is possible ("teacher" + "student"); organization and methods of pair work coincides with the organization and methods of group work, as the pair is already a small group [25, p. 29]. Group and pair forms of work are one of the most difficult in the educational process, which is associated with self-organization (independent distribution of roles in the group, planning joint work, as well as the calculation of forces and time); with the fact that all students are not always feel comfortable to work with others (for example, when performing a task there is a repetition of what has already been said, inattention and rejection of other statements). As V. Diachenko noted that group form is presented with the help of two forms: *frontal*, where information is obtained a large number of students at the same time, such as the teacher's work with the classroom and unit, which uses discussion of the solution of problems, setting experience, etc., which allows the exchange of information and expression of their own. This form, covering all levels and stages of learning, began to displace *individual* learning. [11, p. 83]. This form includes the following types of work: traditional and non-traditional lessons, project defense, meetings with foreign guests and others.

3. Collective form of work, as noted in V. Diachenko work, exists in the presence of relationships not only between teacher and students, but also between students themselves, in which the team teaches each of its members and each member of the team takes an active part in joint work [11, p. 85]. V. Diachenko singles out the following features of collective work: the presence of all its participants has a common goal; division of labour,

functions and responsibilities, involvement of work participants in control, accounting, management; established cooperation and friendly mutual assistance; the conscious nature of each and each student is set separately by the activity; everyone's concern for everyone is cultivated; equality of conditions for everyone is reached [10, p. 20]. Mutual dictations in pairs of permanent and variable composition, theatrical performances, group games, literary living rooms, music and dance meetings and evenings, variety programs, quizzes, excursions, Olympiads, scientific-practical conferences, etc. act as collective forms of work. A special form of group work is educational tourism, which takes place in special programs with the study of a foreign language.

For our study in determining the components of the content of the multicultural competence development of high school students, we have identified the following components: motivational-value, cognitive and activity. According to the components, the criteria for the development of multicultural competence of high school students were determined.

We considered the proposed model as a component of a single pedagogical process designed for widespread use. The model is expressed schematically and is presented in the figure.

The nature of research and the requirements of modern pedagogical science to analyze the real state of the problem led to the choice of research methods and experimental work at this stage: analysis of programs and textbooks for secondary schools, survey methods (questionnaire, interview), self-assessment method, diagnostic tests.

In order to implement the Concept developed by us, which determines the full and comprehensive formation of multicultural competence of high school students in the pedagogical process, there is a need for special development of methods. The method of formation of multicultural competence of high school students means a set of interrelated components, including purpose, principles, stages, content, methods and teaching aids, pedagogical conditions and results necessary to create purposeful pedagogical interaction of subjects of educational process aimed at forming the desired personality. We have identified the phased goals of the formation of multicultural competence of high school students and its competencies.

As a meaningful component of the developed methodology for the formation of multicultural competence of high school students, we provide for the organization of integrative learning, providing the opportunity for effective multicultural communication;

based on the selection of language material, didactic handouts, topics, support exercises, game situations.

Topics formulated by students together with teachers varied in different groups depending on their interests: "The meaning of money in different cultures", "Concepts of" kinship", "Motherhood in different cultures", "The concept of love in a multicultural country" and others.

The system of exercises, which are called multifunctional, given their diverse focus, is divided into different groups. The main forms of organization of multicultural competence of high school students were – dialogue of cultures, business games, communication trainings, pedagogical situations, disputes, competitions, etc.

During the study, we identified several stages in the formation of multicultural competence of high school students. The first, initial and very important step is tolerance training.

At the same time, we are deeply convinced that tolerance alone cannot develop a truly humane, multicultural and democratic personality. Other actions are also important, such as educating schoolchildren in the ability to understand and accept cultural differences, which is the content of the next stage of multicultural education.

Understanding and accepting another culture is the second step in shaping student's multicultural competence, which involves studying and supporting the cultural differences with which students come to school. If a student accepts differences, he recognizes and affirms by his actions and deeds their importance and value significance for himself and others. At the same time, every student should see that the student does not deny its uniqueness, but treats it with understanding and a desire to learn more about it and better understand it.

We have noticed that many teachers try to choose methods of teaching and education based on the individual characteristics of their students, but they do not always work with high school students on the fact that cultural differences are strength, not a weakness of the student. By accepting his difference, his identity as a force, as an advantage, and not as a problem or an obstacle, the student will see cultural difference (for example, language) as an incentive to teach others to understand and accept cultural pluralism, to live by democratic rules.

