

Forming intending primary school teachers' social and cultural competence as a means of integrating into European educational space

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Abstract – The notion «socio-cultural competence» is defined in the article, the structural model of an intending primary school teacher's socio-cultural competence is given, the components and structural units of socio-cultural competence are considered; pedagogical conditions of forming an intending primary school teacher's socio-cultural competence are formulated.

Key words – social competence, socio-cultural competence, cultural competence, informational and communicative competence, intercultural competence.

I. Introduction

Modern integrating processes on the European continent strengthen relationships and mutual influences between national educational systems. As a result, the new concept of «European Dimension in Education» is appeared in the international pedagogical dictionary. It reveals the process of developing common European educational space.

Reforming the Ukrainian educational system and its entering into the European educational space requires finding adequate means of forming intending primary school teachers' socio-cultural competence, which comply the demands (meet the requirements) of humanization and democratization of education, the principles of subject-subject interaction.

Modern multicultural society requires training an integrated, versatile thinking, creative personality who would be able to manage with innovative activities, would be able to make personal decisions quickly and accurately /aptly and be responsible for them; a person, who would have extensive communicative skills that are units of an important component of overall human culture – socio-cultural competence.

II. Materials and methods

The socio-cultural competence is a very important fundamental personality characteristic of a modern teacher concerning his/her professional and personal readiness to implementation of the humanistic oriented pedagogical process.

Forming intending primary school teachers' socio-cultural competence requires from a teacher not only a certain system of any didactic knowledge and skills, but such ones that allow his/her pupils to withstand the pressure of not only a lot of information but also the

communication with those people who think differently, because the pupils will have to live and work among them in future. In addition, a teacher must possess the appropriate personal orientation, individual culture and experiences of social reflection. Such professionally significant personal qualities and abilities, in our opinion, touch the phenomena of socio-cultural competence.

The concept analysis of socio-cultural competence, revealing the main approaches to defining its content and structure in modern pedagogical science are represented in the general philosophical researches (O. Karpukhin, O. Zakharova, O. Astafyeva), linguistic works (Jan van Eck, V. Safonova, P. Sysoyev, I. Bim, H. Yelizarova, H. Vorobyov, Ye. Vereshchahin) and pedagogical studies (H. Yehorov, N. Lavrychenko, T. Zhukova, A. Khutorsky, O. Verbytsky, H. Vorobyov).

Social competence is the personal ability to cooperate productively with different partners in a group and a team, to perform different roles and functions in a team. Socio-cultural competence is one of the components of communicative competence, which is understood as the capacity for adequate interaction in everyday life situations, establishing and maintaining social contacts by means of language. Socio-cultural competence is understood as not only possession by the information about the direct connection between the linguistic and socio-cultural environment, but also as the interconnection between language and society development.

We have to note that all the components of socio-cultural competence are interconnected through the concept of cultural and social contexts. In contrast to the cultural context requires the knowledge of common culture realities of all the people (native speakers), the social context is the knowledge of specific social conditions of communication adopted in the country whose language is being studied.

Considering the cultural approach to forming socio-cultural competence such concepts become important:

spirituality is an indicator of the existence of a hierarchy of values, meanings, higher level of exploration of the world by human (L. Buyeva) [1];

social values is value attitude to the family, nation and other social groups, to a man as a social being;

socio-cultural context is general sense of socio-historical and cultural conditions that make it possible to clarify the importance of human activities (V. Kononenko, K. Khoruzhenko) [2; 3].

Some questions of the socio-cultural competencies establishing are examined in the works of V. Humboldt, O. Potebnya, F. Buslaev, I. Bilodid, I. Franko, V. Vinogradov, S. Yermolenko, L. Matsko, O. Bilyayev, M. Vashulenko, O. Savchenko, M. Pentylyuk and others.

Forming students' socio-cultural competence requires the knowledge of the national and cultural features of the country, which language we study, the rules of not only speech behavior of native speakers but also the ability to behave oneself according to such characteristics and standards.

