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SPECIFICITY OF FUTURE SOCIONOMY EXPERTS' SOCIOCULTURAL COMPETENCE FORMATION

The paper aims to characterize the specifics of the formation of socio-cultural competence of future socionomy experts. Sociocultural competence in the research is assessed according to the following criteria: socio-interactive, ethnocultural, professional-psychological. The study involved 130 respondents. The indicators of the socio-interactive criterion for the formation of students' socio-cultural competence were assessed using the test method "Perceptually Interactive Competency" (modified version of the questionnaire by M. Fetiskin) and the questionnaire "The Level of Perceptual-Interactive Competence" by G. Rosen. In order to measure the communicative competence indicator, the test method "Communicative Skills" (modified version by L. Michelsson) was used. The indicators of the professional-psychological criterion were measured using the technique "Emotional Intelligence" by N. Hall. According to the results of the first stage of the research, the respondents showed a low level of socio-cultural competence maturity. In order to improve it, an experimental program "Sociocultural Competence of Socionomy Expert" was designed, which was implemented into the curriculum of the experimental group. The program as compared to the basic disciplines taught to the students in this field had certain advantages: elective classes allowed students to identify and make sure of the stability of their interests, critically evaluate their capabilities, that is, to expand and deepen the knowledge and skills, etc. According to the results of the re-evaluation of the levels of socio-cultural competence of the students, a significant increase was recorded, indicating the effectiveness of the proposed technology.

Keywords: *sociocultural competence, specialists of the socionomic sphere, students, international cooperation program, criteria, formation.*

Introduction

Reforming and modernizing higher education in Ukraine is one of the most urgent tasks on the way to innovative European development of the society, increasing the role of higher education in the formation of an intelligent young generation. At the same time, this should take place by means of gradual introduction of European norms and standards, taking into account national traditions in order to create conditions for Ukrainians for receiving a degree in higher education at the European level [2].

European integration of Ukraine meets the requirements of life interests of the Ukrainian people, since it strengthens the security of the state and positively affects Ukraine's relations with other countries, increases the level of guarantees of Ukraine's political independence, promotes strengthening of the international authority of the country, creates the prerequisites for its full participation in the international division of labor and access to external markets, contributes to the safeguarding of the law, human rights, the development of civil society and democracy, the construction of social-focused market economy.

Social problems determine the development of new approaches to modernizing the education system at all its areas. Strategic tasks of modernization and improvement of education provide the reformation of its conceptual, structural, and organizational principles; its development on the ideological

basis of the national idea. The reinterpretation of the indicated realities and the consistent justification of a new worldview philosophical discourse in the development of education was presented by Ukrainian scientists V. Andrushchenko [2], I. Zyazyun [6], V. Kremen [11], and others.

The modern global process of forming an interconnected world, where there are no barriers and boundaries between societies that, on the one hand, interfere with interaction, and on the other hand, defend them from unforeseen interferences, leads to an appeal to the phenomenology of socio-cultural processes in the context of developing a new educational paradigm of our country [4].

Socio-cultural phenomenon of education is an extremely complex historical concept. According to I. Chervinsky, Y. Nikorak, in the context of socio-cultural modernization, education is considered as the leading social activity of the society, which plays a key role in the construction of social norms, values, and stereotypes of behavior. Thus, according to the authors, the modern educational space under the influence of socio-cultural changes taking place in the society has considerably expanded, both due to the innovative processes of the educational space itself and the resources of the surrounding society. A modern specialist in his/her teaching practice finds himself/herself in the system of socio-cultural interaction with various subjects: students, their parents, administration, colleagues, as well as social partners of the educa-

tional environment and other subjects of the socio-cultural space of an educational institution [14].

The core of the socio-cultural modernization of education as an institution of socialization is formed by the following social and mental effects of the society's life: social consolidation and harmonization of social relations; identity of representatives of various social groups and cultures of the country's population; successful socialization of younger generations; socio-cultural models for the development of adolescents and young people. Under today's conditions of the society transformation, there is a need to choose an appropriate socio-cultural model of education. The contradictions between the ever-increasing amount of knowledge a man should master and the limited (in the framework of traditional educational systems) conditions for its acquisition have become urgent. The solution is possible only through the transition to education, which ensures the integral reproduction of the direct subjects of culture. Under such conditions, it should be aimed at continuous creative updating, development and improvement of each person throughout life [14, p.237].