Thus, having mastered the ability to understand and accept differences, the student moves on to the next level of multiculturalism – respect for cultural differences. Respect for cultural differences is the third step in the formation of multicultural competence of

high school students. Respect presupposes admiration and appreciation of cultural differences.

The assertion of cultural differences is the next step in the formation of multicultural competence of the student. It is the most difficult to achieve for both children and adults. Man asserts himself and his identity best in the process of activity. At this stage, the student and the student understand that tolerance, understanding, acceptance and respect for cultural differences are no longer enough: an active position is needed. A multiculturally competent high school student is always open to other ethnic cultures: he shows a desire to get to know them; they are of cognitive interest to him.

A multicultural student understands that in today's interdependent world, language learning is becoming a necessity.

There were a questionnaire with the help of which we could identify the level of multicultural competence (by V. Ershova), method of "Assessment of ways to respond to conflict" (by K. Thomas), "Assessment of the level of sociability" (V. Riakhovskyi's test). Most of the tests and questionnaires have been adapted by us for better understanding them by students of different ages. In addition, the assessment took into account observation, student portfolio, assessment methods (in the form of projects, role and business games), assessment using situational tasks (Yu. Roth, H. Kopteltseva), assessment of general cultural and multicultural competence in the form of debates. The data of observations, portfolios and assessments on the basis of the competence approach were recorded and correlated with the answers of the participants of the experiment to the questions of questionnaires and tests.

The senior degree is the final in the process of mastering foreign language speech by students. The level of skills and abilities of oral language and written speech achieved at the intermediate level should be maintained. Much attention at the senior level is paid to oral speech, which acquires a qualitatively new development in terms of content, greater naturalness, motivation and informativeness. However, the main role in the process of learning a foreign language at this stage is given to reading. Texts to read should be more complex than intermediate. When learning to read, the ability to read socio-political texts in order to obtain complete and basic information, as well as the ability to review and select the necessary article. When learning to write, students must master the ability to make a plan, abstracts for oral presentation, write an annotation and summary of what is read, compose an abstract, as well as make written reports within the requirements for monologue speech in grades 5-11.

At the senior level the formation of the active vocabulary of the student is completed and the work on the formation of the receptive vocabulary continues. The program provides for the receptive assimilation of a certain number of lexical items. Grammatical material intended for study in grades 10-11 is learned only to the level of recognition and comprehension while reading; in the 11th grade there is a systematization of grammatical material studied in grades 5-11.

The specificity of the secondary level of foreign language education is also determined by the age characteristics of students, taking into account which masses are of great importance for achieving the goals of the program for grades 7-9.

The high school student combines the characteristics of a teenager and the signs of adolescence. It dialectically combines not yet lost childhood with the manifestations of adulthood. The high school student already develops certain principles of behavior, the image of own "I", the value orientations are formed. Differentiation of interests is clearly manifested. The attitude to disciplines becomes more selective. Since students have a special desire for self-affirmation, self-expression, the ability to defend their views and beliefs, it is the communicative orientation of teaching them and creating a favorable psychological climate for communication with those factors that are of particular importance at this stage. In this regard, it is very important to select for lessons such material that is problematic, stimulates the exchange of ideas, encourages reflection.

The diversity of interests, the formation of career guidance makes it necessary to strengthen the individualization of training. Increasing the sense of responsibility, a conscious attitude to learning opens up great opportunities for organizing independent work, and stimulating the need for self-education.

Independent work on the language should prepare students for independent "learning" and improving their mastery, namely: to develop the ability to work with reference books, foreign text, technical means. Thus, at the senior level, the combination of individual, pair and group work becomes even more relevant, where the teacher acts as a partner, organizer, director, screenwriter, etc.

According to psychologists, high school students are characterized by mostly random memorization, which is effective if they understand why it is necessary to memorize a particular material. Memorization is facilitated by awareness of the characteristic features of the material, correlation and semantic grouping of objects of memorization and, most importantly, supports.

High school students are characterized by a higher level of communicative development: they have a better knowledge of morphological and syntactic aspects of speech, coherence, logic and sequence of expression. The speech of high school students shows the ability to analyze, draw conclusions, predict. All these features must be taken into account in the process of learning them.

