

INCREASING SOCIO-CULTURAL COMPETENCE IN FUTURE TEACHERS

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ABSTRACT

In the article, the social-cultural competence of pedagogic personnel in order to regularly update professional knowledge, skills and qualifications in development, to improve pedagogical mechanisms and the quality of professional education the conducted researches are recorded. from the scientific and pedagogical potential of teaching staff based on satisfying their professional needs, education, science and production the quality of training of pedagogic personnel by ensuring its integration opinions on increasing qualification requirements were expressed.

Keywords: professional needs, integration, socio-cultural competence, reflexivity, creativity, innovative values.

Introduction

Globalization of modernization of modern information society. The development of various disciplines is unimaginable without the process and the process of introducing new ideas without socio-cultural cooperation unimaginable. These processes affect all areas of human life - daily, cultural, scientific, political, economic.

Sociocultural competences are becoming increasingly important and significant in terms of employability, career, competitive abilities. Acquired and developed throughout one's lifetime, sociocultural competences create favourable conditions for successful survival and functioning in contemporary labour market. Composition of sociocultural competences and their effect on socialization is determined to a great extent by the specific field of provision, acquisition and application of the respective competences. Learning under lifelong learning concept forms a favourable medium for development of such competences.

Sociocultural competences are attributed to the measures empowering a person to perceive oneself and the learning environment objectively. Sociocultural competence education should primarily be directed towards learners' real-life current and potential future needs by interpreting education under the new educational paradigm, namely, viewing education as an active process of creation of knowledge and meanings based on cooperation, continuous self-management and learner's experience, as well

as happening in an environment that is as authentic as possible and involving real-life situations and contexts.

Sociocultural conditions have particular significance in development of learning material. The material should reflect social, economic, and technological level of development of a country, current knowledge in various fields of science, i.e. it should comply with the existing cultural foundation of the society and be relevant to learners [1.] . Formation of sociocultural competence takes place in several dimensions: in the context of social competence through social perception, social skills, communication with peers, attribution, self-awareness; and in the context of cultural competence through cultural knowledge, cultural awareness, cultural sensitivity. Formation of sociocultural competences by learning in these dimensions is possible in several stages. (TABLE 1)

Sociocultural competences

	Knowledge	Abilities	values
Social competence	Social perception	Social skills, Communication with peers	Attribution, self-awareness
Cultural competence	Cultural knowledge	Cultural awareness	Cultural sensitivity

Sociocultural competence could be implemented by four components that link an individual to environment:

- initiative,
- responsibility,
- participation in an activity as an event,
- individuality.

Initiative is a significant prerequisite for formation and application of sociocultural competences as an individual initiative that implies the necessity to combine it with other individuals' initiatives [2]. In other words, in their nature, initiatives should be open to the influence of other initiatives, while implementation of an initiative requires sociocultural communication and collaboration between different persons, which is a key component of effective combination of individual (personal) and collective resources.

Initiative is defined as a person's obligation and determination to start something new and use the freedom of action. Being initiative means being able to mobilize and use various individual and collective resources in solution of various activity situations: Initiative is a very significant prerequisite for formation and application of sociocultural competences as an individual initiative that implies the necessity to combine it with other individuals' initiatives.

Responsibility, when viewed from the perspective of competence, also has two significant social dimensions: responsibility for compliance with various moral norms (responsibility for the moral consequences of an action) and caring for other people, their welfare.

Individuality manifests itself from the perspective of sociocultural competence through a person's ability to develop his values, seek education, and participate in experience-based activities. Self-education does not take place when a 'portion' of information is received. It rather occurs in interaction with the environment involving change of perception, when the outlook and perception of environment itself starts changing.

Stage two in formation of sociocultural competence is the informative stage. Main goal of this stage is acquisition and consolidation of knowledge gained from the learning material. Learning material is subject to continuous changes and developments in the learning process. Curriculum is not only what one hears or sees during a lesson, when information is clearly provided by a teacher or learner. It is also what a teacher and learner thinks, feels, experiences, what processes take place in their subconsciousness when they both face a representative of different culture, sociocultural background. The aim of education of sociocultural competences is not formation of a new subconsciousness, but rather its enrichment by initiation of a conceptual world-view. Sociocultural competence formation methods / strategies:

- Education of skills of intercultural communication;
- Education of initiation of leadership and team work;
- Analysis and interpretation of various social situations;
- Role plays in analysis of communication issues and conflict situations;
- Classroom debates for formation of ability to accept other person's opinion and remain tolerant by controlling own emotions;
- Reflective education;
- Work in groups in development of projects, generation of ideas.

Sociocultural competences manifest themselves as a combination of various competences revealing the role of skills that are important in life. School, same as family (as a learner's immediate environment), promotes expression and development of sociocultural competences. Researchers have crystallized an idea that, in their work, teachers create a 'third space', where student's primary discourses (used by him/her at home, in a community, informal social interactions) and secondary discourses (based on school and other official establishments) intersect to form this third space that blends the primary and secondary discourses.

Why is it important to develop students socio cultural competence?

Developing students' sociocultural competence of non-linguistic majors is of great importance too, because the specific feature of their future work is based on

communication with people. They must know the way of life, patterns of behavior of people of different cultures.

The content of Socio-cultural competence of students includes the following components: socio-cultural knowledge: language (authentic vocabulary), knowledge of certain facts of national culture (national realities, etiquette , folklore elements in its small form); skills and abilities of speech and non speech behavior. Acquisition of new socio-cultural information and ensuring the required quality of skills and abilities can be promoted by: planning lesson - scenarios - imaginary meeting of students with native speakers, especially with their peers; a reasoned use of relaxation, aerobics, songs, recitation etc.; hidden forms of control; graphics supports in the form of transcription signs, which promotes accuracy in auditoryspeaking pronunciation skills; geographic aids (visual, auditory, audiovisual); Activities and games.

These reinforce the illusion of involvement in the authentic speech environment and provide the required quality of speech skills that are being formed. Formation of lingual, socio-cultural and spiritual values of a different ethnic reality is the basic content of speech. The formation of socio- cultural competence constitutes a whole lesson, and its developments of which depends on the techniques, quizzes and activity games carried out in the course of the lesson.

In conclusion, we can say that there must be problems of culture and intercultural communication are presented as global educational goals in the educational process. However, a new concept socio-cultural education requires serious didactic thinking, choosing an approach to education a connecting the communicative activity of students with cognitive research studies, which can ensure the socialization of communication teaching socio-cultural portrait of native speakers.

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