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**STUDENTS' VALIDATIVE COMPETENCES
FORMATION WHILE HUMANITARIAN
DISCIPLINES STUDYING**
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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.

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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. Radyshevskaya, J. Richards, G. Shchedrovitsky 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. Radyshevskaya 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 substitutes 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. Radyshevskaya, G. Shchedrovitsky, 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. Vasylenko, 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

<i>Competence of the lower hierarchical order</i>	<i>Aspect</i>	<i>Definition</i>
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 whose 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. Bepalko, 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

<i>Stage</i>	<i>The main problem</i>
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.

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