In view of the above, we can state the following features of the organization of the educational process with him at the senior level: more consistent implementation of communicative and cognitive learning associated with increasing the content of speech; the use of techniques that encourage the expression of personal attitude to the issues under discussion; purposeful implementation of the principle of individualization of education, focused on the foreign language use in the future activities of students, the widespread use of types and forms of independent work.

References

1. Babanskyi, Yu. K. (1985). *Metody navchannia v suchasnii zahalnoosvitnii shkoli* [Teaching methods in a modern secondary school]. Moscow, Pedahohika Publ., 385 p.
2. Babinskaja, P. K. (1988). *Nekotorye voprosy sozdanija problemnyh situacij v processe obuchenija govoreniju na anglijskom jazyke* [Some questions of creating problem situations in the process of teaching English speaking]. *Metodika obuchenija inostrannym jazykam. Romanskoe i germanskoe jazykoznanie* [Methodology of teaching foreign languages. Romance and Germanic linguistics]. Minsk, no. 3
3. Bahtin, M. M. (1986). *Jestetika slovesnogo tvorchestva* [Aesthetics of verbal creativity]. Moscow, Iskusstvo Publ., 444 p.
4. Bessarabova, I. S. (2007). *Polikul'turnost' obrazovanija kak filosofskaja i psihologo-pedagogicheskaja problema. Sovremennye naukoemkie tehnologii* [Multicultural education as a philosophical and psychological-pedagogical problem. Modern high technologies], no 3, pp. 63-67.
5. Bibik, N. (2005). *Kompetentnistnyi pidkhid: refleksyvnyi analiz zastosuvannia* [Competence approach: reflexive application analysis]. *Osnovna shkola* [Primary school], no. 3-4.
6. Bim-Bad, B. (2007). *Aksiomy panpedii Komenskogo. Vospitatel'naja rabota v shkole* [Axioms of Comenius' panpedia. Educational work at school], no. 1, pp. 9-16.
7. Bondarevskaja, E. V. & Kul'nevich, S. V. (1999). *Pedagogika: lichnost' v gumanisticheskih teorijah i sistemah vospitanija* [Pedagogy: personality in humanistic theories and systems of education]. Moscow, TC «Uchitel'» Publ., 560 p.
8. Bondarevskaja, E. V. (2000). *Teorija i praktika lichnostno-orientirovannogo obrazovanija* [Theory and practice of student-centered education]. Rostov-On-Don, RGPU Publ., 352 p.
9. Dewey, J. (1916). Democracy and Education. New York, McMillan Co. Publ., pp. 25-26.

10. D'jachenko, V. K. (1998). *Kollektivnaja i gruppovaja formyi organizacii obuchenija v shkole* [Collective and group forms of organizing education at school]. *Nachal'naja shkola* [Primary school], no. 1, pp. 17-24.

11. D'jachenko, V. K. (1984). *Obshhie formy organizacii processa obuchenija* [General forms of organizing the learning process]. Krasnoyarsk: Izdatel'stvo gosudarstvennogo universiteta Publ., 184 p.

12. Gerder, I. G. (1959). *Izbrannye sochinenija* [Selected works]. Moscow, Goslitizdat Publ., 392 p.

13. Golik L. A. *Polikul'turnoe obrazovanie v sovremennoj Ukraine* [Multicultural education in modern Ukraine]. Available at: https://docplayer.ru/27989277-Polikulturnoe-obrazovanie-v-sovremennoy-ukraine.html (Accessed 10 September 2020).

14. Grebenjuk, O. S. (2003). *Obshhie osnovy pedagogiki* [General foundations of pedagogy]. Moscow, VLADOS – PRESS Publ., 160 p.

15. Gukalenko, O. V. (2001). *Konceptual'nye osnovy innovacionnogo razvitija russko-moldavskoj srednej shkoly sela Ternovka* [Conceptual foundations of innovative development of the Russian-Moldavian secondary school in the village of Ternovka]. Tiraspol, 68 p.

16. Gur'janova, T. Ju. (2008). *Formirovanie polikul'turnoj kompetentnosti studentov ssuzov: na materiale obuchenija inostrannomu jazyku* [Formation of multicultural competence of college students: on the material of teaching a foreign language]. Candidate's thesis. Cheboksary, 220 p.

