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**THE ROLE AND PLACE OF SOCIOCULTURAL COMPETENCE
IN THE SYSTEM OF COMPETENT EDUCATION
OF THE UKRAINIAN LANGUAGE IN GENERAL SECONDARY
EDUCATION INSTITUTIONS**

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The Role and Place of Sociocultural Competence in the System of Competent Education of the Ukrainian Language in General Secondary Education Institutions

The article deals with the question of formation of sociocultural competence of primary school pupils on the basis of a competent approach. The place of sociocultural competence in the paradigm of competence approach to education is determined, methodical aspects of formation of sociocultural competence of eighth-grade pupils in the Ukrainian language lessons are analyzed. The social roles that contribute to the formation of sociocultural competence in the Ukrainian language lessons at the primary school are considered. The researcher determines the methods and techniques that are essential in the formation of sociocultural competence on the syntax of simple sentences. The step-by-step algorithm of formation of sociocultural competence on syntax of simple sentence is given. The components of the competence approach in the structure of competence are singled out and its components are determined. In addition, the article outlines the peculiarities of the competence approach in the Ukrainian language lessons at the primary school, clarifies the place of sociocultural competence in the hierarchy of school competencies, examines the components of the competence approach, outlines the components of this competence. The problem of the socialization of the eighth-grade pupils is considered and practical recommendations for its formation are given.

Key words: sociocultural competence, social role, lessons of the Ukrainian language, eighth grade

Problem statement. Industrialization of the society at the break of the 19th-20th centuries has increased the necessity in perpetrators of an innovative type. Educational systems of numerous countries would meet the aforementioned demands. Within the framework of traditional education, which used to focus on the knowledge

component, its results were deemed to be mainly a specified scope of knowledge, though it was not often functionally appropriate. Within a decade of learning, schoolchildren were accumulating the wealth of the available information without realizing, where and how it might be applied.

In the new millennium every sphere of social life is being changed. The most rapid transformations are taking place due to the factors, which forge the economy and industry ahead, enhance developing the culture of intercultural relations and depend on the migration processes and informatization expansion. Information is becoming the strategic productive outcome of the states and it is adding to the society's value on a daily basis. Having studied the phenomenon of changes in contemporary societies, A. Toffler points out that “the world that is fast emerging from the clash of new values and technologies, new geopolitical relationships, new life-styles and modes of communication, demands wholly new ideas and analogies, classifications and concepts [23, p. 14]”.

Analyzing the present day concerns, it is observable that the mankind of the 21st century is facing the problem of the lack of graduates able to apply the acquired knowledge in practice shortly after finishing the secondary school and put forward ideas, take responsibility, search for and detect problems, suggest the ways of responding to them, initiate innovative projects, etc. The aforementioned trend reflects the paradigm of the social life and underpins the basis for forming educational aims and purposes in the advanced countries of the world. This preconditions the turning of the European and later the Ukrainian educational systems to the competence-based approach. Its basis is deemed to be education, which aims at complex acquisition of knowledge and modes of practical activities, due to which an individual is able to find fulfillment in social life.

Analysis of scientific research and publications. The specificities of the competence-based approach at the general secondary education establishments are given special attention by national and foreign scientists (Avdieieva, N., Bibik, N., Bozhovych, O., Gudzyk, I., Heikhman, L., Holub, N., Horoshkina, O., Karaman, S., Khutorskyi, A., Klymova, K., Kraievskyi, V., Markova, A., Mitina, L., Oshud, Ch.,

Ovcharuk, O., Petrovska, L., Pometun, O., Raven, Dzh., Savchenko, O., Selevko, H., Smahina, T., Sysoieva, S., Trubacheva, S., Vashchenko, L., Vaskivska, H., Zeier, E., Zymnia, I.).

Introduction of the competence-based approach into Ukrainian linguodidactics is promoted by research works by Holub, N., Horoshkina, O., Klymova, K., Kovalenko, N., Kucheruk, O., Novosolova, V., Nyshcheta, V., Ostapenko, N., Pentyliuk, M., Shelekhova, H., Varnavska, I., Vashulenko, M. However, one should point out a significant number of unresolved and controversial issues within the scope of the competence-based approach in modern education. However, the scientists define the key terms ambiguously and therefore construe the respective content differently and interpret the results and surveying criteria variously.