Thus, based on scientific positions of V. Kremen, Y. Nikorak, I. Chervinsky, it can be argued that the sociocultural approach to the assessment of the quality of education can be investigated in the following contexts: education as a phenomenon of culture and the search for quality criteria associated with the main socio-cultural functions and effects of education; educational systems that have socio-cultural specificity that should be taken into account when designing a system for assessing the quality of education. Summing up, the socio-cultural approach covers many elements and aspects whose research requires a comprehensive theoretical and methodological approach, since it is impossible to study educational processes conducting a comparative analysis without taking into account social relations, cultural traditions, ethnic, mental, axiological and other features of the country or region.

Considering the specifics of the educational environment of modern universities in terms of innovations, one should first analyze the directions of international cooperation at the level of educational institutions, which determines the increase of the degree of involvement of future specialists in the European educational space, increase of their professional mobility at the international labor market.

It is known that the mobility of students and teachers is one of the basic principles of modern European education. Training, internship and research work abroad enriches the individual experience of a person, providing with an opportunity to learn more about other models of mastering and sharing knowledge, making it possible to expand the network of contacts and communication and deepen the proficiency in foreign languages.

To date, the EU has introduced and funded many programmes and initiatives in the field of education and training support of international dimension, every of them has its peculiarities, but there is much in common between them, since the main goal of their realization is the

development of human potential – one of the basic values proclaimed by the European Union.

The Socrates International Programme is a leading European education programme aimed at developing a pan-European space and improving the quality of education through the promotion of close cooperation between EU member states. The program was introduced with the aim of developing an educational system that would enable citizens to study throughout their lives, encourage them to receive high-quality education, create conditions for high qualification and constant growth of professional skills.

Erasmus Mundus is an EU educational program aimed at enhancing international cooperation and mobility of students, lecturers, researchers from European universities and higher education institutions of third world countries. Aiming to transform the EU into a world leader in education and European universities into knowledge and innovation centers, the Erasmus Mundus program also provides fostering mutual understanding between people and intensifying intercultural dialogue.

TEMPUS (Trans-European Mobility Partnership Scheme for University Studies) is a programme of inter-university cooperation and exchange of students and lecturers aimed at promoting higher education systems in partner countries through maximum balanced cooperation with partners from the EU member states.

The International European Union Strategy for the Danube Region (Danube Strategy) is a macro-regional initiative of the EU, which was approved by the Council of the European Union on June 24, 2011, and covers 14 countries of the Danube basin, including Ukraine. The Danube Strategy consists of two documents - the European Commission's Communication to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, which sets out the content of the Danube Strategy and the EU Action Plan for the Danube Region.

The Danube Strategy identifies four directions for the development of the Danube macro-region, which contain 11 priority areas for the implementation of the programme. The Danube Strategy is an instrument for developing cooperation between the countries of the Danube Region, capable of accelerating the European integration of Ukraine; an instrument of regional development that can contribute to the sustainable development of the four regions of Ukraine bordering the EU and create the Ukrainian part of the Danube region – Odesa, Chernivtsi, Ivano-Frankivsk and Transcarpathia – and strengthening their participation in interregional and cross-border cooperation [9].

Therefore, given the complexity of the professional activities of competitive specialists in the modern labor market, the system of students training at higher educational institutions should be improved taking into account the fact that since the proclamation of the European choice of Ukraine, its cooperation with the European Union has been intensified in many areas. The state doc-

uments provide the parties' obligations to promote and encourage cooperation in the field of education. In particular, specific measures were created for this, among which the following ones should be distinguished: improvement of the system of higher education and the system of training in Ukraine in accordance with modern requirements, in particular the system of certification of higher education institutions and academic degree diplomas; holding a political dialogue between Ukraine and the EU in the field of education; increasing opportunities for exchanges for Ukrainians through participation in various EU programs; promotion of European studies in relevant institutions; expanding the exchange opportunities for students, teachers and scholars; strengthening Ukraine's participation in such programs as Tempus, Erasmus Mundus, Youth and others.