17. Honcharenko, L. A. (2006). *Formuvannia polikulturnoi kompetentnosti vchyteliv zahalnoosvitnoi shkoly* [Formation of multicultural competence of secondary school teachers]. Kherson, RIPO Publ., 92 p.

18. Hutorskoj, A. K. (2003). *Kljuchevye kompetencii kak komponent lichnostno-orientirovannoj paradigmy obrazovanija* [Key competencies as a component of a student-centered education paradigm]. *Narodnoe obrazovanie* [Public education], no. 2.

19. Kant, I. (1965). *Tvory* [Writings]. Moscow, Dumka Publ., 293 p.

20. Kitajgorodskaja, G. A. (1986). *Metodika intensivnogo obuchenija inostrannym jazykam* [Methodology of intensive teaching of foreign languages]. Moscow, Vysshaja shkola Publ., 101 p.

21. Kitajgorodskaja, G. A. & Leont'ev, A. A. (1981). *Soderzhanie i granicy ponjatija intensivnoe obuchenie* [Content and boundaries of intensive training]. Moscow, APN SSSR Publ., p. 43.

22. Kolker, Ja. M. (2001). *Prakticheskaja metodika obuchenija inostrannomu jazyku* [Practical methods of teaching foreign language]. Moscow, Academia Publ., 258 p.

23. *Kontseptsiia 12-richnoi zahalnoi serednoi osvity* [The concept of 12-year general secondary education]. *Osvita* [Education]. (2000). Available at: https://osvita.ua/vnz/reports/pedagog/14009/ (Accessed 02 September 2020)

24. Kuzminskyi, A. I. (2008). *Pedahohika* [Pedagogy]. Kyiv, Znannia Pres Publ., 447 p.

25. Lakatos, I. (1967). *Dokazatel'stva i oproverzhenija* [Proofs and refutations]. Moscow, 89 p.

26. Lerner, I. Ya. (1981). *Dydaktychni osnovy metodiv navchannia* [Didactic bases of teaching methods]. Moscow, Pedahohika Publ.

27. Loshchenova, I. F. (2002). *Rozvytok idei polikulturnoho pykhovannia p svitovii pedahohichnii dumtsi* [Development of the idea of multicultural education in world pedagogical thought]. *Pedahohika i psykholohiia* [Pedagogy and psychology], no. 1-2, pp. 68-76.

28.   Makhmutov, M. I. (1981). *Suchasnyi urok* [Modern lesson]. Moscow.

29. Melnychuk, O. S. (Ed.) (1985) *Slovnyk inshomovnykh sliv* [Dictionary of foreign words]. Kyiv, URE Publ., 966 p.

30.   Merkulova, I. I. (1991). *Sistema problemnyh zadanij v obuchenii chteniju* [The system of problematic tasks in teaching reading], no. 6, p.17.

31. Miliutina, O. K. (2007). *Polikulturna osvita molodi v Ukraini: derzhavna polityka i pedahohichna stratehiia* [Multicultural education of youth in Ukraine: state policy and pedagogical strategy]. *Ridna shkola* [Native school], no. 7-8, pp. 8-12.

32. Milrud, R. P. (1986). *Obsuzhdenie problemy na uroke inostrannogo jazyka* [Discussion of the problem in a foreign language lesson], no. 4, p. 21.

33.   *Natsionalna Doktryna Rozvytku Osvity* [National doctrine of education development]. (2002). Available at: https://zakon.rada.gov.ua/laws/show/347/2002#Text (Accessed 02 September 2020)

34.   Nikolaieva, S. Yu. (Ed.) (2002). *Metodyka vykladannia inozemnykh mov u serednikh navchalnykh zakladakh* [Methods of teaching foreign languages in secondary schools]. Kyiv, Lenvit Publ., 328 p.

35. Ovcharuk, O. V. (Ed.) (2004). *Kompetentnisnyi pidkhid u suchasnii osviti: svitovyi dosvid ta ukrainski perspektyvy* [Competence approach in modern education: world experience and Ukrainian perspectives]. Kyiv, K. I. S.”= Publ., 112 p.

36. Ovcharuk, O. (2005). *Perspektyvy zaprovadzhennia kompetentnisnoho pidkhodu do vitchyznianoho zmistu osvity* [Prospects for the introduction of a competency-based approach to the national content of education]. *Osnovna shkola* [Secondary school], issue 3-4.

