

FORMATION OF SOCIAL-PSYCHOLOGICAL COMPETENCE OF FUTURE TEACHER OF FOREIGN LANGUAGE IN THE ESTABLISHMENTS OF HIGER EDUCATION

Introduction. For modern didactics competence approach is important, that provides axiological, motivational, reflexive, cognitive and communicative competence, which are contributed not only to expand knowledge and skills, but also emotional and evaluative attitude. The realization of these principles is possible for construct of effective professional and pedagogical communication of the teacher and student.

Main part. The indicator of pedagogical excellence is the presence of the existing social and psychological competence which optimized communication, contributed to the formation of empathy and understanding of the student, helped to rectify of positive climate. The communicative competence is the basis of social and psychological competence, formed from skills.

In modern psychology one of the most productive is interpretation of communicative competence as preparedness to activity. Communicative competence can include the ability to participate in communicative situations, situational adaptability, fluency possession of means of verbal and nonverbal social behavior, awareness of their perceptual skills.

Exactly the concept of “social-psychological competence” is multifaceted as its definition and interpretation is a matter of debate in the modern scientific world. The International Commission of the Council of Europe in their documents considers the concept of competence as general or professional, basic skills, fundamental ways of teaching, professional qualifications, ability or redder training skills, key ideas, reliances or basic knowledge [7, p. 14]. Social-psychological competences include of the individual’s ability of person to perceive and respond to individual and social needs, the complex of attitudes, values, knowledge and skills [1; 2, p. 14].

Experts EU countries define the concept of social-psychological competence as “ability to apply knowledge and skills” (Eurydice, 2012), which provides of active using of educational achievements in new situations. In last publications of UNESCO the notion of competence is treated as a combination of knowledge, skills, values and attitudes, using in everyday life [2, p. 13]. According to the definition of the International Department standards for teaching, achievement and education (International Board of Standards for Training, Performance and Instruction (IBSTPI), the concept of competence is defined as the ability to efficiently carry out activities to perform tasks or work. OECF developments presented today are based on certain provisions which today are fundamental to most other relevant research institutions, organizations and professionals working in this direction.

The main such positions: formation of social-psychological competences are results of the interaction of many different factors; modern life at the same time requires a specific set of rights acquisition, complex competences, called professional; selection of the most important general competences, called keys, should be at a fundamental level, given the current outlook ideas on society and the individual and their interaction; must be excluded also the influence of cultural and other context of a society, the country; on the selection and identification of professional competences influence of subjective factors, its connected with the personality, age, sex, social status; identification and selection of key competences requires extensive discussion among the various specialists and representatives of various social groups [2, p. 14; 3].

These conditions provide the selection, identification and further development of key competencies of population and determined indicators of development. As part of the Swiss Federal Statistical Department and the National Center for Education Statistics US and Canada were began of the program “Definition and selection of competences: theoretical and conceptual basis” of “DeSeCo” (2007), which launched a group of experts from different fields – education, business, labor health, international, national, educational, governmental and non-governmental organizations [3; 5, p. 219].

The program (“DeSeCo”) made a significant attempt to compile systematized the experience of many countries. According to experts “DeSeCo”, social-psychological competence manifested in the activities of the individual in different contexts (for example, in the social-economic and political environment). It is not only the school is responsible for acquiring the individual required competencies; their formation affect family, work, mass media, religious and cultural organizations and more. Experts of the Programme “DeSeCo” define the concept of competency as an ability to successfully meet individual and social needs, act and perform tasks. Each competence is based on a contact of cognitive relations and practical skills, values, emotions and behavioral components, knowledge and skills of all that can be mobilized for active action. Monitoring existing levels of competencies will serve as an important indicator of the effectiveness of the educational system [5, p. 145; 6]. Thus, the concept of key competencies (OECD) is used for determine such competences, the individual to participate effectively in many social areas and which contribute to improving the quality of society and contribute to personal success that can be applied to many areas of life.

Social-psychological competences are the main common of concepts that is disaggregated in complex knowledge, skills, values and relationships by training sectors and spheres of life of students. One of the most important theoretical generalizations discussions around the concept of key competences by the OECD was the definition of the three categories of key competencies as a conceptual framework. They are: autonomous activity; using interactive tools; ability to function in social heterogeneous groups. This classification defines the criteria underlying the main list of key competences [5, p. 47]. On the activation of future teachers as subjects of study activities in the process of professional preparation directed of competence approach, it based on the idea of activity (active) character of educational content. During competence approach of study activity directing on other result — the formation of a system of learning competencies. Content of last includes past and their personal relationship to objects and processes that are necessary for productive activity for them [4, p. 20].

In many world countries of the today reviewed and amended the changes to educational programs, its directions on formation of background for main results of study were based on achieving of future specialists of required competences. For example, in Canada, the most scientists say about the need to identify, to select and correctly identify a limits set of competences, it is most important, integrated, professional [5, p. 18]. Realization this approach, foreign scientists have concluded on the professional (the most important and integrated) competences that contribute to individual success in personality life; enhance the quality of public institutions; correspond to different spheres of life.

Conclusion. The system of training of future professionals should involve the development of the students not only the basic subject knowledge and also the skills of verbal and nonverbal communication, equal interaction skills to avoid or overcome conflicts, it is created of social and psychological (communicative) competence of a future teacher. This approach significantly increases the role of professional self-knowledge and self-education of students.

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