

SOCIOCULTURAL COMPONENT OF TEACHERS' PROFESSIONAL COMPETENCE

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Abstract. This article considers the theoretical and practical issues of sociocultural competence of Ukrainian students of higher educational institutions; the priorities of the sociocultural education paradigm were analyzed; in this context, the issue of training future teachers to work in terms of a personality oriented teaching approach was presented.

On the basis of the analysis conducted on psycho-pedagogical and methodological literature that covers the raised problems, a number of methodological and pedagogical ideas which provide for the formation of social and cultural mobility of future teachers were determined in order to ensure pupils' sociocultural development.

Keywords: sociocultural competence, sociocultural mobility, social and cultural development, principle of cultural correspondence, multicultural environment.

1. INTRODUCTION

Nowadays the world is experiencing acute problems of development. This is true not only for socio-economic, political sphere, but, first of all, the cultural, moral and spiritual area. "The decisive role in solving them is played by the education system, and a teacher who works in it" [3, p. 4].

According to the National Doctrine of Education of Ukraine in the XXI century [5] one of the tasks of training professionally qualified teachers, including primary school teachers and caregivers of preschool institutions is forming their socio-cultural competence, that is professional readiness of a teacher to work in a multicultural environment, be mobile, capable of adequate interaction in everyday life situations, maintaining social contacts. In terms of competence approach and subject-subject relationship, the content of pedagogical university education involves not only acquiring a certain amount of knowledge, particularly in matters of social culture but also the formation of skills to make quick decisions and change themselves to adapt to new conditions and requirements of professional activity. It provides for dynamic (mobility) of teachers' professionalism.

Among the key competencies of the professionals that were outlined in the documents of the UN, UNESCO, Council of Europe, sociocultural competence is on one of the leading places. It is considered as an attribute of professionalism that is providing competitive professional education.

"European teacher aims to find answers to the challenges of the age and facilitate the inclusion of pupils and students in the progress of scientific knowledge, social experience of generations, universal sociocultural practices and values, the spirit of humanism and humanity" [7, p. 11].

"According to expert forecasts, in 2020, the ability for lifelong learning, thinking critically, setting goals and achieving them, teamwork, communicating in a multicultural environment will be required the most" [6, p. 8].

However, the issue of cognition of intrastate social culture proper (regional, ethnic, religious, demographic one) and its role in the process of formation of teacher's professional competence was investigated insufficiently.

Currently, the concept of sociocultural competence is defined in different ways: on the one hand, it is a social culture of certain people; on the other one, it is an internal social culture, which is a system of competences in various areas of social and spiritual life [12, p. 151]. Many researchers that studied this issue find out that sociocultural, linguistic and regional awareness, cultural and sociolinguistic competence are the components of the sociocultural competence which provides the opportunity to orient in the new sociocultural environment [2]; it allows a teacher to avoid conflicts with students and their parents on intercultural (interethnic) ground.

The current conditions of national revival and the further development of spiritual culture of Ukrainian people led to the urgent need to intensify research in terms of social and cultural studies.

2. ANALYSIS AND DISCUSSION

In homeland psychological and pedagogical literature, the issues of sociocultural competence are often considered as an activity-based component of communicative competence. The ways and the directions of sociocultural development of Ukrainian identity were revealed in the works of the specialists in linguodidactics (A. Bohush, M. Vashulenko, N. Holub, O. Horoshkina, K. Klymova, D. Kobtsev, O. Kucheruk, L. Matsko, A. Nikitina, M. Pentylyuk, O. Potapenko, O. Semenoh, L. Skurativskyy, A. Yarmolyuk and others). An important component of the common cultural development of society is considered to be sociocultural competence (V. Buryak, S. Honcharenko, I. Zyazyun, V. Kremin, A. Makarenko, N. Nychkalo) who base their statements on the main provisions of ethnopedagogy and the principal statements of the papers written by M. Stelmakhovych, V. Sukhomlynskyi, and K. Ushynskyi.

Nowadays the sociocultural competence and socio-cultural mobility are studied by many researchers (V. Makhinov, T. Fomenko, S. Valevska, I. Mamonov), who find it as an ability to adapt to a different, mostly foreign society, language, willingness of young professionals to serve as a cultural intermediary between their culture and the culture of other countries or nations to interact with native speakers in different situations.