37. Passov, E. I. (1985). *Kommunikativnyj metod obuchenija inojazychnomu govoreniju* [Communicative method of teaching foreign language speaking]. Moscow, Prosveshhenie Publ., 208 p.

38. Passov, E. I. (1989). *Osnovy kommunikativnoj metodiki obuchenija inojazychnomu obshheniju* [Fundamentals of communicative methods of teaching foreign language communication]. Moscow, p. 39.

39. Podlasyj, I. P. (2000). *Pedagogika: novyj kurs* [Pedagogy: new course]. Moscow, Gumanitarnyi izdatelskii tsentr VLADOS Publ., 576 p.

40. Podlasyj, I. P. (1996). *Pedagogika* [Pedagogy]. Moscow, Gumanitarnyi izdatelskii tsentr VLADOS Publ., 432 p.

41. Rozhkov, M. I. (2000). *Organizacija vospitatel'nogo processa v shkole* [Organization of the educational process at school]. Moscow, Vlados Publ., 253 p.

42. Russo, Zh. Zh. (1998). *Ob obshhestvennom dogovore* [About the social contract]. Moscow, KANON-press Publ., 416 p.

43. Safonova, V. V. (1987). *Problemnye zadanija na urokah anglijskogo jazyka v obshheobrazovatel'noj shkole* [Problem assignments in English lessons in a comprehensive school]. Voronezh, p. 45.

44. Shhukin, A. N. (2004). *Obuchenie inostrannym jazykam: teorija i praktika* [Teaching foreign languages: theory and practice]. Moscow, Filomatis Publ., pp. 139-140.

45. Shtoff, V. A. (1966). *Modelirovanie i filosofija* [Modeling and philosophy]. Moscow, Nauka Publ., 302 p.

46. Skatkin, M. N. (1987). *Metodologija i metodika pedagogicheskih issledovanij: v pomoshh' nachinajushhemu issledovatelju* [Methodology and methods of pedagogical research: to help the novice researcher]. Moscow, Pedagogika Publ., 152 p.

47. Slastenin, V. A. (1997). *Pedagogika* [Pedagogy]. Moscow, Schkola-Press Publ., 512 p.

48. Smirnov, S. A. (2004). *Pedagogika: pedagogicheskie teorii, sistemy, tehnologii* [Pedagogy: pedagogical theories, systems, technologies]. Moscow, 512 p.

49. Smirnov, S. D. (2001). *Pedagogika i psihologija vysshego obrazovanija: ot dejatel'nosti k lichnosti* [Pedagogy and psychology of higher education: from activity to personality]. Moscow, Prosveshhenie Publ., 304 p.

50. Sukhomlynska, O. V. (1994). *Etnopedahohika – zasib polikulturnoho vykhovannia* [Ethnopedagogy is a means of multicultural education]. *Ukrainskyi ohliadach* [Ukrainian columnist], no. 8.

51. Sysoev, P. V. (1999). *Sociokul'turnyj komponent soderzhanija obuchenija amerikanskomu variantu anglijskogo jazyka* [Socio-cultural component of the content of teaching American English]. Candidate's thesis. Tambov, 234 p.

52. Taranenko, I. (2000). *Rozvytok zhyttievoi kompetentnosti ta sotsialnoi intehratsii: dosvid Yevropeiskykh krain* [Development of life competence and social integration: the experience of European countries]. Kyiv, Kontekst Publ., 336 p.

53. Vasjutenkova, I. V. (2006). *Razvitie polikul'turnoj kompetentnosti uchitelja v uslovijah poslediplomnogo obrazovanija* [Development of teacher's multicultural competence in the context of postgraduate education]. Abstract of candidate's thesis. St. Petersburg, 27 p.

54. Volkova, N. P. (2007). *Pedahohika* [Pedagogy]. Kyiv, Akademvydav Publ., 616 p.

55. Vorotniak, L. I. (2008). *Osoblyvosti formuvannia polikulturnoi kompetentsii mahistriv u vyshchykh pedahohichnykh navchalnykh zakladakh* [Features of masters' multicultural competence formation in higher pedagogical educational institutions]. *Visnyk Zhytomyrskoho derzhavnoho universytetu* [Bulletin of Zhytomyr Ivan Franko State University], no. 39, pp.105-109.

