

OPPORTUNITIES FOR DEVELOPING SOCIAL-COMMUNICATIVE COMPETENCE OF STUDENTS IN THE EDUCATIONAL PROCESS

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Abstract

In this article, thoughts and opinions about imitation models for the development of social-communicative competence of students in the process of primary education are presented. The principles mentioned as the basis of the collective and individual development of the person, the experience of the person from the entire historical period to the present time have been consistently revealed in the educational theory and practice of a number of advanced pedagogues and thinkers of their time.

Keywords: Social adaptation, communicative competence, Socio-cultural adaptation, socio-cultural environment, education, psychological aspect, effectiveness, adaptability, achievement, success, understandability, efficiency, effectiveness

RESEARCH OBJECT AND APPLIED METHODS

The interpretation of results is carried out using the "Color Test of Relationships," "Trial Instructions," and the "Tree" projective technique.

INTRODUCTION

A person's individual character traits, daily habits, personal norms, cultural level, views, and personal attitudes constitute their system of personal values. These values are gradually adjusted during the process of socio-cultural adaptation, leading to the formation of a socially and psychologically refined personality.

In addition to accepting the socio-cultural norms of society, individuals also adapt to daily lifestyles. A daily lifestyle represents an environment where each individual can freely engage in life activities. As individuals adapt to the social

environment in everyday life, their lifestyle, in turn, influences those around them.

According to scientific, pedagogical, and psychological sources, competence and competency are highly complex, multi-faceted concepts that are relevant across numerous disciplines. Consequently, their interpretations vary in terms of scope, composition, and semantic content. The essence of these terms is also described using concepts such as “effectiveness,” “adaptability,” “achievement,” “success,” “comprehension,” “productivity,” “skillfulness,” “quality,” and “quantity.”

Educational competencies are defined according to the approved standards as follows:

- **Knowledge** – the ability to recall and explain acquired information;
- **Skills** – the ability to apply learned knowledge in familiar situations;
- **Proficiency** – the ability to apply acquired knowledge and skills in unfamiliar situations and generate new knowledge;
- **Competence** – the ability to utilize existing knowledge, skills, and proficiency in daily activities.

RESULTS AND ANALYSIS

Social-communicative competence refers to the process by which an individual adapts to the cultural life, values, relationships, norms, and traditions of a particular society, community, or social institution. The essence of social-communicative competence includes the transformation of an individual's behavior based on the cultural norms of a given community, as well as the creation of new cultural and social relationship systems alongside the transformation of communal cultural systems. This can result in new cultural, spiritual, and economic changes in societal life.

In this process, the primary role is played by an individual who, through reflective processes, becomes aware of the need to transform both themselves and society. Social-communicative competence is characterized by the interrelation and mutual dependency of the individual and the community. Participation in social-communicative competence may vary in terms of activity levels, being either passive or active.

A passive participant adapts to the cultural environment of the community and accepts its norms. An active participant, on the other hand, seeks to modify

social-communicative competence norms and attempts to integrate their own or their group's norms and rules into community life. The activities of active participants contribute to the foundation of new and stable social relationships within the community.

The implementation of students' social-communicative competence, its characteristics, and signs can be classified into several types:

By implementation type:

- Voluntary
- Mandatory

By content of activity:

- Constructive
- Destructive

By activity form:

- Active
- Passive
- Stable
- Dynamic

By activity type:

- Professional
- Formal
- Socio-psychological
- Cognitive
- Individual

The typology of social-communicative competence among primary school students is determined based on several criteria:

- The formation of socio-cultural values;
- The individual psychological characteristics of the person;
- The cultural relationships between the individual and the community;
- The nature and content of the community's activities.

Students' social-communicative competence is closely tied to the concept of "adaptability." Adaptability refers to the readiness of an individual to change themselves in response to external influences. This is demonstrated by their ability to accept and adapt to new environments, new communities, and existing socio-cultural norms. Harmonizing the subjective needs of the individual with the demands of the socio-cultural environment is a dynamic process linked to

individual characteristics, mood, and worldview. This process is also expressed as the relationship between **sociocentrism** and **egocentrism**.

A high degree of adaptability indicates an individual's ability to align their personal needs with community needs, thereby increasing their acceptance of community norms and standards. This process aligns with the ideas of conformity. According to conformist theory, it is more effective to align one's views and actions with those of others and the community than to rigidly adhere to personal opinions and principles. However, excessively high levels of adaptability may lead to diminished individuality and increased social dependence. Conversely, individuals with low adaptability levels maintain a firm stance on their views in changing environments. Such individuals strive to preserve their personal identity, placing their opinions and needs above the generally accepted norms of the community.

Individuals capable of managing their behavior in alignment with existing situations and societal demands can function effectively within community requirements and standards. They harmonize changing social environment demands with their own needs and even express opinions based on analyzing social and spiritual changes within the community.