It is advisable the process of forming socio-cultural competence was implemented within the core professional training, on the subject content, which is the basis for future educational specialization. In such case, socio-cultural competence as a new psychological trait will become the central personality characteristic.

Socio-cultural competence approach in education allows to consider individual's experience as a system of competencies in various fields of social and spiritual life (I. Gudzyk, I. Zymnya, O. Lebedyev, V. Luhovy, O. Ovcharuk, O. Pometun, I. Rodyhina, L. Skurativsky, A. Fasolya). The characteristics which ensure both learning and the best ways of interaction in the society have special significance.

In pedagogical studies according our research problem, much attention is paid not only to understanding the interconnection between the language and society developing, but also about the getting the information about direct connection between language and socio-cultural environment. We think socio-cultural competence involves not only the availability of knowledge in different social and cultural spheres, but also the ability readiness to interact with other people in different areas of life, based on their experience and the ability to use information resources in their activity.

The structure of most models of socio-cultural competence has much in common with the European model. Most researchers (Ye. Vereshchahin, V. Kostomarov, G. Tomahin, V. Safonova, H. Vorobyov, V. Sysoyev, L. Matsko, O. Semenoh, K. Klymova etc.) distinguish the following components:

- lingua-regional geographic is the knowledge of lexical items according to their national semantics and the skills to apply them in intercultural situations;
- social and psychological is possession of socio-cultural predefined scenarios, national and specific behaviors using communication techniques adopted in this culture;
- socio-linguistic is the knowledge of the language features of social groups of population, representatives of different generations, social groups, dialects: linguistic stereotypes, situational speech patterns, communication speech patterns, speech etiquette formulas, models of speech behavior;
- cultural is the knowledge of socio-cultural, historical and cultural, ethnic and cultural background and the skills to use them for mutual understanding of the culture native speaker.

Some researchers believe the socio-cultural competence include «cultural competence» (A. Flier [4]), «Information and communicative competence» (O. Astafyeva, A. Zakharova) and «intercultural competence» (O. Sadohin [5]).

Cultural competence is the degree of identity knowing of the social experience of the nation in general and especially with the norms of interpersonal relations and values hierarchies. Person's cultural competence (so as social adequacy) is formed in the process of education and social contacts in the surrounding society, which allows to learn complex of the customs and rituals, the etiquette and ceremony.

Person's information and communicative competence is the possibility of a man both to be orientated in a dynamic socio-cultural environment, in different cultures and to increase the amount of information and knowledge, to build their own style of communication that has high personal activity, new principles of interaction in the conditions of modern cultural transformations.

Intercultural competence is a form of reproduction, keeping, developing and transmission of each ethnic group culture in the minds and behavior of its individual representatives, as well as in a single fund of people's universal values of the world culture. It is a particular socio-cultural phenomenon which promotes the interpenetration of cultures and their openness, serving the most essential condition for the interaction of different cultures in globalized multicultural space of the world community [5].

Socio-cultural competence is considered by many scientists as a complex structural formation. I. Yartseva, T. Zhukova, O. Zhezhera distinguish the following structural components:

- cognitive (the knowledge of the culture and the culture of the language, which is being studied);
- axiological (cultural value);
- personal and operational (communication skills, the ability to organize the cultures dialogue);
- estimated-reflective (autonomy, reflection, self-evaluation);
- communicative (methods and techniques of verbal and nonverbal communication);
- emotional and ethical (socio-cultural awareness and social and cultural responsibility of a person);
- activity (motivation, reflection and creativity).

Purposeful obtaining of knowledge, skills, their transformation into personal competences by youth promote personal cultural development.

Conclusions

Therefore, in our opinion, socio-cultural competence of an intending teacher is a holistic, integrative, multileveled, personal formation, which is the result of a person's professional training in a higher educational establishment and in the process of continuous pedagogical education, the success of which is caused by complex of formed professional's competencies, that promote personality's socialization, forming the philosophical, scientific and professional views, forming the pedagogical creativity and mastery, that determine the success of professional pedagogical activity, the ability to self-realization, self-development, self improvement and learning throughout life.

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