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## **SOCIAL COMPETENCE AS AN OBJECT AND A PHENOMENON OF DEVELOPMENT**

In the article of L. Kalinina and I. Ryabukha «Social competence as object of development in lyceum» social competence of lyceum students is considered as difficult integral formation of personality; holistic and dynamic system of cognitive, activity and personality features. It is defined as integral property of personality, represented by the system of personal traits and features, capabilities and socially meaningful faculties providing accordance of individual to his social group and determines the achievement of successful realization of own and publicly meaningful aims in heterogeneous society.

Structure and content of social competence is represented in content-structural submodel of social competence of a lyceum student. It is conceptually grounded that social competence has three basic constituents: cognitive, activity and personal. Cognitive constituent is subdivided into knowledge, ability and skills; activity – into experience and capabilities; personal – into psychophysiological qualities and traits. Each subconstituent is finely described in the article. Thus, social competence of a lyceum student shows itself in adequacy of co-operating with age-mates, adults, in groups, collective, society; it is based on knowledge of general sociocultural norms and rules and knowledge about how these rules can be used in definite situation of co-operating with surroundings; it is reflected in possessing abilities and skills of integration in society through the mechanisms of self-regulation (state of capacity); it can be seen in capabilities to control behaviour

and be responsible for it; it is exhibited through the willingness to search the ways of safe solving of temporal problems through actualization of personal resources.

The presented content-structural sub-model of SCLS shows that the directed changes (development) should take place in accordance with the psychological laws of personality development of an individual and conformities to law of mastering of activity, in particular educational-cognitive and creative in their co-operation. The offered matrix of structure of SCLS allows to specify the task of development of social competence of a lyceum students and define the result of lyceum educational process in such categories, as: knowledge, ability, skills, experience, values and motivation; to define the types of leading activity of lyceum students.

The sources of social competence development are defined, parametric flow-chart of determination of the state of moulded social competence of a lyceum student in an educational process is given.

After generalization of the results of investigation it was discovered that the process of development of social competence of lyceum students during educational process has subject-to-subject and dynamic character; influence of different factors on this process on the essence is additive and complex, subject-environmental; success of social competence development depends on the level of development of personality sphere of students, degree of activity of their co-operating with society (personality and operational changes of parameters).

**Keywords:** social competence, content and structure of social competence of a lyceum student, source of development, lyceum student, social intellect, competence-oriented education, competent, environmental and activity scientific approaches.



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**Problem statement.** Transformation processes taking place in modern society predetermine requirement in modernisation of the home system of education on the basis of competence approach. Information society, developing as a civil one, needs people capable to creative self-realization and co-operation in society; individuals able to productive cooperation in different social groups and teams. Therefore lyceums, as open social-pedagogical systems and as components of society, are responsible for socialization of students and their social development on the basis of socially meaningful norms, social values and traditions.

According to the conclusions of home and foreign experts, content and technologies of teaching in modern educational establishment not to a full degree «take into account the change of procedural educational paradigm into result-aimed and competency-based» [8] and not enough oriented onto development of students' social competence.

Taking into account aforesaid, it is necessary to correct modern educational process in lyceum and to create conditions for development of social competence of its students.

**Analysis of recent researches.** In the process of research it is found out that home and European scientists and practices distinguish different groups of key competencies, that are «interdisciplinary, supersubject, multicomponent» (G. Levitas, O. Pometun, O. Ovcharuk) and «link together personal and social in education, represent a complex mastering the aggregate of activity methods» (H. Bibik) and must provide graduating student of secondary education establishment with successful vital functions and professional productivity, namely: competence in the spheres of activity – educational-cognitive, motivational, civilly-public, social-labour, domestic, cultural; competence, related to the profession; political and social competence, related to life of man in multicultural society, to oral and writing communication, informatization of society.