Determining the aspects of the common problem that have still remained to be unsolved. The ways and the means of formation of socio-cultural competence of Ukrainian students of pedagogical educational establishments and implementation of Ukrainian socio-cultural content line in higher education were researched insufficiently. Scholars have ignored the issues related to the content, forms, methods and technologies of socio-cultural aspects of training primary school teachers and kindergarten teachers in order to develop their socio-cultural mobility and readiness for the formation of the sociocultural competence of Ukrainian students.

The social environment where the citizens of a country grow up and develop is extremely diverse. Active migration, which is currently peculiar for the life of Ukrainians, has an impact on the formation of a junior schoolchild as a citizen. From our point of view, sociocultural mobility of teachers (especially primary school teachers), is their ability to perceive the culture of ethnic groups (their representatives are the pupils), their linguistic peculiarities (dialect), and be tolerant in teaching the children the aspects of the national culture, modern Ukrainian literary language without diminishing the achievements of regional cultures and dialect peculiarities. This ability to correlate national and ethnic (regional) issues

according to the social norms of behavior that are acceptable in a particular locality, family, religious denomination, ability to apply sociocultural knowledge according to the ethnically specified characteristics is a sign of teacher's professionalism.

Analysis of studies (conducted surveys, interviews with teachers, observation of lessons at school, attending meetings of methodological unions of primary school teachers) entitles to state insufficient formation of socio-cultural competence of young teachers, in particular, that is often a cause of problems in the implementation of their pedagogical multicultural society.

The purpose of the article is the theoretical substantiation of the content of socio-cultural competence of primary school teachers and outlining the ways and means of forming sociocultural mobility of a teacher in a higher education system.

The main body of the research. In the period of the transition from an industrial society to information society as well as competence approach and personality oriented education, forming socio-cultural, communication and project culture of a personality is vitally important. "The condition for the mobility of the optimal functioning of a specialist under professional social and cultural conditions is to achieve a high level of sociocultural competence" [8, p. 232].

Competence [lat. *competens* (*competentis*) – adequate, relevant] – 1) credibility, awareness; 2) being competent [11, p. 369].

Sociocultural competence is a qualitative characteristic of the individual, based on a set of acquired knowledge in the social and cultural spheres of life, values [12, p. 153].

In this sense, it is also the ability and willingness to teach students to act as a cultural mediator between their regional culture and the cultures of other regions of Ukraine as well as the peculiarities of national culture.

O. Kucheruk notifies that the formation of the structural components of sociocultural competence of the Ukrainian language speaking personality "depends on various socio-cultural factors: the cultural heritage of a region of Ukraine, Ukrainian national culture, subculture of the representatives of different social groups and organizations, human culture, multicultural society, ethnic stereotypes, traditions, attitudes, media, communication and social needs in cooperation, globalization of the informative society" [4, p. 3].

During their studies at the university (4-6 years), training of a professionally competent teacher is ensured in the appropriate socio-cultural environment, mainly, in a large city that is specific (it is multicultural, accumulates traditions and customs of ethnic groups from the regions, particularly their lifestyle). Besides, "under the influence of daily life, human interpersonal relationships are developed, and values, culture of communication, a way of life and individual life position are formed" [10, p. 147]. Social conditions under which a child lives, that is nature, family, geography, home, public, social environment is his/her sociocultural environment [10, p. 155]. The gradual entry of a child in contemporary culture, both national and universal one, meets the didactic principles of the cultural correspondence [10, p. 167]. Providing this principle requires modern students and future teachers to have social and cultural knowledge. However, the formation of a professional educator "is not confined only to the accumulation of knowledge, the mastery of professional experience and skills. A true professional should be a mature person ... who is able to go beyond social stereotypes standards; resist the strong pressure of negative social forces; ... find a special place in life and consciously or unconsciously take a position of an active creator of your life ..." [9, p. 304].

Therefore, in terms of the principle of didactic cultural correspondence, socio-cultural education is a key to the successful formation of teachers' professional competence, the elements of which is the ability to orient in the polygamous culture of every nation in recognizing the existence of the spiritual values of different nations, different people, the ability to absorb it, understand, make conclusions for oneself, resist denying the obvious cultural differences in the spirit world of a nation, ethnic group and so on.

