THE SIGNIFICANCE OF SOCIAL COMPETENCE FOR FUTURE TEACHERS IN THE INFORMATION SOCIETY

Sharov S.
PhD of Pedagogical Sciences, Associate professor, Associate professor of the Department of Ukrainian and foreign literature Bogdan Khmelnitsky Melitopol State Pedagogical University

The article examines the importance of future teachers' social competence. It is stated that in the nowadays conditions of information society social competence with a help of information and communication technologies allows effective interaction between members of society and groups of people. It is revealed that information society can positively and negatively influence on the development of individual social competence.

Keywords: social competence, information society, future teachers

Nowadays social competence is one of the key skills of the modern individual who plays an active role in modern society. Social competence is gaining the importance in the work of future teachers due to the fact that they share their experience with younger generations thus preparing them for adulthood

Depending on age, experience, living conditions and study social competence is developed differently and influences on personality development. It has been researched by various scientists, such as M. Doktorovych, I. Zarubinska, V. Shakhrai, V. Kovalenko, O. Pozdniakova, T. Smagina and others. The subject of their research was social competence of preschool and school-age children, young people and adults.

The concept "social competence" is understood as a set of social skills, knowledge and abilities, emotions and values, behavioral components [6, p.140], experiences and beliefs of personality [1, p. 10], which allows a person to actively interact with the society, different groups and in-dividuals, productively perform different social roles, optimize social relations depending on the available social information [8, p. 2].

Based on a review of scientific works researchers have identified a list of social competencies, namely: affection to others (ability to love and trust); empathy (sensitivity, compassion, acceptance of others, recognition of their emotions); effective communication (effective response, choosing one's own answer, ability to listen to others); relationship management (ability to understand and connect with others, manage conflicts, accept responsibility) [10, p. 79]. Social competence can be of different kinds depending on the point of view thus it can be professional, civil, spiritual. Despite its diversity it focuses individual on the harmonization of interests of different people or groups of people through putting cooperative efforts [3, p. 21].

As mentioned above a socially competent person has the ability to find constructive solutions and avoid problematic

situations in the society. At the same time one should not forget that we live in information society that is characterized by increase of information at exponential rate, creation and use of information in various forms and increased role of information in general.

In information society people are constantly in the process of various communications with individuals, groups of people and organizations through the use of information and communication technologies. According to scientists this form of society's existence has appropriate social and political mechanisms for solving problems that are associated with the development of information technology [7, p. 23]. This is especially related to nowadays' youth, particularly students who will become specialists in their chosen fields later on. A large part of professions will be dealing with information and communication technologies and related services.

In addition to the production of information and the use of information and communication technologies in production, these processes are actively used in education [4, p. 166]. Currently educational e-resources, distance learning systems, computer training programs, technical training tools are being actively introduced into the educational process of educational institutions to provide educational informatization and create a unified educational environment.

Such a great list of tools that can be used in the educational process allows them to be used to build the social competence of future teachers, who will use the acquired skills to build constructive engagement in the professional process.

The same approach can be applied to the Internet, which contains a huge amount of information in various sources such as blogs, Internet conferences, social networks, software for sending multimedia messages quickly. It should be noted that the Internet has now become an important part of social life of most people of all ages. It creates new forms of communication and behavior and notably young people spend their time almost constantly on communicating, working and relaxing in the virtual space.

On the other hand, some teens overspend their time on the Internet, which can have negative consequences. According to the negative option of the social compensation hypothesis explored by Valkenburg, adolescents' virtual identity can be developed more than their individual autonomous identity. As a result in real life their social competence will decrease [9, p. 211].

As V. Taborsky notes, social competence implies flexibility in behavior in social sphere [8, p. 2] that is based on information received from outside. The more information a person knows, the better he / she will behave in society. At the same time a huge flow of information that is perceived every day by an individual or the future specialist in particular, is characterized by a high degree of disorder [5]. Therefore, misunderstood information can affect one's behavior and actions.

According to scientists, a possible solution to this problem is to increase the level of competence of all members of

society. In addition, the development of social competences must be combined with the development of other competences related to information society.

It should be noted that these days media literacy is considered to be one of the most important competencies in terms of forming a personal vision of the world through the processing of information flows. It provides one with the recognition of false information in the information flow offered by print or electronic media. Taking into account some scientists' opinions, the ability of media literacy must be included into the professional teacher training because improperly formed vision of a child is a threat to his/her mental health [2, p. 57].

From our perspective in the context of increasing attention to academic mobility, widespread Internet access, the emergence of a wide range of electronic devices for communication, the issue of social competence is acquiring a new meaning. The future teacher should have a well-developed social competence in the information society environment, be able to use information and communication technologies for effective interaction between students in the learning process and between students in further professional activities. In addition, a future professional should be able to recognize information fakes in order to educate the younger generation on the basis of reliable information.

Taking all aspects into consideration, the importance of social competence for future teachers cannot be overestimated. A well-developed social competence that takes into account the peculiarities of development and functioning of information society allows a person, in particular a future teacher, to constructively interact with social environment and qualitatively fulfill professional responsibilities using information and communication technologies.

References

1. Зарубінська І.Б. Теоретико-методичні основи формування соціальної компетентності студентів вищих навчальних закладів економічного профілю: автореф. дис.... докт. пед. наук: 13.00.04 / Інститут вищої освіти НАПН України. Київ, 2011. 38 с.

2. Ізбаш С. Особливості підготовки майбутніх вчителів інформатики до впровадження медіаграмотності / С. Ізбаш, О. Ярова // Молодь і ринок. – 2019. – №6(173). – С. 56–59.

3. Лазуріна Н.П. Толерантність як складова соціальної компетентності / Н.П. Лазуріна // Вісник Житомирського державного університету імені Івана Франка. – 2008. – №39. – С. 19–22.

4. Остапенко С.А. Дидактичні умови формування соціальної компетентності студентів філологічних спеціальностей у процесі самостійної навчальної діяльності / С.А. Остапенко // Наукові записки. Серія: Психолого-педагогічні науки. – 2012. – №1. – 164–167.

5. Розумний М. Соціальна некомпетентність та шляхи її подолання / М. Розумний // Сучасна українська політика. Політика і політологи про неї. – 2004. – Т.5. – С. 210–214.

6. Смагіна Т.М. Поняття та структура соціальної компетентності учнів як наукова проблема / Т.М. Смагіна // Вісник Житомирського державного університету імені Івана Франка. – 2010. – №50. – С. 138–142.

7. Шарова Т.М. Ретроспективний аналіз розвитку інформаційного суспільства /

Т. М. Шарова, Л.Ю. Москальова // Актуальные научные исследования в современном мире. – 2018. – Т.7. – №39. – С. 31–35.

8. Taborsky B., Oliveira R. F. Social competence: an evolutionary approach / B. Taborsky, R.F. Oliveira // Trends in ecology & evolution. – 2012. – Т.27. – №12. – С. 679–688. DOI: http://dx.doi.org/10.1016/j.tree.2012.09.003.

9. Valkenburg P.M. Adolescents' identity experiments on the Internet: Consequences for social competence and self-concept unity / P. M. Valkenburg, J. Peter // Communication Research. – 2008. – Т.35. – №2. – С. 208–231.

10. Weare K. What works in developing children's emotional and social competence and wellbeing? Research Report №456 / K. Weare, G. Gray. London: Department for Education and Skills, 2003. – 114 p.