Aim and Tasks

The paper to characterize the specifics of the formation of socio-cultural competence of future sociology experts.

The following issues are covered:

1. Considering the "sociocultural competence" concept based on the scientific sources review;
2. Highlighting the criteria for the formation of socio-cultural competence in students with relevant indicators;
3. Presenting a designed technique of the development of sociocultural competence of sociology experts;
3. Assessing the maturity of socio-cultural competence of future sociology experts according to the criteria and indicators distinguished.

Theoretical Study Results

The sociocultural approach to the training of sociology experts – teachers, psychologists, political scientists, lawyers, social workers – is unquestionably relevant.

In this regards, the works of V. Korneshchuk [10] are quite appropriate for consideration, who thoroughly highlighted the phenomenology of the issue, presented the "sociology expert" concept in methodological, theoretical and practical aspects.

The researcher suggests classifying professions according to the degree of work regulation, which determines the degree of initiative of the subject in his/her professional activities. Thus, the occupations are divided into rigidly regulated, regulated and relatively regulated. The lack of strict regulatory requirements for the product of labor, the very process of activity in the "man-man" system, raise the requirements for the representatives of these professions. In the sociological field, in comparison with others, the effectiveness of activities largely depends on the expert's personality, since the main content of the activities of representatives of these groups of professions is the interaction with other people. If there are clear goals in the professions of this type, in comparison with other occupations, the process of activity and its outcome are characterized by a high degree of uncertainty due to the fact every person is unique, and the result is usually re-

note in time (for example, treatment, education and upbringing) [10, p.135].

At the same time, professional requirements reflect those universal features that are necessary for a specialist for successful fulfillment of their professional duties. There are almost no such standards in socio-occupational professions, which increases the degree of uncertainty of the process and the result of activity.

The socio-cultural context of the training of future specialists in the educational environment of a higher educational institution reflects the "sociocultural competence" phenomenon as a key component of professional competence, which implies the availability of knowledge about national-cultural, ethno-social-linguistic features of different ethnic groups, norms of verbal and non-verbal behavior of native and foreign language speakers and abilities to structure contextual communicative strategies in accordance with these features and norms.

In the scope of our research, the scientific position of O. Usyk is worth considering. She suggested a structure of socio-cultural competence of a specialist-educator. A systematic approach to the analysis of socio-cultural competence helped her to consider it as a peculiar holistic system of interrelated content components: ethnocultural knowledge competence – knowledge about people – the creator of culture, national character, social and state system, achievements in the field of education, peculiarities of life, traditions, customs; ethnolinguistic competence – the ability to perceive the language in its cultural functions, with national and cultural features, which includes knowledge of linguistic units, in particular with the national-cultural component of semantics, and the ability to use them in accordance with social and linguistic situations; sociolinguistic competence – knowledge of the peculiarities of the national language etiquette and non-verbal behavior and skills of taking into account them in real life situations, the ability to organize communication in accordance with the communicative situation, social norms of behavior and social status of communicants [12].

All components of socio-cultural competence are interconnected through the notion of cultural and social contexts, and their mastery must take place in a comprehensive manner. The cultural context involves knowledge of realities common for all people, and the social one – knowledge of social conditions of communication, adopted at a specific historical stage of the society's development. Therefore, socio-cultural competence is a person's ability for conscious consideration of knowledge of social and cultural contexts [12, p.39].

Similar ideas can be found in the studies of N. Bilatserkivska who believes that socio-cultural competence as one of the important components of teacher's professional culture is an integrative personal entity characterized by a combination of knowledge, skills and qualities, determines the success of socio-cultural activities and involves the appropriate regulation of the interaction of teachers with social institutions (family, social

services, cultural and educational institutions, public organizations, informal groups of students, etc.) with the aim of solving educational and socialization problems of students.