Distinguishing outstanding issues of a shared problem. As of today, the issues of competence-based teaching at the Ukrainian language lessons in the basic school are not thoroughly examined. Thus, the problems of the content and place of socio-cultural competence in the system of competence-based teaching should be analysed in detail.

The objectives of the article lie within the scope of defining the specificities of the competence-based approach at the Ukrainian language lessons in the basic school, clarifying the place of socio-cultural competence in the hierarchy of school competences, considering the components of the competence-based approach and establishing the components of the aforementioned competence.

Representation of the substantive material of the research. The core specificity of the competence-based approach deemed to be the shifting of the emphasis from the knowledge component as a key one to the coherent subjective experience of solving routine problems, fulfilling vital functions and social roles while performing various activities, namely, learning about the environment and forming one's own view of the world; estimating and reacting to the outside world; building interpersonal relations; evaluating one's own deeds; exploiting the state-of-the-art equipment and technology; performing social functions (of a citizen, a member of the family, a passenger, a buyer, a customer, a spectator, a resident, a friend, etc.); estimating consumer and

aesthetic aspects; making a certain choice (of a motive, decision, profession, lifestyle, way to solve the conflict, etc.); dealing with one's own life challenges, etc. [9, p. 12].

The specificity of the competence-based teaching of Ukrainian is defined by the aim, objectives, principles, methods, techniques, improvements in the structure of lessons, functionality of the knowledge and skills, results imposed in the State Standard, the transitional document “The new Ukrainian school” and syllabi.

According to scientists, from among the key competences the priority should be given to the one in the sphere of autonomous learning activities, inasmuch as its final product is deemed to be the formed capacity for independent learning, self-development and deliberate regulation of individual activities and reflections [19, p. 43].

On the basis of the analysis of the scientists' views, one could drive to the conclusion that the competence-based approach in the practical work of language teachers is not a mere combination of competences acquired by a teacher, who directs one's educational activities to the development of pupils as individuals, but also to world-view transformations, the reinvention of various routine components of the activities, teachers' attitude to pupils, work, themselves as well as to the readiness to be a partner to pupils and their parents.

Having summarized the achievements of European and national scientists, 9 key competences, namely, the ability to learn, to speak the national, native and foreign languages, mathematical and basic competences in the sphere of natural sciences and technology, information and communicative, social, civic, cultural, entrepreneurial and health-care competences are set forth in the State Standard [6; 10].

The communicative, literary and art as well as cross-curriculum aesthetic, natural scientific and mathematical, project-and-technological, information and communicative, social, historical and health-care competences are categorized as subject (sectorial) by the authors. As of today, equating of subject and sectorial competences is treated by scientists and methodologists as an erroneous one, “inasmuch as the sphere of “Languages and literatures” comprises various school

subjects, namely, the Ukrainian language, the Ukrainian literature, foreign literature, English, German and other foreign languages, which have separate aims and objectives stipulated by the programs. Should the communicative competence be treated as a sectorial one, the subject competence for the discipline “the Ukrainian language” it could be limited, since it would concentrate the effort of the subjects of the educational process merely on a single function of the language. A number of differences, which concern foreign languages, should be pointed out, notably differences in motivation, tasks, the engagement of various motivational instruments, diverse targets, etc. [2, p. 2]”.

The previous versions of the school programme on the Ukrainian language [18; p. 12] suggested the division of the subject competence into 4 subcompetences: linguistic, speech, socio-cultural and activity orientated (according to the subject lines of the program).

The authors of the concept “The new Ukrainian school” suggest including the following competences to the inventory of the key ones: communicating in the national language (as well as in the native one in case it differs), communicating in foreign languages, mathematical literacy, competences in natural sciences and technologies, informational-and-digital competence, skills of lifelong learning, social and civil competences, entrepreneurial skills, cultural literacy, ecological literacy and health care [15, p. 11–12].

Within the context of the competence-based approach every school subject (including the Ukrainian language) should be deemed as a means of a child's development. The indicators proving the teaching efficiency should be knowledge (informational) oriented, activity oriented and student-centered ones. None of the modern societies expect a graduate acquire a scope of knowledge only. According to Turianska, O. activity-oriented (initiative, persistence, pro-activity, team-working skills, decision-making skills, the ability to deal with people, etc.) and individual (responsibility, self-confidence, tolerance, responsiveness, empathy, etc.) characteristics should be classified as public expectations. Psychologists distinguish

the following attributes of maturity, the core components withholding other ones, namely, responsibility, tolerance, self-development and positive outlook [24, p. 85].

According to Kucheruk, O., in order to form the linguistic personality of a pupil able to apply the acquired knowledge in practice, it is deemed necessary to define the components of the competence-based approach [11, p. 3]. Within the structure of the competence, it is possible to single out the following components:

1. *Value-and-motivation*. The deliberate acceptance of the complex of value guidelines would enable forming a peculiar axis of consciousness, which could provide the sustainability of an individual, the inheritance of a particular type of behavior and activities reflecting in the orientation of the needs and interests. It is the value targeting that would constitute an important factor, which could specify the motivation of an individual's actions and activities. Kniazkov, A. asserts that value targets might form both positive and biased attitude to the language (languages) and some linguistic instruments within the multilingual society and direct an individual or a group at a language, which is dominant in every area of social life. They might interfere not only with the individual's speech behavior but also with the linguistic context as a whole [13, p.129; 202-203].

2. *Cognitive component*. The cognitive component of the competence represents “an integral quality of an individual, which sustains its willingness and determination to implement its potential (awareness of the techniques of learning activities, the abilities to apply the acquired knowledge in practice and the availability of the experience of autonomous learning) provided that problem tasks could be successfully completed while performing learning and other types of activities [22, p. 29]”. Yemelianov, Yu. describes this component as a social intellect construing the aforementioned notion as the teacher's ability to understand oneself and other people, as well as projecting the activities. The proficiency in both verbal and non-verbal instruments of social behavior is deemed to be an indispensable part of the said notion [7, p. 8].

3. *Emotional component*. Houlman, D. considers this component should consist of two elements, namely, a personal group, which includes self-awareness, self-

direction and motivation; a social group involving empathy and social skills [5, p. 12]. The content of the component would include altruistic emotions, humanistic outlook as well as the empathic attitude to other people as an ability to react emotionally to the sensual mindset of another person. Bondarevska, Ye. considers the development of an individual's emotional sphere to be the result of the influence of the emotional-and-sensual component [1, p. 12].

4. *Behavioural component.* The content of the behavioural component is stipulated by the pupil's individual characteristics, notably the autonomy, interpersonal skills, sincerity, frankness, etc. According to Smahina T. the behavioural component should involve the ability to define the communication aim, apply efficient communication strategies in accordance with the situation, the skills of emotional tuning to communication with other people; the ability to perform productive co-working with different partners within a group or team, to execute various tasks in a group or team; the ability to apply transformational and positive techniques to the solution of conflicts, to reach a consensus and assume responsibilities [21; p. 140].

We are of the opinion that the implementation of the competence-based approach into modern education and the process of teaching Ukrainian in the 8th grade in particular, requires introduction of more fundamental changes into the components of the teaching and educational process, namely, syllabi, curricula, textbooks, methods and technologies, which should take into account the students' needs, direct at the practical acquisition and application of the knowledge into 8-graders' daily routine and develop a positive and value attitude of an individual to a language.

It is deemed necessary to represent theoretical material on the basis of culturological linguistic material to shape the teenagers' patriotic attitudes.

We consider it reasonable to specify the place of the socio-cultural competence in the hierarchy of competences. According to the content of the general part of the State standard for the basic and general secondary education, three levels of competences could be distinguished, namely, subject, sectorial (cross-curriculum)

and key (suprasubject) ones. Concerning the subject competences, we should support the idea proposed by Holub, N., that “there is no need to invent various variants of names for subject competences; according to the name of a subject it is logical to call them “a subject competence in the Ukrainian language”, “a subject competence in Biology”, etc. [6, p. 3].

The inventory of the key competences is set forth in the State standard and the current program. The logic of the research provides the basis for defining the socio-cultural competence as a cross-curriculum (sectorial) one.

To support this idea it is deemed necessary to advance the arguments from research works by Matsumoto, D.:

1. One of the key words in the tasks set forth for the new Ukrainian school is socialization, which would envisage “the cognition and acquisition of social and cultural norms, relations and beliefs [12, p. 223]”.

2. The process of involving into the culture is closely related to socialization. This is the process, in which young people acquire and adopt the demeanor inherent to the culture of their country. And the term “involving into the culture” is related to the results of the socialization process [12, p. 223].

3. Morality and culture are interconnected. Moral principles and ethical norms form the basis for individuals' perception of wrong and right as well as the respective behavior. These principles are deemed to be the product of a particular culture and society and they would be transmitted from one generation to the next one. The cultural specificity of moral principles and judgements is of interest to anthropologists and psychologists [12, p. 253–254].

4. For the socialization process three components of an overall pattern of a developing personality, notably cognitive, moral and emotional development, are important. Culture attaches meaning to our emotions, regardless of our perception of emotions as a personal and individual experience or an interpersonal, social and collective one [12, p. 256; 392].

5. Numerous factors influence an individual's health. This might be not the environment, diets, habits and access to health services only but cultural factors as

well. The awareness of the role played by the culture in the formation of physical and mental illnesses might bring the science closer to setting up methods of disease prevention in future [12, p. 315].

6. Communication plays a specific role in our perception of culture and its influence on people's behavior. The awareness of the components constituting a language might enable us to think about what would be influenced by culture in a language and what might influence it. Thus, a language could be regarded as a product of culture [12, p. 397; 400].

7. Culture might influence both the vocabulary of a language and the rules, according to which the words are placed for forming important phrases and sentences. By means of a language culture might influence our thoughts, feelings and behaviour [12, p. 434].

The structure of a language undergoes certain changes. Such structural elements as motivation of learning activities, targeting, actualization of the subjective experience of a pupil and reflections are deemed to be indispensable henceforth.

The function of motivation is to enhance pupils' self-confidence to attain the set objectives.

Using exciting resources and techniques of organizing learning activities at the lessons is deemed to be an efficient factor of evoking the pupils' interest to learning, and thus to positive learning motivation

The importance of targeting is stressed by both psychologists and methodologists. Generally, targeting is construed as “a psychological mechanism for forecasting the future in the dynamic image or a vision of possible and desirable changes and achievements [20, p. 71]”.

Holub, B. distinguishes two aspects of learning objectives, namely, subject and personal ones. The subject aspect is considered as acquiring the learning basis of scientific knowledge, general preparation for practical activities and forming scientific beliefs. The personal aspect is viewed as the development of thinking skills (mastering such cognitive operations as classification, synthesis, comparison, etc.) and the advancement of creative and cognitive abilities together with such

psychological characteristics as perception, imagination, memory, attention and motor memory. And furthermore, needs, behavioural motives and the system of values should be developed [3].

In the course of reflection, an individual would become aware of needs and interests, define the point of activities, try to coordinate and interconnect them with value attitudes in order to determine an individual development perspective. As a result, the engaged mental processes are the same ones as activated during the cognition of the outside world, though these processes are turned to oneself. According to the opinion of Kraievskiy, V. and Khutorskiy, A., propensity for apprehension is deemed to be one of core indicators of reflectiveness. The aim of reflectiveness is to recall, uncover and become conscious of the main components of activities, notably their sense, types, modes, problems, ways of resolving, outcomes, etc. Reflectiveness helps the pupils frame the attained outcomes, re-define the aims of their further activities and adjust their educational pathway. Reflexive activities enable the pupils to understand their individuality, uniqueness and predestination, which are revealed while analyzing their subject activities and outcomes. Comprehending one's own learning activities, a pupil might be focusing one's attention on the "knowledge" outcomes of the activities as well as on their structure, which contributed to the creation of such products. Reflectiveness incorporates the analysis of the performed activities for the purpose of capturing the results for further enhancement of the efficiency [25, p. 287–289].

The orientation of the school curricula to practical speech and the assessment of the learning outcomes deem to be particularly urgent in view of the reforms of the secondary comprehensive school, which are aiming at the development of creative activities, initiative, pupils' cognitive autonomy, information skills, critical thinking and application of the information for resolving daily routine problems. While accessing the learning outcomes, it should be considered that a language is not just a subject of study, but also a means of acquiring other disciplines. This might raise standards of the level of forming pupils' speech skills.

Within the context of competence-based education the teacher's professional competence would be considered essential. Nowadays, a language teacher is not merely an expert of some linguistic material, but also a transmitter of cultural heritage, social and behavioural norms. That is why the interrelation between teachers and 8-graders should be based on mutual respect and confidence, tolerance and empathy.

Thus, the basis for the competence-based approach is formed by the personal nature of understanding one's own reason for living, the process and outcomes of activities and the need for sustainable development. This constitutes a framework for forming their artistic, aesthetic, ethical, ecology, legal, economic, communicative and information culture, civic engagement and patriotism, self-awareness basing on acquiring the values of the world and traditional culture as well as on the system of knowledge, under which socio-cultural outlook of an individual would acquire a new meaning and provide an opportunity for rapid changes and adaptation to the new context.

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Ніщенко М. Е.

Роль і місце соціокультурної компетентності в системі компетентнісного навчання української мови в закладах загальної середньої освіти

У статті розглянуто питання формування соціокультурної компетентності учнів основної школи на засадах компетентнісного підходу. Визначено місце соціокультурної компетентності у парадигмі компетентнісного підходу до освіти, проаналізовано методичні аспекти формування соціокультурної компетентності восьмикласників на уроках української мови. Розглянуто соціальні ролі, які сприяють формуванню соціокультурної компетентності на уроках української мови в основній школі. Дослідниця визначає методи та прийоми, які є основними у формуванні соціокультурної компетентності на матеріалах синтаксису простого речення. Наведено покроковий алгоритм формування соціокультурної компетентності на матеріалах синтаксису простого речення. Виокремлено компоненти компетентнісного підходу у структурі компетентності та визначено її складники. Окрім того, у статті визначено особливості компетентнісного підходу на уроках української мови в основній школі, уточнено місце соціокультурної компетентності в ієрархії шкільних компетентностей, досліджено компоненти компетентнісного підходу,

окреслено складники цієї компетентності. Розглянуто проблему соціалізації восьмикласників та наведено практичні рекомендації щодо її формування.

Ключові слова: соціокультурна компетентність, соціальна роль, уроки української мови, 8 клас

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Роль и место социокультурной компетентности в системе компетентностного обучения украинскому языку в учреждениях общего среднего образования

В статье рассмотрены вопросы формирования социокультурной компетентности учащихся основной школы на основе компетентностного подхода. Определено место социокультурной компетентности в парадигме компетентностного подхода к образованию, проанализированы методические аспекты формирования социокультурной компетентности восьмиклассников на уроках украинского языка. Рассмотрены социальные роли, которые способствуют формированию социокультурной компетентности на уроках украинского языка в основной школе. Исследовательница определяет методы и приемы, которые являются основными в формировании социокультурной компетентности на материалах синтаксиса простого предложения. Приведен пошаговый алгоритм формирования социокультурной компетентности на материалах синтаксиса простого предложения. Выделены компоненты компетентностного подхода в структуре компетентности и определены ее составляющие. Кроме того, в статье определены особенности компетентностного подхода на уроках украинского языка в основной школе, уточнено место социокультурной компетентности в иерархии школьных компетенций, исследованы компоненты компетентностного подхода, определены составляющие этой компетентности. Рассмотрена проблема социализации восьмиклассников и приведены практические рекомендации по ее формирования.

Ключевые слова: социокультурная компетентность, социальная роль, уроки украинского языка, 8 класс

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