Ideas, models and basic thoughts of competence approach, methods of its implementation into secondary education practice, theoretical comprehension of different approaches to analysis and understanding of essence of competence as to the didactics category of competency based education is reflected in works of the modern Ukrainian and foreign scientists: I. Bekh, N. Bibik, V. Bondar, I. Zimniaya, M. Yevtukh, L. Kalinina, V. Krayevskiy, G. Callahan, V. Lednirov, O. Lyashenko, N. Nichkalo, B. Oscarsson, M. Sadker, O. Savchenko, O. Sukhomlinska, O. Pometun, O. Topuzov, G. Halazh, N. Khomskiy, A. Khutorskoy, V. Hutmacher, S. Shishov, S. Shoh and others [3; 4; 5; 6; 7; 9].

Philosophical fundamentals of individual social competence in the context of socialization, social development, social experience mastering, social subject-subject co-operation and interaction were investigated by E. Adler, L. Buyeva, E. Erikson, C. Kelly, A. Leont'yev, T. Parsons, C. Rogers, N. Smelser, and others. Sociological and psychological approaches to solution of problem of lyceum student social competence forming and development are represented in the works of G. Asmolov, A. Brushlinskiy, J. P. Dupuy, I. Zyazyun, L. Petrovs'ka, Ph. Perrenoud, S. Selevko, L. Sokhan', H. Haste and others.

**Research objective (idea).** To expose essence and specific character of lyceum student's social competence phenomenon in the context of its development.

**Main body.** Modern scientists give a social competence that inherent characteristic signs of social context, in the structure of key competencies of a person, and examine in three foreshortening: as a common collapsible concept that testifies to the level of person's socialization, as a key competence of a person and as personal integrative property of individual.

Study and analysis of scientific works show that social competence has different types: social-psychological, sociocultural, social-professional, social-labour, social-linguistic, social-communicative. Some scientists identify social competence according to its essence with existential and civil – representing a forming sphere, providing realization of social and socially-public activity; and they are just in aspect reflected in philosophy, social philosophy, sociology, pedagogics, linguistics, sociolinguistics, linguodidactics in the context of our research subject. Thus, grounding on the analysis of essence and concepts of the social competence types we can understand them sustatially and structurally interconnected. Considering them to be the «cells of the coordinate directed space of social reality», we shall designate schematically their connection as the centred circle (Fig. 1) with basic research concept «social competence of lyceum student» in the centre.

Sharing the point of view of the most Ukrainian educationalists, we examine the social competence of lyceum students as difficult integral formation of personality; holistic and dynamic system of cognitive, activity and personality features.