It has been proved that socio-cultural competence of a teacher is characterized by a system of professional and pedagogical socio-cultural knowledge, a set of skills (intellectual, design, organizational, constructive, communicative, analytical-reflexive) and qualities (humanistic orientation, perception, empathy, sociability, social responsibility, autonomy, initiative, tact, tolerance, ability to reflect) that provide the effectiveness of the professional interaction of a teacher with various social institutions for performing various educational tasks. Humanitarian disciplines play an important role in shaping the socio-cultural competence of future teachers as they reveal general scientific and meaningful social experience, the way of human socialization. The formation of future teacher's personality should be based on modern scientific knowledge about a man as the object – subject of social relations, society and culture as a social medium of socialization, its process and mechanisms (e.g. education and training), interaction with the environment [5 p.114].

In the works of N. Bilotserkovska, extracurricular activities at a university are defined as a specific socio-cultural space. At the same time, educational activity at a higher educational institution partially solves the problem of the formation of sociocultural competence, whereas extra-curricular activity is a phenomenon that has no time and place limits of students' sociocultural activity, providing independent work in accordance with their interests, which promotes their self-realization.

Socio-cultural competence is an integrative personal quality based on knowledge, skills and experience acquired at a higher educational institution, mainly as a result of extracurricular activities, and contributes to productive interaction with representatives of other languages and cultures in the socio-cultural space [5, p.45].

Taking into account the content of socio-cultural competence, S. Shehavgtsova argues that it being a component of professional competence of future foreign language teachers includes the following components: linguistic and cultural competence (knowledge of historical and cultural, country-specific features, ethnocultural background of the country, manifestation of tolerance, respect and understanding of socio-cultural features of representatives of other cultures, identification of social responsibility for their behavior as a citizen of the Ukrainian state); sociolinguistic competence (knowledge of lexical units with national-cultural semantics, peculiarities of written speech, knowledge of speech characteristics of social groups and national minorities); ethnopsychological competence (knowledge of socio-cultural norms of behavior in the conditions of intercultural communication, national mentality, values and mental aspects of spiritual culture, lifestyle of socio-cultural communities and their correlation with habits, norms, traditions, skills of cultural self-determination, that is, definition of oneself as a multicul-

tural subject); communicative competence (the ability to interact in the conditions of intercultural communication, knowledge of national-specific models of communicative behavior of representatives of other languages and cultures, the choice of the appropriate style of communication, the ability to use features of non-verbal communication) [15, p.77].

When choosing a vector of research interest in the context of defining the system of criteria and indicators of the maturity of students' socio-cultural competence, we take into account that the subject of labor, cognition, evaluation and influence for the representatives of socio-economic professions is another person or community of people. The main tools of labor are verbal and nonverbal means of communication. The working conditions of such an activity are characterized as psychosocial ones. The specifics of professional activity in the socio-economic sphere involves the fact that it is carried out in conditions of continuous communication.

Therefore, we share the opinion of V. Korneshchuk that the activity of the "human-human" type provides a set of professionally important qualities of a specialist that involves orientation to activity (needs, motives, guides, interests, predispositions), sociability, emotional endurance, volitional character traits, manifested in the ability to manage their mood and behavior of other people, characteristics of speech, social intelligence, empathy and some characteristics of appearance [10, p.96].

Research Methods

Socio-cultural competence in the research is assessed according to the following criteria: socio-interactive with indicators – perceptually interactive competence, perceptual-non-verbal competence, communicative competence; ethnocultural with indicators – ethnic identity, ethnic tolerance, linguistic and cultural knowledge; professional-psychological one with indicators – emotional intelligence, empathy, tolerance.

Students of the South Ukrainian National Pedagogical University named after K. D. Ushynsky (experimental group = 130 respondents) and Izmail State Humanitarian University (control group = 110 respondents) participated in the pilot study.

The indicators of the socio-interactive criterion of socio-cultural competence of students were evaluated using Perceptually Interactive Competence Inventory (a modified version of M. Fetiskin's questionnaire) [13]. It aims to determine the level of personal readiness for interactive communication within small groups of stable and temporary types. In addition, for measuring this indicator, Perceptively Interactive Competence Level Scale by G. Rosen was used [1]. Non-verbal Competence Inventory showed the degree of expressiveness of the ability to adjust the relationship and understand the context of communication.

