

SOCIO-COMMUNICATIVE COMPETENCE DEVELOPMENT OF FUTURE HIGHER SCHOOL TEACHERS: EXPERIENCE OF HIGHER EDUCATIONAL ESTABLISHMENTS IN UKRAINE AND EUROPEAN COUNTRIES

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The article presents some results of the implementation of the international project No. 21720008 «Higher School Teacher Competence in Change» with the support of the International Visegrad Fund and the Ministry of Foreign Affairs of the Kingdom of the Netherlands. The grantee of the project is Boris Grinchenko Kyiv University. The need for conceptualization and harmonization of the professional activity of higher school teachers was emphasized. It has been established that the competence of a higher school teacher is an important indicator of their activity. The basic competencies that reveal the content and essence of a broader concept – socio-communicative competence: communicative and interactive, socio-cultural, and leadership – are discussed. The most important thing was to investigate how groups (postgraduates and teachers) differ in the established affirmative “yes”, which is seen as an indicator of teachers’ readiness for change, in determining their own decisive position. It is worth noting that if the teachers involved in the survey were self-assessing their professional activity, the postgraduates, when answering the questions of the research, determined their own expectations about the activity of higher school teachers, actually developing the “ideal model” of the modern university teacher.

As a result of the experiment (Boris Grinchenko Kyiv University (Ukraine), The University of Silesia in Katowice (the Republic of Poland), University of Ostrava (the Czech Republic), Matej Bel University (the Slovak Republic)) it was determined that the real state of socio-communicative competence formation is very different from the expectations of postgraduate students - future teachers in higher education. As evidenced by the Pan-European trend, the level of teachers’ self-esteem is often higher than students’ expectations. For example, postgraduates evaluate the following competencies more highly: interactive interaction with students; negative emotions restraint and overcoming bad mood; an ability to present and defend their own ideas, to conduct dialogue and discussion; providing students with real opportunities for self-government development, support for youth initiative. The prospects of further scientific research have been outlined – through substantiation and development of techniques for creation of components of socio-communicative competence to be acquired by future higher education teachers in the process of their master’s degree studies.

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