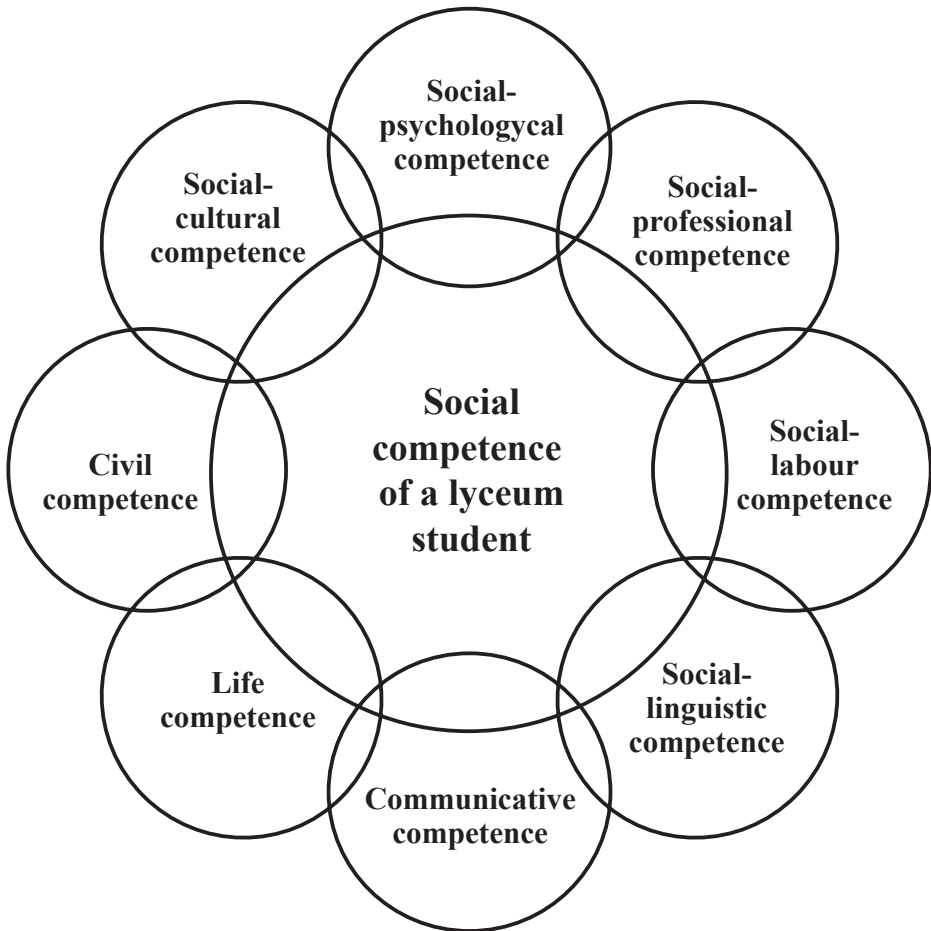


Fig. 1. Chart of connection of basic concepts

Social competence of lyceum student (SCLS) we shall understand as integral property of personality, represented by the system of personal traits and features, capabilities and socially meaningful faculties providing accordance of individual to his social group and determines the achievement of successful realization of own and publicly meaningful aims in heterogeneous society.

Keeping to logic of scientific search we shall find out the structure of the concept «social competence» in the marked context. Application of competence approach made it possible not only to consider concept «social competence of a lyceum student» in the procedure-personal field but also provided taking into account of most parameters of lyceum students' studies result and their general development. In accordance with it the structure of the indicated concept can be designated schematically as a two-dimensional matrix (table.1).



Table 1.

**Matrix of structure of concept «social competence of a lyceum student»**

<b>Procedural plane</b>	<b>Effective plane</b>
Cognition of Universe and self-cognition	Knowledge, abilities, skills
Activity in all of its kinds	Experience
Communication, co-operation with surroundings	Values, relations

Adhering to the views of J. Raven [11, p. 157] that competence consists of cognitive and highly emotional components, experience and habits, we shall distinguish such components in the content of SCLS:

- cognitive, related to self-*cognition* and cognition of other people, ability to understand features, interests, necessities, notice the changes of mood, emotional condition;

- motivational that includes reasoned *attitude* to another human being as to the greatest value, display of kindness, attention, help, caring, mercy;

- activity, related to *the choice* of communication methods, scenarios of co-operation and standards of behaviour adequate to the situation.

Summarizing scientific work of home and foreign scientists, and also points that a man is the subject of communication, cognition and labour (according to the theory of B. Ananyev), and personality appears in the relation system toward himself, other people, society, labour (according to the theory V. Myasishchev), we shall determine that three constituents are included in the structure of social competence of a lyceum student containing, in their turn, such elements: 1) personal – traits and qualities of an individual; 2) activity – capabilities, potential readiness of personality; 3) cognitive – socially necessary knowledge, abilities and skills. Obviously these approaches to the structuring of the notion «social competence» almost agree with each other. We shall recreate the components' generalized combination in the content-structural submodel of social competence of a lyceum student (SCLS), and interconnections of all parameters we shall represent in such a way (table 2).

The model symbolically represents actions, operations and features of behavior of student; development of that takes place in the process of transition from the potential stage «capacity» to the converting stage «readiness», meaning «readiness to aim forming, to the action, to the evaluation, to the reflection» [10] id est capability for social activity that gives an opportunity to be successfully integrated in society.

We shall make more detailed consideration of the parameters of social competence of a lyceum student indicated in the submodel.

1. In the element «knowledge» we have distinguished fundamental information that gives students an opportunity to understand basic conformities to law of the social mode and co-operation of society members and different public structures in standard and non-standard situations. Leaning on the «four posts» defined by Jacques Delors in the lecture of international commission on education for XXI century «Education: the hidden treasure» (in 1996): to learn to cognize, to learn to do, to learn to live together, to learn to live [2, p. 37], we shall distinguish such positions: knowledge about yourself, other people and surrounding world as the basis of what an individual must «learn to do in order to get not only professional qualification, but, in more wide context, – a competence that gives an opportunity to get along at different numerous situations and work in a group» [ 2, p. 37].

It should be noticed that synthesis of the given individually-personal qualities and socially meaningful features of an individual, to our mind, presents basis of experience of the special type, necessary for successful realization of a person in society. It is experience of vision of the world and yourself in the world, experience allowing not only to carry out personal functions, to master norms and rules of social co-operation but also to perform selfdevelopment being in harmony and dialogic connection with the world, to perform selfrealization successfully.

Table 2

**Flow-chart of content-structural submodel of social competence of a lyceum student**

Social competence of a lyceum student						
<i>Cognitive constituent</i>			<i>Activity constituent</i>		<i>Personal constituent</i>	
<i>Knowledge</i>	<i>Ability</i>	<i>Skills</i>	<i>Experience</i>	<i>Capabilities</i>	<i>Psychophysiological qualities</i>	<i>Traits</i>
1) About yourself: character traits, state of health, features of development	To understand the world and place in it, to analyse, to do estimations	Pan-educational	To develop and realize the personal plans (projects) for the future		Social intellect	World view position
	To formulate	Communication	To protect own interests		Mental abilities	Flexibility

Table 2. continuation

Social competence of a lyceum student						
<i>Cognitive constituent</i>			<i>Activity constituent</i>		<i>Personal constituent</i>	
<i>Knowl- edge</i>	<i>Ability</i>	<i>Skills</i>	<i>Expe- rience</i>	<i>Capa- bilities</i>	<i>Psychophys- io-logical qualities</i>	<i>Traits</i>
	Deter- mine the personal roles in society, to design, to forsee	Keep- ing of capacity for work	To undertake re- sponsibility		Value orien- tations	Social status, social activity
	To work out prob- lems and tasks		To apply knowl- edge			Insis- tence
2) About other peo- ple and methods of their co-opera- tion	To work in a team, co-oper- ate	Mutual under- standing	To cooperate, to carry out differ- ent social roles		Persuasion and relation	Em- pathive- ness
	to com- municate		To care of rights, interests and necessities of others			Com- munica- bility
3) About the sur- rounding world: methods of activity and meth- ods of cor- rection of errors	To do choice		To act in accor- dance with a sit- uation		Motivation of activity	Mobility
	To take decision and be re- sponsible for them	To oper- ate au- tonomi- cally	To design strate- gies of develop- ment of own life			Res- posibil- ity (for yourself and for others)
	To be re- sponsible for your- self	Reflec- tions				Open- ness to the world



2. In the element «ability» such socially meaningful personal qualities of a lyceum students are distinguished:

- understanding of activity aim (in the first turn – educational-cognitive), values and convictions of others;
- the independent founding of information in any situation;
- analysis of objects, relations and phenomena, selection of the main one (characteristic signs), establishing of cause-and-effect connections;
- formulation of problems and prognoses (in particular in relation to the results of own activity), conclusions;
- estimation of situations (educational in particular), accordance of selected facilities and methods to the aims and results of activity;
- choice of the variant adequate to the situation (to the problem);
- determination of limits of action of subjects and social structures (estimation of competence sphere);
- autonomous action in different life situations;
- individual decision-making and responsibility for it;
- planning of activity, prognostication of its results and foresight of consequences;
- satisfaction of own necessities and desires, necessities of others leaning on public norms (the use of different facilities for solving of life situations).

3. In the element «skills» we shall pay attention to such elements of cognitive and practical character: paneducational – those that are the basis of many types of educational-cognitive and practically orienter activity (writing, calculating, reading, listening); interpersonal communication (manner of speaking, listening, understanding); maintenance of the health and keeping of level of capacity; reflections.

4. To the group of elements of «capability» and «experience» such positions are included:

- implementation of functions of state citizen, realization of different social roles (family and society member, student, consumer and others like that);
- perception of itself as a part of general society and a certain social group with all privileges and duties (to function in socially heterogeneous society);
- application of knowledge – subject (academic and profile) and pan-subject, languages and symbols;
- the successful co-operation with others – an adequate estimation of reality, comparison of yourself with others, collaboration, conflicts solving;
- realization of own plans – an action in a definite situations and general context.

5. To the element «Psychophysiological qualities» of personal component of SCLS we have taken: mental abilities; social intellect; value orientations – for yourself (sense and way of life), for society; attitude toward subjects and objects of surroundings, public activity and social development; convictions as display

of emotionally-volitional sphere of personality; motivation to socially meaningful activity.

6. In an element «personality traits» we have distinguished:

– initiativeness (public activity), social flexibility and mobility, empathiveness (tolerance), communicability, responsibility.

It should be marked that such structure of social competence of a lyceum student includes psychophysiological and activity descriptions of a student, development and actualization of that – transfer from the potential stage «capacity» to the actual stage «readiness» – will allow to be successfully realized in society (the nearest and remote ones). To our mind, following such chart it is comfortably to carry out monitoring of educational-cognitive, publicly-active, creative activity of a student as a full-fledged member of society, that attained the sufficient level of realization of mechanisms of own behavior management and worked out the own methods of co-operating with society for the achievement of balance between the necessities and requirements of social reality and norms of society.

Thus, social competence of a lyceum student, presented in the given method, shows itself in adequacy of co-operating with age-mates, adults, in groups, collective, society; it is based on knowledge of general sociocultural norms and rules and knowledge about how these rules can be used in definite situation of co-operating with surroundings; it is reflected in possessing abilities and skills of integration in society through the mechanisms of self-regulation (state of capacity); it can be seen in capabilities to control behaviour and be responsible for it; it is exhibited through the willingness to search the ways of safe solving of temporal problems through actualization of personal resources.

Having the aim of simplification of evaluation procedure of the state of moulded social competence of a lyceum student, we shall do generalization of parameters of SCLS in accordance with the content-structural submodel (table 3) offered by us.

Table 3

**Parametric flow-chart of determination of the state of moulded social competence of a lyceum student**

<i>Cognitive constituent</i>	<i>Personal constituent</i>	<i>Activity constituent</i>
<ul style="list-style-type: none"> <li>- knowledge</li> <li>- ability</li> <li>- skills</li> <li>- experience</li> </ul>	<ul style="list-style-type: none"> <li>- mental development</li> <li>- social intellect</li> <li>- general and special capabilities</li> <li>- value orientations</li> <li>- convictions and relation</li> <li>- motivation of activity</li> </ul>	<ul style="list-style-type: none"> <li>- social status</li> <li>- social role</li> <li>- social co-operation</li> </ul>

Among the parameters, presented in this flow-chart, we shall distinguish concept «social intellect», as it provides realization of natural capabilities of students (in aggregate with mental intellect) success of their educational-cognitive activity and social integration.

In the most generalized kind social intellect is understood as integral intellectual ability of personality, that determines success of its communication and social adaptation, that combines and regulates the cognitive processes related to the reflection of social objects (a person as partner for a communication or group of people) [1]. To the processes forming this concept social sensitiveness, social perception, social memory and social thinking are taken.

Social intellect is cognitive basis of social competence, as it assumes ability of a man to forecast the actions of other people in different life situations taking into account their verbal and nonverbal displays, to understand and adequately estimate yourself and your actions, actions in relation to surrounding. It provides understanding of acts and actions, use of language, and also nonverbal behaviour (gestures, mimicry) of people, adequacy and efficiency of interpersonal co-operation, combining and regulating the cognitive processes related to the reflection of social objects. Social intellect determines apparent for this very time, neuropsychic state and social environment factors, level of adequacy and success of social co-operation, and also allows to save it in the conditions that require concentration of energy and resistance to emotional forces, to psychological discomfort in stress, emergencies, crises of personality [1].

In ontogenesis social intellect develops later than emotional constituent of communicative capabilities – empathy. Its forming is stimulated with beginning of school studies, when, with the widening of round of relations, a child develops sensitiveness, socially perceptual capabilities, ability to empathize without direct perception of feelings, ability to accept the point of view of another person, defend the own opinion. As social intellect contains different psychological and pedagogical categories describing mental and practical activity of personality, we shall consider it as the fundamental parameter (measure that reflects essence) of social competence.

It is ascertained that the normatively-legal base of the system of secondary education contains insufficiently clear requirements to forming and development of SCLS during educational process at secondary educational establishments, there are no recommendations concerning introduction of the programmatic-methodical provision and reasonable criteria of social development evaluation of lyceum students and social competence as its base. It grounds for a conclusion, that scientific development of the outlined problem required the system detailed study and that is why it was chosen as the subject of investigation.

On the basis of results of analysis of modern scientific research authorial determination of concept «development of social competence of lyceum student» is

set forth. It is a difficult, multivariable, mutually motivated process of co-operation of lyceum student with the surrounding world, that takes place not only during studies, but also as a result of the social co-operating with the subjects of the nearest and remote surroundings.

Development of the formed social competence of lyceum students is estimated within the limits of procedural and effective planes within which educational and out-of-lessons activity of student will be realized. Substance of social competence is given through such parameters and criteria of its evaluation:

1) cognitive constituent: level of educational achievements of students, level of application of knowledge and abilities – educational-effective;

2) operational constituent: vital and to operational experience, amount of social roles and quality implementation operational-activity;

3) personality constituent: level of mental development, level of development of social intellect, attitude toward others and surroundings, values and valued orientations, motivation and reflection of activity, social status in a collective - subject and motivation-reflective.

In the process of research there were found out organizationally-didactics and social-psychological terms of development of social competence of lyceum student during educational process (taking into account in content of educational subjects their social context, broadening of vital and educational experience of students, use of resources and possibilities of developing environment of lyceum, introduction of psychological and pedagogical accompaniment and provision of administrative support to development of SCLS).

The source of development of social competence of lyceum students are contradictions between the outer and internal world of personality; between the level of aspirations of personality to certain social roles or desirable social activity and the real personal and social environmental possibilities for their self-realization. Motive force of development is motivation of students' achievements as measure of accordance of their necessities to possibilities, expectations and real achievements in educational-communicative, publicly useful and personality-role-play spheres.

Foundation for development of social competence of a lyceum student is defined to be mastering of certain type of activity; the planes of development – cognitive (cognition of itself and the world), spiritual (forming of values, motivation, persuasions) and creative (display of creative work in different types of activity) constituents; priority approaches – personality oriented, environmental and activity.

**Conclusions.** It is found out, that home and world science does not have yet common point of view in relation to essence of the phenomenon «social competence» and only in some cases there takes place search of methods of development of the social thinking and social maturity of teen-students.

Applying four-level analysis after I. Blowbergh and E. Yudin for categories «social competence» and «key competence» we did such conclusions:

- all the competences are social (in wide sense of this word), because they are produced, formed and function in society, their substance is social as well;
- social competence is a key one, as it is generalized complex of the obtained knowledge, abilities and relations that is set in the process of mastering of all content of education and provides the normal vital functions of a person in society;
- social competence is formed and appears in social, educational, public activity;
- social competence (in the narrow understanding of word) characterizes a person as social creature, as a subject of vital functions, having mutual relations with society, relationships with other people.

Author's determination of social competence of a lyceum student is formulated in accordance with the norms and values accepted by society. It is integral characteristic of personality, aggregate of personality traits and qualities, abilities and capabilities that provide accordance of individual to his social category, determines the achievement of own, socially meaningful aims (chosen independently and determined outwardly) and successful self-realization in heterogeneous society. The notion «social competence of a lyceum student» is difficult, multi-layered and multicomponent, dynamic; in time, under the action of different factors its content and structure change.

The presented content-structural submodel of SCLS shows that the directed changes (development) should take place in accordance with the psychological laws of personality development of an individual and conformities to law of mastering of activity, in particular educational-cognitive and creative in their co-operation. The offered matrix of structure of SCLS allows to specify the task of development of social competence of a lyceum students and define the result of lyceum educational process in such categories, as: knowledge, ability, skills, experience, values and motivation; to define the types of leading activity of lyceum students.

Among the structural elements of social competence of a lyceum student we have distinguished: knowledge as instruments of activity, life skills, special ways of thinking, communicative-organizational capabilities, ability to realize, estimate and be responsible for the consequences of the actions. Taking it into account, mastering of knowledge about the sociocultural norms of society, gaining proficiency in social roles and norms of interpersonal relations, piling up of social and life experience are defined as the main ways of developing social competence.

Having generalized the results of experiment we discovered that the process of development of social competence of lyceum students during educational process has subject-to-subject and dynamic character; influence of different factors on this process on the essence is additive and complex, subject-environmental; success of social competence development depends on the level of development of personality sphere of students, degree of activity of their co-operating with society (personality and operational changes of parameters).

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*Калініна Л. М., Рябуха І. М.*

### **СОЦІАЛЬНА КОМПЕТЕНТНІСТЬ ЯК ФЕНОМЕН І ОБ'ЄКТ РОЗВИТКУ**

Представлено різні аспекти розгляду феномену соціальної компетентності: як загального збірного поняття, що свідчить про рівень соціалізації людини; як ключової компетентності особистості та як особистісної інтегративної властивості індивіда, наведено його різновиди та розкрито соціальну природу ключових компетентностей. Конкретизовано структуру базового поняття «соціальна компетентність ліцеїста» через процесуальну та результативну площини його розгляду та зміст у авторській інтерпретації, розкрито сутність терміна «розвиток соціальної компетентності ліцеїста» через концепти й характерні ознаки. Викладено концептуально обґрунтовану змістово-структурну субмодель соціальної компетентності ліцеїста в органічній єдності когнітивного, діяльнісного та особистісного компонентів і взаємозв'язках усіх параметрів на підставі особистісного, діяльнісного, компетентнісного та аксіологічного наукових підходів. Репрезентовано джерела розвитку соціальної компетентності ліцеїста, параметричну блок-схему визначення стану сформованості соціальної компетентності ліцеїста в навчально-виховному процесі.

**Ключові слова:** соціальна компетентність, зміст і структура соціальної компетентності ліцеїста, джерела розвитку, ліцеїст, соціальний інтелект, компетентнісна освіта, компетентнісний та діяльнісний наукові підходи.

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### **СОЦИАЛЬНАЯ КОМПЕТЕНТНОСТЬ КАК ФЕНОМЕН И ОБЪЕКТ РАЗВИТИЯ**

Представлены аспекты рассмотрения феномена социальной компетентности: как общего сборного понятия, свидетельствующего об уровне социализации человека; как ключевой компетентности личности и как личностного интегративного свойства индивида, приведены его разновидности и раскрыта социальная природа ключевых компетентностей. Конкретизирована структура базового понятия «социальная компетентность лицеиста» через

процессуальную и результативную плоскости его рассмотрения и содержание в авторской интерпретации, раскрыта сущность термина «развитие социальной компетентности лицеиста» через концепты и характерные признаки. Изложена концептуально обоснованная содержательно-структурная субмодель социальной компетентности лицеиста в органическом единстве когнитивного, деятельностного и личностного компонентов и во взаимосвязях их параметров на основе личностного и деятельностного, компетентностного и аксиологического научных подходов. Охарактеризованы источники развития социальной компетентности лицеиста, приведена параметрическая блок-схема определения состояния сформированности социальной компетентности лицеиста в учебно-воспитательном процессе.

**Ключевые слова:** социальная компетентность, содержание и структура социальной компетентности лицеиста, источники развития, лицеист, социальный интеллект, компетентностное образование, компетентностный и деятельностный научные подходы.