In order to measure the communicative competence indicator, the test method Communicative Skills (modified version by L. Michelson) was used [13]. At the same

time, a test method was used to assess the potential of communicative impulsivity of the respondents [13].

The indicators of the occupational-psychological criterion were measured using Emotional Intelligence Scale by N. Hall [1], which aims to identify the ability to understand the attitude of the person manifested in emotions and to manage the emotional sphere on the basis of decision-making. Along with this, the method of diagnosing the ability for empathy was used. The questionnaire is designed to find out the level of empathy tendencies (ability to empathize). At the same time, a questionnaire was used to measure the level of personality tolerance (according to V. Magun, M. Zhamkochian, M. Magura) [13].

The questionnaire included statements aimed at identifying various types of tolerance: tolerance for representatives of other nations, immigrants, representatives of other cultures; tolerance for other's ideas, in particular the views and opinions of the minority; tolerance for ignoring generally accepted norms, rules and stereotypes; tolerance for the complexity and uncertainty of the surrounding world.

To assess the indicators of the ethnocultural research criterion, Types of Ethnic Identity Questionnaire (according to G. Soldovova, S. Ryzhova) was used [13]. This methodical development allowed to diagnose ethnic identity and its transformations under conditions of interethnic tension. One of the indicators of the transformation of ethnic identity is the growth of ethnic intolerance. Tolerance / intolerance as the main problem of interethnic relations in the framework of increasing tension between peoples, has become a key psychological variable in the development of this questionnaire.

Together with this, Ethnic Tolerance Scale by O. Khtiuk [8] was used according to the parameters: cognitive, affective and constructive.

At the same time, Linguocultural Knowledge Inventory was used (modification of the questionnaire Type of Culture Inventory by J. Townsend) [1].

Research Results and Discussion

By the degree of manifestation of the emotional intelligence indicator, the following data were obtained at the initial stage of the experiment: 3.85% of the students of the EG and 6.36% of students of the CG have the high level of its maturity, the average level was characteristic of 14.61% of the students of EG and 9.09% of students of the CG. The low level was found in 84.61% of the EG students and 84.55% of the CG students.

According to the empathy indicator, the following results were obtained: 2.3% of the students of the EG and 2.72% of the students of CG manifest its high level, the average one is peculiar for 11.54% EG students and 10% CG students. The low level was found in 86.16% of EG respondents and 87.28% CG ones.

The high level according to the tolerance indicator was found in 6.92% of students of the EG and 7.27% of students of the CG; the average level – in 10% of the students of the EG and 11.81% of the students of the CG;

the low level – in 83.08% of students of the EG and 80.92% of students of the CG.

According to the perceptive and interactive competence indicator the high level was found in 3.1% of students of the EG and 4.54% of students of the CG; the average level – 13.84% and 10% of students of EG and CG respectively; and the low one – in 83.06% of EG students and 85.46% of CG respondents.

The perceptive and non-verbal competence indicator is manifested at a high level in 3.85% of students of the EG, and 8.18% in CG students; average level – 15.38% and 10.9% respectively; and the low one – 80.77% of EG students and 80.92% of CG students.

According to the communicative competence indicator, the high level was found in 7.69% of students of the EG and 9.09% of students of the CG; the average one – 14.61% of students of the EG and 13.63% of students of the CG; the low one – 77.70% and 77.28% respectively.

Measurement of the ethnic tolerance indicator has shown that it is manifested at a high level in 6.15% of students of the EG and in 8.18% of students of the CG; the average level – in 8.46% and 12.72% of students of the EG and CG respectively, and the the low level – in 85.39% EG, 79.1% CG students.

The results of the assessment according to the linguocultural knowledge indicator show that the high level is observed in 1.53% of the EG students and in 3.63% of the CG students, the average one – 10.76% and 11.81% respectively, and the low one – 87.71% and 84.56% respectively.