"The high level of socio-cultural development of a pupil depends on the formation of sociocultural competence of teachers and their ability to adapt to specific socio-cultural environment where junior schoolchildren are ..." [4 p. 3], in other words, to be mobile.

Mobile – [french. mobile; lat. mobilis – mobile] – movable; able to act quickly [11, p. 461].

In the Pedagogical Constitution for Europe, it is stated that “characteristic of the formation and operation of a new teacher is a high level of academic mobility, that is, the ability to respond adequately to the changes in the teaching reality, find answers to the challenges of the era, move in the pedagogical area in accordance with the objectives and up to date public education policy or be in response to changing circumstances” [7, p. 17]. In this aspect, “academic mobility promotes cross-cultural teacher’s values, tolerance and willingness to cooperate” [7, p. 17].

Socio-cultural methodology is considered to be the formation of a specialist in a particular national system of culture and education or training. However, the national culture consists of regional cultures, cultures of individual ethnic groups, nationalities.

Formation of the socio-cultural competence is an essential part of the educational process; without it, it is impossible to train highly competitive primary school teachers; it should be ensured “with regard to social mobility, technical and technological changes and traditions and the conventional rituals and practices of the ethnical education of the population of a particular region ...” [1, p. 38].

The process of forming socio-cultural competence is implemented within the professional training that is on the subject matter, which is the basis for future educational specialization.

Such training should ensure the evolving nature of the learning process and, in our opinion, it should be planned accordingly:

1-2 courses – the accumulation of cultural knowledge, generalization and systematization of them;

3-4 courses – developing and applying practical skills of the teaching activities in specific socio-cultural environment, educational and cultural training, teaching practice.

A university lecturer can certainly anticipate all the possible socially predefined situations which can be faced by a graduate, but he can design teacher’s behavior in a certain socio-cultural space that has its own regional characteristics. It will protect young teachers from disappointments and defeats in a multicultural school environment.

In order to guarantee this it is noteworthy to:

- promote the need to form a high level of students’ sociocultural competence (why do we need it?);
- ensure the acquisition of knowledge and awareness of the diversity of regional and national cultures in different areas of human activity (what exactly do we need to know, and how can we get that knowledge?);

- define a set of methods of teaching action (traditional and online ones) in different social and cultural environments; coming up with alternative pedagogical decisions, professional activities, that is, personal self-assertion and self-realization in a multicultural environment (how to apply the acquired knowledge and developed skills and abilities and how to ensure the formation of the sociocultural competence for others (including primary school pupils).

This algorithm of forming sociocultural competence promotes motivation, intellectual, psychological, pedagogical and methodological issues of a future primary school teacher and gives him/her a socio-cultural mobility.

Motivating the need for sociocultural knowledge in teacher’s professional development can be ensured by different ways (providing challenging situations in the class, organization of “chance encounters” in the street, in church, at cultural events in school, village, neighborhood, meeting visitors from other regions), including making and solving pedagogical problems in the process of studying academic subjects.

Ensuring the acquisition of knowledge and awareness of the diversity of regional and national cultures in different areas of human activity involves the selection and the implementation of cultural material in the learning process that forms the socio-cultural fundamentals for an educational and methodological set for a particular subject.

First of all, these are reading and analyzing authentic texts in Ukrainian (classics and contemporaries such as V. Stefanyk, I. Franko, M. Kotsyubynskyi, U. Samchuk, O. Dovzhenko, M. Stelmakh, B. Hrinchenko, M. Dochynets, H. Tyutyunnyk, V. Shkliar, M. Matios, I. Rozdobudko)

with a strong socio-cultural content. It is the most noteworthy to conduct studies on *the contemporary Ukrainian language*, which is taught in undergraduate courses for the future teachers.