Specific features of the socio-cultural adaptation process deserve attention. Some studies emphasize that social-communicative competence refers to an individual's or group's adaptation to new socio-cultural conditions and the acceptance of new norms. Sociology interprets this as a process involving two parties: the adapting party and the party being adapted to. One side adjusts to the demands and norms of the other.

Socio-cultural adaptation is often based on democratic principles and focuses on an individual's integration into society. The minority adapts to the majority. In contrast, humanistic approaches prioritize organizing community activities around the interests and needs of the individual. Centrist views highlight the mutual and equal interaction between the individual and the community during adaptation.

Structuring the socio-cultural environment as follows facilitates the adaptation process:

1. A socio-cultural environment with a material nature.
2. A cultural communicative environment.
3. Socio-cultural norms, rules, and regulations.

4. Cultural values.

5. Works of art.

Our research on social-communicative competence concludes that individuals first accept and internalize the socio-cultural norms of a community. In the subsequent stage, they transition from being passive objects to active subjects, taking their place in society based on the socio-cultural skills they have acquired. Through their actions, they begin to exert creative influence on socio-cultural life. Thus, socio-cultural adaptation is dynamic, with individuals evolving in their roles as the process unfolds.

Another feature of social-communicative competence is that individuals assimilate the value systems of society, while their personal value systems are, in turn, accepted by the society they belong to. This process involves the interconnectedness and mutual influence of societal and personal value systems. Social values aim to establish order within the community, strengthen relationships based on traditions, improve the socio-cultural environment, and create a stable atmosphere within the community. These values encompass cultural norms, traditions, customs, guidelines, oversight by governing bodies, and information processing systems.

Human daily life occurs in routine realities or specific situations. Routine realities include daily life activities within familiar communities, such as families, circles of friends, or neighborhoods, built on close interpersonal relationships.

Daily life in specific contexts, on the other hand, involves continuous engagement in specific activities. Such lifestyles require special preparation, such as learning a profession, training in sports, or preparing for creative pursuits. Each activity type encompasses cultural customs, traditions, and values. This process results in the creation of ideas, values, and artifacts reflecting cultural life widely accepted by the community.

During the adaptive process, individuals entering social-communicative competence lose certain aspects they consider valuable but gain and assimilate new elements. From this perspective, this is a process of socio-cultural exchange. Initially, individual socio-cultural perspectives differ from those of the collective environment, but over time, personal and social indicators converge. If individuals are unprepared for socialization and unwilling to accept

socio-cultural perspectives, the adaptation process becomes destructive for both the subject and their surrounding environment.

Social-communicative competence can yield both positive and negative consequences. Negative outcomes arise from discrepancies between the individual and the socio-cultural environment, difficulties in accepting societal norms, or negative influences from the social environment. Such cases disrupt the harmony between social and cultural worlds, weaken relationships between social institutions, and undermine cultural foundations, resulting in disorder. Manifestations of such issues include social marginalization, adventurism, aggression, maladaptation, and chaos.

Positive social-communicative competence develops through mutual positive interactions between the individual and their environment, fostering conditions conducive to integration into society and efficient assimilation of new socio-cultural activity forms. The content of the interaction between the subject and the new socio-cultural environment encompasses unconventional situations encountered in daily life. The results of such interactions manifest as mutual adaptation, compromise, experiential exchange, harmonious views, and cooperative development.

Professional competence is defined as the acquisition of knowledge, skills, abilities, and experiences required for effective professional activity and the ability to utilize these experiences effectively during professional endeavors.

Pedagogical competence entails educators not only mastering domain-specific knowledge, skills, and abilities but also integrating interdisciplinary knowledge and experiences. It requires ongoing self-improvement, enrichment of expertise, assimilation of modern knowledge and information, adaptation to societal demands, and practical application of innovations.

The conditions for a child's personal development include social activities inherited through relationships, culture, history, customs, educational systems, ideologies, and ethics. These factors contain the potential for a child's development as a person, which cannot be achieved without timely integration into human relationships.

CONCLUSION

Organizing educational and upbringing processes effectively addresses pedagogical tasks by enabling collective activities. If children's relationships are

based on dominant common goals, educators play a supportive role in this process. The manifestation of abilities in various activities reflects individual uniqueness while indicating a need for collective relationships. These activities, characterized by spirituality, drive the development of social competence.

Teachers play a pivotal role in achieving societal goals in any community. This concept imposes social, political, pedagogical, psychological, and methodological demands on teachers. A teacher must possess professional dedication, moral and ethical maturity, a broad worldview, expertise, professional training, social communication skills, deep knowledge of teaching methods, psychological-pedagogical expertise, and the ability to objectively evaluate their activities and students' knowledge.

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