According to the ethnic identity indicator the result was as follows: the high level was found in 2.3% of students of the EG and in 5.45% of students of the CG; the average level - 12.30% (EG) and 8.18% (CG); and the low level – 85.40% and 86.37% respectively.

The Suggested Technique

In order to form socio-cultural competence of students, we designed an experimental program “Sociocultural Competence of Socionomy Experts”, which was implemented into the curriculum of EG respondents.

It consists of 54 academic hours and was implemented throughout three semesters; it has 18 lecture hours, 12 seminars and practical hours and 24 hours were allocated for self-study. The experimental programme in comparison with the basic disciplines, taught to future spcionomy experts, has certain advantages: elective classes allowed students to identify and ascertain the stability of their interests, to understand and evaluate their capabilities, that is, to expand and deepen the knowledge and skills.

The programme was aimed at developing students' professional interests, a culture of thinking, the ability to complement knowledge independently, to involve future specialists in independent research, and provided an opportunity to get acquainted with some modern scientific research studies. Within the framework of the concept of humanization of education, elective classes contributed to the disclosure of the students' inner potential, the creation

of conditions for their self-realization and development in the socio-cultural sphere.

It was composed by the following modules: Educational Dimensions of the Strategy of Implementation of the Paradigm of European Cooperation in Different Areas, Socio-Cultural Competence of Socionomy Experts as a Strategic Direction of University Training, Formation of Socio-Cultural Competence of Future Socionomy Experts.

Reassessment Results

After the introduction of the programme, the level of socio-cultural competence of students was re-assessed according to the determined criteria and indicators.

According to the degree of expression of the “emotional intelligence” indicator, at the final stage of the experiment, the following results were obtained: 21.53% of students in the EG and 22.72% of students of CG have its high level, the average one is peculiar for 61.53% of students EG and 50.90% of students of CG. The low level was found in 16.94% of students of EG and in 26.38% of students of CG.

According to the “empathy” indicator, the experimental data were distributed as follows: the high level is characteristic of 19.23% of the EG students and 8.18% of the CG students, the average one – 57.7% EG students and CG students 24.54%. The low level is observed in 23.07% of students of the EG and 67.28% of students of the CG.

The results according to the tolerance indicator have shown that the high level is peculiar for 20% of EG students and 9.10% of CG students; the average level – 59.23% of EG students and 22.72% of CG students; and a low one – 20.77% of EG students and 68.18% of CG students.

Concerning the “perceptive and interactive competence” indicator, the high level was found in 20.76% of EG students and in 20.90% of CG students; the average one – 60.76% and 49.09% of students of the EG and CG respectively; and the low level – 18.48% and 30%, respectively.

The “perceptive and non-verbal competence” indicator manifests itself at a high level in 22.30% of students of the EG and 10% of students of the CG; at the average one – in 60% and 26.36% respectively; and at the low level – in 17.7% of students of the EG and 63.64% of students of the CG.

The results of the diagnosis of the “communicative competence” indicator were distributed as follows: 21.53% of the students of the EG and 11.81% of the students of the CG have its high level; the average level was

found in 54.61% of students of the EG and 27.27% of students of the CG; and the low one – 23.86% and 60.92% respectively.

According to the “ethnic tolerance” indicator, the high level was found in 14.61% of students of the EG and 10% of students of the CG; the average one – in 45.39% of the EG students and 23.63% of the CG students. At a low level, this indicator was observed in 40% of the students of the EG, and 68.19% in the students of the CG.

After that, the “ethnic identity” indicator was diagnosed and the following result was obtained: at a high level, this indicator is manifested in 13.07% of students of the EG and 11.81% of students of the CG. The average one is peculiar for 43.84% and 21.81% of the EG and CG students, respectively. The low level was observed in 43.09% of students of the EG and 66.38% of students of the CG.

The results of the assessment of the “linguistic and cultural knowledge” indicator are distributed as follows: the high level was recorded in 13.84% of students of the EG and 8.18% of students of the CG; the average one – in 42.30% of the EG and 20% of the CG students; and the low one – in 43.86% of the EG and 71.82% of CG respondents.

Conclusions

1. The scientific sources review has proved that the sociocultural competence of socio-economic experts is a key component of their professional competency, which involves knowledge about national-cultural, ethno-social-linguistic features of different ethnic groups, norms of verbal and non-verbal behavior of native and foreign language speakers, and the ability to construct context-sensitive communication strategies in accordance with these features and norms.

2. Sociocultural competence in the study was evaluated according to the following criteria: a socio-interactive one with indicators – perceptual and interactive competence, perceptual and non-verbal competence, communicative competence; ethnocultural knowledge indicators – ethnic identity, ethnic tolerance, linguistic and cultural knowledge; a professional-psychological one with indicators – emotional intelligence, empathy, tolerance.

3. The results of the assessment of the maturity of socio-cultural competence of the students at the final stage of the experiment have proved the efficiency of the suggested technique, which means that it can be implemented into the educational process of training future socio-economic experts.

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СПЕЦИФІКА ФОРМУВАННЯ СОЦІОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ СОЦІОНОМІЧНОЇ СФЕРИ

Мета дослідження – схарактеризувати специфіку формування соціокультурної компетентності майбутніх фахівців соціономічної галузі діяльності. Соціокультурну компетентність у дослідженні діагностовано за такими критеріями: соціоінтерактивний з показниками – перцептивно-інтерактивна компетентність, перцептивно-невербальна компетентність, комунікативна компетентність; етнокультурознавчий з показниками – етнічна ідентичність, етнічна толерантність, лінгвокультурологічні знання; професійно-психологічний з показниками – емоційний інтелект, емпатійність, толерантність. В експериментальному дослідженні взяли участь студенти Південноукраїнського національного педагогічного університету імені К. Д. Ушинського (130 респондентів – ЕГ) та Ізмаїльського державного гуманітарного університету (110 респондентів – КГ). Показники соціоінтерактивного критерію сформованості соціокультурної компетентності студентів вимірювались за допомогою тестової методики «Перцептивно-інтерактивна компетентність» (модифікований варіант анкети М. Фетіскіна) та діагностувальної анкети «Рівень перцептивно-інтерактивної компетентності» Г. Розена. З метою вимірювання показника «комунікативна компетентність» було використано тестову методику «Комунікативні вміння» (модифікований варіант Л. Міхельсон). Показники професійно-психологічного критерію було виміряно за допомогою методики «Емоційний інтелект» Н. Холла. Водночас, було використано питальник для вимірювання рівня толерантності особистості (за В.Магун, М.Жамкочьян, М.Магурою). Для діагностування показників етнокультурознавчого критерію було використано анкету «Типи етнічної ідентичності» (за Г.Солдатовою, С.Рижовою). За результатами першого етапу дослідження у респондентів було виявлено низький рівень сформованості соціокультурної компетентності. З метою формування соціокультурної компетентності студентів було розроблено експериментальну програму «Соціокультурна компетентність фахівця соціономічної галузі», яку було реалізовано в межах роботи студентської проблемної групи (респонденти ЕГ). Вона складалася з 54 навчальних годин та реалізовувалася упродовж трьох семестрів; передбачала 18 лекційних годин, 12 семінарсько-практичних годин і 24 годин відводилось на самостійну роботу студентів. Експериментальна програма в порівнянні з основним дисциплінами, що викладаються студентам-майбутнім фахівцям соціономічної галузі, мала певні переваги: елективні заняття дозволяли студентам виявити й переконатися в стійкості своїх інтересів, глибше пізнати і критично оцінити власні можливості, тобто розширити і поглибити знання та вміння, якими оволоділи студенти при вивченні основного курсу, та доповнити їх новими з метою формування міжкультурної компетентності. За результатами повторного оцінювання рівнів сформованості соціокультурної компетентності студентів було зафіксовано значне їх підвищення, що свідчить про ефективність запропонованої технології.

Ключові слова: соціокультурна компетентність, фахівці соціономічної сфери, студенти, програма міжнародного співробітництва, критерії, сформованість.

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