The essence of this analysis lies in learning grammatical forms of Ukrainian language in a text and the simultaneous introduction to the culture and traditions of the area. The following compositions should be paid attention at:

- the text from the novel "Airport" by S. Loyka which contains a rich language and speech material to illustrate lexical diversity of modern Ukrainian language and homogeneous analysis of the sentence, etc.;

- in the process of studying parenthesis in a sentence, it would be appropriate to analyze passages from the works of H. Tyutyunnik entitled "Katrya is Getting Married" and U. Samchuk "Maria", in particularly, the description of the wedding ceremony (Volyn and Poltava);

- the study of complex syntax is made efficient and interesting by conducting an analysis of the works of I. Franko "Zakhar Berkut", P. Zahrebelnyi "Miracle", M. Matios "Cute Darusya", V. Shkliar "Black Crow", "Mary" (from the past of different regions);

- in the study of the theme "Proper and common nouns", it is effective to use the articles from the city and regional newspapers, magazines, sights that represent culture of a particular region and so on.

Therefore, young people socialize primarily in the form that is available to them, namely, works of fiction, analyzing them, performing various kinds of search and research tasks.

However, reading and analyzing literary texts mainly provide a base for the sociocultural competence and mobility.

Favorable opportunities for the use of acquired knowledge and forming sociocultural competence of students develop their teaching abilities, create an interactive project work as the content of each subject is based not on a study of some topics, already prepared information but on the discussion of current educational and cultural issues that appear to be interesting for a future professional. These tasks may be creating integrated projects:

"Clothes of my land" (modern Ukrainian language – visual art – nature study). Project objectives are not only to reveal the fact of diversity of clothing, but also to trace the genesis of their origin: why the traditional clothing of Volyn is linen predominantly in blue tones, and for the inhabitants of the Carpathians, it is bright colorful wool. This work gives an opportunity not only to explore the features of the sociocultural region, but also to develop logical thinking, improve coherent speech.

In terms of creating projects, it is interesting to study the peculiarities of folklore, songs, proverbs, sayings (modern Ukrainian language – children's literature – art work).

The project entitled **"Literary education"** (literature for children – introduction to the profession – methodology of learning Ukrainian language). Project purpose is systematization of literary works that depict the image of teachers in Ukrainian literature ("She has stolen", "Bell" by B. Hrinchenko, "Hrytsiv studying at school" by I. Franko, "Talent" by S. Vasylychenko, "Charmed Desna" by O. Dovzhenko, "Thinking of you" by M. Stelmakh; "Roaring silence" by A. Dimarov, "Teacher" by I. Drach, etc.).

Addressing appropriate pedagogical situations that is requiring social and cultural knowledge during pedagogical practice is the first step towards one's self-realization as a teacher. One of the objectives is to practice observation of a team and writing psychological and educational characteristics of the class. In our opinion, it is necessary to propose an experiment to make *socio-cultural characteristics of a class* as it will motivate students to obtain sociocultural knowledge in order to apply them in their educational activities and will improve their social and cultural mobility.

For the purpose of deepening sociocultural knowledge and improving sociocultural competence, it is recommended to ask the students to fulfill different kinds of search and research tasks, including course and master's papers, such as:

- Peculiarities of studying lexical topics in primary schools in a mountainous area (Central Ukraine, Polesia, Hutsulshchyna ...);

- History of the educational thought development in the area;

- Method of lessons with handling work on books for children, the information based on the literary works of the authors of the native land;
- Formation of communicative competence of primary school children by means of artistic expression (based on the literature of their native land);
- Customs of my family as a means of educating conscious national identity;
- Impact of foreign culture on the formation of communicative competence of a modern teacher.

It is extremely important, and it is possible to introduce such optional courses or socially oriented specialized courses as "Culture and Personality", "Pedagogical Genealogy", "Intercultural Features of Communication Etiquette", "Modern Studies on Native Land", etc. in the curriculum.

3. CONCLUSIONS AND SUGGESTIONS

The abovementioned issues give reason to believe that a variety of thematic and methodological support of forming sociocultural competence will promote students' realization of cultural diversity of a unitary state, prepare them to work in a multicultural environment, form their sociocultural mobility, which will help the future teachers to take that place that would fully meet their needs and opportunities in the society.

In the future, it is significant to conduct a study on the educational process, with the emphasis on the practical application of acquired skills and the development of appropriate integrative learning system in order to ensure the effective formation of social and cultural mobility of the students in terms of the stage nature of education for teachers.

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