INFORMATION ABOUT THE AUTHORS

Dmytruk
Liliia

Grand PhD in Pedagogy

Associate Professor of the Department of Foreign Philology, Ukrainian Studies and Social and Law Disciplines, Mykhailo Tuhan-Baranovskyi Donetsk National University of Economics and Trade (Kryvyi Rih), Ukraine

ORCID: 0000-0003-1850-5130

+38-097-652-43-89
dmytruk_la@donnuet.edu.ua

Furt
Daria

ORCID: 0000-0003-2266-1611
Publons: https://publons.com/researcher/3170593/daria-furt

+38-067-887-40-73
dariafurt@gmail.com

Herasymenko
Olha

Assistant of the Department of Foreign Philology, Ukrainian Studies and Social and Law Disciplines, Mykhailo Tuhan-Baranovskyi Donetsk National University of Economics and Trade (Kryvyi Rih), Ukraine

ORCID: 0000-0002-0539-1165

+38-096-534-20-05
gerasimenko_ou@donnuet.edu.ua

Kuts
Mariia

PhD in Pedagogy

Assistant of the Department of Foreign Philology, Ukrainian Studies and Social and Law Disciplines, Mykhailo Tuhan-Baranovskyi Donetsk National University of Economics and Trade (Kryvyi Rih), Ukraine

ORCID: 0000-0001-9419-5926

+38-097-394-72-04
kuts_mo@donnuet.edu.ua

Ostapenko
Svitlana

PhD in Pedagogy, Associate Professor

Head of the Department of Foreign Philology, Ukrainian Studies and Social and Law Disciplines, Mykhailo Tuhan-Baranovskyi Donetsk National University of Economics and Trade (Kryvyi Rih), Ukraine

ORCID: 0000-0002-3915-4854
Publons: https://publons.com/researcher/3166946/svitlana-ostapenko/

+38-097-523-29-60
ostapenko@donnuet.edu.ua

Revutska
Svitlana

PhD in Philology

Associate Professor of the Department of Foreign Philology, Ukrainian Studies and Social and Law Disciplines, Mykhailo Tuhan-Baranovskyi Donetsk National University of Economics and Trade (Kryvyi Rih), Ukraine

ORCID: 0000-0002-8969-1295
Publons: https://publons.com/researcher/3171739/svitlana-revutska/

+38-068-244-43-50
revutska@donnuet.edu.ua

Rybalka
Natalia

Assistant of the Department of Foreign Philology, Ukrainian Studies and Social and Law Disciplines, Mykhailo Tuhan-Baranovskyi Donetsk National University of Economics and Trade (Kryvyi Rih), Ukraine

ORCID: 0000-0003-3804-6875
Publons: https://publons.com/researcher/3170791/natalia-rybalka/

+38-067-347-49-49
rybalka_n@donnuet.edu.ua

Udovichenko
Hannah

PhD in Pedagogy

Associate Professor of the Department of Foreign Philology, Ukrainian Studies and Social and Law Disciplines, Mykhailo Tuhan-Baranovskyi Donetsk National University of Economics and Trade (Kryvyi Rih), Ukraine

ORCID: 0000-0003-3731-0857
Publons: https://publons.com/researcher/3170218/hannah-udovichenko/

+38-067-286-34-54
udovichenko@donnuet.edu.ua

Vasyliuk
Tamara

PhD in Pedagogy

Senior Lecturer of the Department of Social Pedagogy and Social Work, Counselor, Kryvyi Rih State Pedagogical University, Ukraine
ORCID: 0000-0001-7770-1575

+38-098-304-75-26
socpedagog@kdpu.edu.ua

Zinchenko Viktoriia

PhD in Pedagogy

Associate Professor of the Department of Foreign Philology, Ukrainian Studies and Social and Law Disciplines, Mykhailo Tuhan-Baranovskyi Donetsk National University of Economics and Trade (Kryvyi Rih), Ukraine

ORCID: 0000-0003-3080-4272
Publons: https://publons.com/researcher/3167605/viktoriia-zinchenko/

+38-067-782-85-58
zinchenko@donnuet.edu.ua

Dmytruk Liliia
Furt Daria
Herasymenko Olha
Kuts Mariia
Ostapenko Svitlana
Revutska Svitlana
Rybalka Natalia
Udovichenko Hannah
Vasyliuk Tamara
Zinchenko Viktoriia

STUDENTS' VALIDATIVE COMPETENCES FORMATION WHILE HUMANITARIAN DISCIPLINES STUDYING
monograph

You can read and download this book at this link: