

ABSTRACTS

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DESIGNING TECHNIQUES OF DEVELOPING SOCIAL AND COMMUNICATIVE COMPETENCE IN FUTURE TEACHERS AT HIGHER EDUCATION ESTABLISHMENTS WHILE IN THE PROCESS OF THEIR MASTER'S DEGREE TRAINING

The article is devoted to substantiation of the essential techniques of developing social and communicative competence of future teachers at higher education establishments while in the process of their Master's degree training. Those techniques refer to a combination of methods and approaches to training, forms of control and correction. Stages of training (conceptual, motivational and stimulating, content process, practical, troubleshooting, and the resulting one) are introduced into the educational process at higher education establishments providing self-fulfillment for Master's degree students in various kinds of social and communicative activities and ensuring the final results. The essential stage of technique development of social and communicative competence in future teachers at higher education establishments while pursuing their Master's degree is presented as the conceptual stage technique which is the union and correlation of goals, tasks, methodological principles, and approaches to training, as well as diagnosing the level of development of social and communicative competence of graduates.

It is shown that the aim of such techniques is determined by the development of social and communicative competence in future teachers at higher education establishments while pursuing their Master's degree.

The following tasks are defined: stimulating the cognitive and professional motivation of students; mastering the social and communicative knowledge; practicing the social and communicative skills needed for some social and communicative activities; actualization of needs in personal self-knowledge and self-improvement.

It is shown that designing the technique of development of social and communicative competence in future teachers at higher education establishments while in the process of their Master's degree training is based on such methodological foundations as the systematic, **occupational**, competent, contextual, personally-oriented, participatory, and synergetic ones.

The essential principles that are to be implemented in practice are discussed – those of subjectivity, dialogic communication, the increasing number of social development techniques, world-outlook pluralism, differentiation, self-development, mutual development and professional mobility.

Key words: social and communicative competence; teachers of higher education establishments; process of Master's degree training; technique of development of social and communicative competence in future teachers at higher education establishments.