

the formation of the key and legal core competences of the 9th form students are described in detail. The thesis of the article are illustrated by examples.

Keywords: fundamentals of law; textbook; competence approach; legal core competence.

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SOCIAL COMPETENCE AS OBJECT OF COGNITION AND CONTENT COMPONENT OF TRAINING METHODOLOGICAL SUPPORT IN THE FIELD OF EDUCATION

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У статті обґрунтовано необхідність пізнання та вивчення соціальної компетентності в сфері освіти як пріоритетного фактору розвитку людського капіталу в громадянському суспільстві. Наведено різновиди соціальної компетентності, їх взаємозв'язок і роль у структурі ключових компетентностей особистості. За результатами наукового доробку вітчизняних і зарубіжних учених представлено схему взаємозв'язку базових понять, матриця структури поняття «соціальна компетентність», теоретично обґрунтовану параметричну субмодель соціальної компетентності особистості, що дає змогу реалізувати діяльнісний, особистісний, технологічний та компетентнісний наукові підходи в різних видах діяльності, забезпечити ефективність процесів формування, розвитку й саморозвитку цього феномена.

Ключові слова: компетентність; соціальна компетентність; ключові компетентності; субмодель; науковий підходи; модернізація змісту освіти.

Problem statement. Under the conditions of the process of civil society and competitive economy of knowledge development in Ukraine there emerges urgent problem of human capital formation as a strategic resource and productive factor for socio-economic development of the country, able to guarantee its future. Human capital as the first priority factor includes education of labour resources, knowledge, toolset of intellectual and managerial work, “metacompetencies” providing the development of the state, society, all spheres of social and cultural life of the country. One of the most important components is social competence. That is why stability and prosperity of the state and social and cultural development of every citizen depends on understanding of its importance, its cognition and mastering, forming and development in the field of education. It is the reason for including social competency as a phenomenon of cognition and mastering in the field of education into curriculum, textbooks, training and methodological literature of the subjects of humanities cycle in higher and vocational educational establishments.

Analysis of recent researches. Theoretical approaches to this problem solving found the reflection in the works of native and foreign researchers. Ideas, models and basic thoughts of competence approach, methods of its implementation into secondary education practice, theoretical comprehension of different approaches to analysis and understanding of essence of competence as to the didactics category of competence based education is reflected in works of the modern Ukrainian and foreign scientists:

I. Bekh, N. Bibik, V. Bondar, I. Zimniaya, M. Yevtukh, L. Kalinina, V. Krayevskiy, G. Callahan, V. Lednirov, O. Liashenko, N. Nichkalo, B. Oscarsson, M. Sadker, O. Savchenko, O. Sukhomlynska, O. Pometun, O. Topuzov, G. Halazh, N. Khomskiy, A. Khutorskoy, V. Hutmacher, S. Shishov, S. Shoh and others [6; 7; 78; 9; 13; 14]. However there were not found publications of summative character systematically reflecting successiveness and continuity of social competence formation and development in the field of education in terms of civil society. According to the conclusions of home and foreign experts, content and technologies of teaching not to a full degree «take into account the change of procedural educational paradigm into result-aimed and competency-based» [4] and not enough oriented onto development of students' social competence. Taking into account aforesaid, it is necessary to correct modern content of education and create conditions for cognition, mastering, development and self-development of this important phenomenon.

Research objective (idea). To highlight the specific character of the phenomenon of social competence; to underline importance of its cognition and development in the field of education as the component of the first priority of the human capital and prosperity of the country in the conditions of civil society formation.

Main body. In the process of research it is found out that native and European scientists and practices distinguish different groups of key competencies, that are «interdisciplinary, supersubject, multicomponent» (G. Levitas, O. Pometun, O. Ovcharuk) and «link together personal and social in education, represent a complex mastering the aggregate of activity methods» (H. Bibik) and must provide graduating student with successful vital functions and professional productivity, namely: competence in the spheres of activity – educational-cognitive, motivational, civilly-public, social-labour, domestic, cultural; competence, related to the profession; political and social competence, related to life of a person in multicultural society, to oral and writing communication, informatization of society. Modern scientists give definition of a social competence that inherent characteristic signs of social context belonging to the structure of key competencies of a person, and examine in three foreshortening: as a common collapsible concept that testifies to the level of person's socialization, as a key competence of a person and as personal integrative property of individual.

Social competence has different types: social-psychological, sociocultural, social-professional, social-labour, social-linguistic, social-communicative. Some scientists identify social competence according to its essence with existential and civil – representing a forming sphere, providing realization of social and socially-public activity; and they are just in aspect reflected in philosophy, social philosophy, sociology, pedagogics, linguistics, sociolinguistics, linguodidactics in the context of our research subject. Thus, grounding on the analysis of essence and concepts of the social competence types we can understand them substantially and structurally interconnected. Considering them to be the «cells of the coordinate directed space of social reality», we shall designate schematically their connection as the centred circle with basic research concept «social competence» in the centre.

Sharing the point of view of the most Ukrainian educationalists, we examine the social competence as the characteristics of the process result, difficult integral formation of personality; holistic and dynamic system of cognitive, activity and personality features. *Social competence* we shall understand as *integral virtue of personality, represented by the system of personal traits and features, capabilities and socially meaningful faculties providing accordance of individual to his social group and determines the achievement of successful realization of own and publicly meaningful aims in heterogeneous society.*

Keeping to logic of scientific search we shall find out the structure of the concept «social competence» in the marked context. Application of competence approach made it possible not only to consider concept «social competence» in the procedure-personal field but also provided taking into account of most parameters of education results and their general development. Such approach allows us viewing social competence as a constituent of educational process and as integral result of such processes as education, development, self-development, communication and self-actualization. The structure of the phenomenon of indicated concept can be designated schematically as a two-dimensional matrix (Table 1).

Table 1

Matrix of structure of concept «social competence»

Procedural plane	Effective plane
Cognition of Universe and self-cognition	Knowledge, abilities, skills
Activity in all of its kinds	Experience
Communication, co-operation with surroundings	Values, relations

Adhering to the views of J. Raven [5, p. 157] that competence consists of cognitive and highly emotional components, experience and habits, we shall distinguish such components in the content of social competence:

- cognitive, related to self-*cognition* and cognition of other people, ability to understand features, interests, necessities, notice the changes of mood, emotional condition;
- motivational that includes reasoned and understood *attitude* to another human being as to the greatest value, display of kindness, attention, help, caring, mercy;
- activity, related to *the choice* of activity, communication methods, scenarios of co-operation and standards of behaviour adequate to the situation.

Summarizing scientific work of native and foreign scientists, and also points that a person is the subject of communication, cognition and labour (according to the theory of B. Ananyev), and personality appears in the relation system toward himself, other people, society, labour (according to the theory V. Miasishchev) [3], we shall determine that three constituents are included in the structure of social competence containing, in their turn, such elements: 1) personal – traits and qualities of an individual; 2) activity – capabilities, potential readiness of personality; 3) cognitive –

socially necessary knowledge, abilities and skills. Obviously these approaches to the structuring of the notion «social competence» almost agree with each other. We shall recreate the components' generalized combination in the content-structural submodel of social competence, and interconnections of all parameters we shall represent in such a way (Table 2) [10; 11; 12].

The model symbolically represents actions, operations and features of behaviour of student; development of that takes place in the process of transition from the potential stage «capacity» to the converting stage «readiness», determined by O.Pometun as «readiness to aim forming, to the action, to the evaluation, to the reflection» id est capability for social activity that gives an opportunity to be successfully integrated in society.

Table 2

Flow-chart of content-structural submodel of social competence

<i>Social competence</i>						
<i>Cognitive constituent</i>			<i>Activity constituent</i>		<i>Personal constituent</i>	
<i>Knowledge</i>	<i>Ability</i>	<i>Skills</i>	<i>Exper ience</i>	<i>Capabili ties</i>	<i>Psychoph ysio- logical qualities</i>	<i>Traits</i>
1) About yourself: character traits, state of health, features of development	To understand the world and place in it, to analyse, to do estimations	Pan- educational	To develop and realize the personal plans (projects) for the future		Social intellect	World view position
	To formulate	Communica tion	To protect own interests		Mental abilities	Flexibility
	Determine the personal roles in society, to design, to forsee	Keeping of capacity for work	To undertake responsibility		Value orientations	Social status, social activity
	To work out problems and tasks		To apply knowledge			Insistence
2) About other people and methods of their co-operation	To work in a team, cooperate	Mutual under- standing	To cooperate, to carry out different social roles		Persuasion and relation	Empathive- ness
	to communicate		To care of rights, interests and necessities of others			Communica- bility
3) About the surrounding world: methods of activity and methods of correction of errors	To do choice		To act in accordance with a situation		Motivation of activity	Mobility
	To take decision and be responsible for them	To operate auto- nomically	To design strategies of development of own life			Responsibility (for yourself and for others)
	To be responsible for yourself	Reflections				Openness to the world

We shall make more detailed consideration of the parameters of social competence indicated in the submodel.

1. In the concept «knowledge» we have distinguished fundamental information that gives an opportunity to understand during cognition basic conformities to law of the social mode, co-operation of society members and different public structures in standard and non-standard situations. Leaning on the «four posts» defined by Jacques Delors in the lecture of international commission on education for XXI century «Education: the hidden treasure» (in 1996): to learn to cognize, to learn to do, to learn to live together, to learn to live [2, p. 37], we shall distinguish such positions: knowledge about yourself, other people and surrounding world as the basis of what an individual must «learn to do in order to get not only professional qualification, but, in more wide context, – a competence that gives an opportunity to get along at different numerous situations and work in a group» [2, p. 37].

It should be noticed that synthesis of the given individually-personal qualities and socially meaningful features of an individual, to our mind, presents basis of experience of the special type, necessary for successful realization of a person in different types of life activities and in society. It is experience of vision of the world and yourself in the world, experience allowing not only to carry out personal functions, to master norms and rules of social co-operation but also to perform self-development being in harmony and dialogic connection with the world, to perform self-realization successfully. Besides, information society, developing as a multiple-vector (namely free, democratic, technogenetics, innovative) and civil one, needs people capable to creative self-realization and co-operation in society; individuals able to productive cooperation in different social groups and teams. Therefore educational establishments, as open social systems and as components of society, are responsible for socialization of students and life-long social development of an individual on the basis of socially meaningful norms, national and universal moral standards, values and traditions.

2. In the concept «ability» such socially meaningful personal qualities are distinguished:

- understanding of activity aim (in the first turn – educational-cognitive), values and convictions of others;
- the independent founding of information in any situation;
- analysis of objects, relations and phenomena, selection of the main one (characteristic signs), establishing of cause-and-effect connections;
- formulation of problems and prognoses (in particular in relation to the results of own activity), conclusions;
- estimation of situations (educational in particular), accordance of selected facilities and methods to the aims and results of activity;
- choice of the variant adequate to the situation (to the problem);
- determination of limits of action of subjects and social structures (estimation of competence sphere);
- autonomous action in different life situations;
- individual decision-making and responsibility for it;

– planning of activity, prognostication of its results and foresight of consequences;

– satisfaction of own necessities and desires, necessities of others leaning on public norms (the use of different facilities for solving of life situations).

3. In the concept «skills» we shall pay attention to such elements of cognitive and practical character: pan-educational – those that are the basis of many types of educational-cognitive and practically oriented activity (writing, calculating, reading, listening); interpersonal communication (manner of speaking, listening, understanding); maintenance of the health and keeping of level of capacity; reflections.

4. To the group of concepts of «capability» and «experience» such positions are included:

– implementation of functions of state citizen, realization of different social roles (family and society member, student, consumer and others like that);

– perception of oneself as a part of general society and a certain social group with all privileges and duties (to function in socially heterogeneous society);

– application of knowledge – subject (academic and profile) and pan-subject, languages and symbols;

– successful co-operation with others – an adequate estimation of reality, comparison of yourself with others, collaboration, conflicts solving;

– realization of own plans – an action in a definite situations and general context.

5. To the concept «psychophysiological qualities» of personal component of social competence we have taken: mental abilities; social intellect; value orientations – for oneself (sense and way of life), for society; attitude toward subjects and objects of surroundings, public activity and social development; convictions as display of emotionally-volitional sphere of personality; motivation to socially meaningful activity.

6. In concept «personality traits» we have distinguished:

– initiativeness (public activity), social flexibility and mobility, empathiveness (tolerance), communicability, responsibility.

It should be marked that such structure of social competence includes psychophysiological and activity descriptions of a person, development and actualization of that – transfer from the potential stage «capacity» to the actual stage «readiness» – will allow to be successfully realized in society (the nearest and remote ones). To our mind, following such chart it is comfortably to carry out monitoring of educational-cognitive, publicly-active, creative activity of a student as a full-fledged member of society, that attained the sufficient level of realization of mechanisms of own behavior management and worked out the own methods of co-operating with society for the achievement of balance between the necessities and requirements of social reality and norms of society.

Thus, social competence, presented in the given method, shows itself in adequacy of co-operating with age-mates, adults, in groups, collective, society; it is based on knowledge of general sociocultural norms and rules and knowledge about

how these rules can be used in definite situation of co-operating with surroundings; it is reflected in possessing abilities and skills of integration in society through the mechanisms of self-regulation (state of capacity); it can be seen in capabilities to control behaviour and be responsible for it; it is exhibited through the willingness to search the ways of safe solving of temporal problems through actualization of personal resources. As the basic substrate of social competence we shall distinguish concept «social intellect», as it, in aggregate with mental intellect, provides realization of natural capabilities of a person, success of their educational-cognitive activity and social integration.

In the most generalized kind social intellect is understood as integral intellectual ability of personality, that determines success of its communication and social adaptation, that combines and regulates the cognitive processes related to the reflection of social objects (a person as a partner for communication or group of people) [1]. To the processes characterizing this phenomenon social sensitiveness, social perception, social memory and social thinking are taken.

Social intellect is cognitive basis of social competence, as it assumes ability of a person to forecast the actions of other people in different life situations taking into account their verbal and nonverbal displays, to understand and adequately estimate yourself and your actions, actions in relation to surrounding. It provides understanding of acts and actions, use of language, and also nonverbal behaviour (gestures, mimicry) of people, adequacy and efficiency of interpersonal co-operation, combining and regulating the cognitive processes related to the reflection of social objects. Social intellect determines apparent for this very time, neuropsychic state and social environment factors, level of adequacy and success of social co-operation, and also allows to save it in the conditions that require concentration of energy and resistance to emotional forces, to psychological discomfort in stress, emergencies, crises of personality [1].

Conclusions. It is found out, that native and world science does not have yet common point of view in relation to essence of the phenomenon «social competence» and only in some cases there takes place search of methods of development of the social thinking and social maturity of teen-students.

Applying four-level analysis after I. Blowbergh and E. Yudin for categories «social competence» and «key competence» we did such conclusions:

- all the competences are social (in wide sense of this word), because they are produced, formed and function in society, their substance is social as well;
- social competence is a key one, as it is generalized complex of the obtained knowledge, abilities and relations that is set in the process of mastering of all content of education and provides the normal vital functions of a person in society;
- social competence is formed and appears in social, educational, civil and public activity;
- social competence (in the narrow understanding of word) characterizes a person as a social creature, as a subject of vital functions, having mutual relations with society, relationships with other people.

– Social competence is integral characteristic of personality, aggregate of personality traits and qualities, abilities and capabilities that provide accordance of individual to his social category, determines personal achievements, achievements of socially meaningful aims (chosen independently or determined outwardly), successful self-realization in heterogeneous society. The notion «social competence» is complicated, multi-layered and multicomponent, dynamic; in time, under the action of different factors its content and structure change.

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СОЦИАЛЬНАЯ КОМПЕТЕНТНОСТЬ КАК ОБЪЕКТ ПОЗНАНИЯ И СМЫСЛОВАЯ КОМПОНЕНТА УЧЕБНО-МЕТОДИЧЕСКОГО ОБЕСПЕЧЕНИЯ В СФЕРЕ ОБРАЗОВАНИЯ

Обоснована необходимость познания и изучения социальной компетентности в сфере образования как приоритетного фактора развития человеческого капитала в гражданском обществе. Приведены разновидности социальной компетентности, их взаимосвязь и роль в структуре ключевых компетентностей личности. На основе анализа научных результатов отечественных и зарубежных ученых представлена схема взаимосвязи базовых понятий,

матрица структуры понятия "социальная компетентность", теоретически обоснованная параметрическая субмодель социальной компетентности личности, которая дает возможность реализовать деятельностный, личностный, технологический и компетентностный научные подходы в разных видах деятельности, обеспечить эффективность процессов формирования, развития и саморазвития этого феномена.

Ключевые слова: компетентность, социальная компетентность, ключевые компетентности, субмодель, научный подходы, модернизация содержания образования.

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SOCIAL COMPETENCE AS OBJECT OF COGNITION AND CONTENT COMPONENT OF TRAINING METHODOLOGICAL SUPPORT IN THE FIELD OF EDUCATION

The necessity of examination and cognition of social competence in the area of education was defined to be the factor of the first priority for the development of human capital in civil society. Varieties of social competence are given and their interconnection and role in the structure of key competencies of a personality are pointed out. According to the results of analysis of native and foreign researchers' works there was produced the chart of connection of basic concepts, matrix of structure of concept «social competence», theoretically grounded parametric submodel of social competence of a personality. It gives the possibility to implement activity, personality, technology and competence based scientific approaches in different kinds of activities, to ensure effectiveness of the processes of formation, development and self-development of this phenomenon.

Keywords: competence social competence, key to the competence, submodel, scientific approaches, modernisation of maintenance of education.

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МІЖПРЕДМЕТНІ ЗАВДАННЯ ДІЯЛЬНІСНОГО ТИПУ ЯК ЗАСІБ ФОРМУВАННЯ У МОЛОДШИХ ШКОЛЯРІВ УМІННЯ ПРАЦЮВАТИ З ПІДРУЧНИКОМ

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У статті обґрунтовано необхідність використання міжпредметних завдань як засобу формування в учнів уміння працювати з підручником, яке є складником ключової компетентності уміння вчитися.

Охарактеризовано сутність діяльнісних міжпредметних завдань.

На засадах компетентнісного підходу визначено систему міжпредметних завдань, що охоплює мотиваційний, інформаційний і діяльнісний блоки. Розкрито зміст і функції міжпредметних завдань у методичному апараті підручників з літературного читання для 2–4 класів; можливі способи їх використання на інших уроках.

Висловлено міркування щодо удосконалення підручників з літературного читання у контексті оновлення державного стандарту початкової загальної освіти.

Ключові слова: міжпредметні зв'язки; міжпредметні завдання діяльнісного типу; компетентнісний підхід; ключова компетентність уміння вчитися; зміст підручників «Літературне читання».