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<b>Хомік О., Веремчук Н., Вегнер О.</b> ОСОБЛИВОСТІ ТЕХНОЛОГІЙ ФІЗКУЛЬТУРНО-РЕКРЕАЦІЙНОЇ ДІЯЛЬНОСТІ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ.....	165
<b>Роздолянська О.Г.</b> ТРАНСФОРМАЦІЯ МОВНОЇ ОСВІТИ: РОЛЬ ШТУЧНОГО ІНТЕЛЕКТУ В НАВЧАННІ СТУДЕНТІВ БАКАЛАВРАТУ.....	168
<b>Дудник Я.</b> МОВА ЯК ІНСТРУМЕНТ СОЦІАЛЬНОЇ ІДЕНТИФІКАЦІЇ: РОЛЬ ДІАЛЕКТІВ У ФОРМУВАННІ КУЛЬТУРИ.....	171
<b>Кривонос М.П.</b> ЗНАЧЕННЯ ПРОФІЛЬНОГО НАВЧАННЯ В СУЧАСНІЙ ОСВІТНІЙ ДІЯЛЬНОСТІ.....	173
<b>Кутинська К.С., Бондар В.Г.</b> ІГРОВІ ВПРАВИ З ВИКОРИСТАННЯМ LEGO – ЦЕГЛИНОК ЯК ЕФЕКТИВНИЙ ЗАСІБ ОРГАНІЗАЦІЇ ІГРОВОЇ ДІЯЛЬНОСТІ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ.....	178
<b>Pankovyk N., Kosheleva M., Suvorova L.</b> NAVIGATING PRONUNCIATION DIFFICULTIES OF UKRAINIAN EFL TEACHER TRAINEES.....	182
<b>Lobko S.</b> MODELS FOR THE DEVELOPMENT OF SOCIO-COMMUNICATION COMPETENCE IN HIGHER EDUCATION: A COMPARATIVE ANALYSIS OF CURRICULA.....	186
<b>Hukaliuk A., Oleksiuk N.</b> PEDAGOGICAL CONDITIONS FOR THE FORMATION OF SOCIAL COMPETENCE OF FUTURE TEACHERS OF A VOCATIONAL EDUCATION INSTITUTION IN THE PROCESS OF PROFESSIONAL TRAINING.....	189
<b>Бойко М.В.</b> ОСОБЛИВОСТІ ЗАСТОСУВАННЯ ІГОР В СОЦІАЛЬНО- ПЕДАГОГІЧНІЙ РОБОТІ.....	193
<b>SECTION: PSYCHOLOGY</b>	
<b>Раєць В.В., Стахова О.О.</b> ПІДТРИМКА ПСИХІЧНОГО ЗДОРОВ'Я УКРАЇНСЬКИХ СТУДЕНТІВ В УМОВАХ ВОЄННОГО СТАНУ.....	196

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## **PEDAGOGICAL CONDITIONS FOR THE FORMATION OF SOCIAL COMPETENCE OF FUTURE TEACHERS OF A VOCATIONAL EDUCATION INSTITUTION IN THE PROCESS OF PROFESSIONAL TRAINING**

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In the context of modern political, economic and social challenges in Ukraine, social competence is an important and integral quality of a specialist that provides opportunities for the proper performance of professional duties, personal development and self-realisation. The formation of social competence of a future specialist in the process of his professional training is facilitated by the introduction of a competence-based approach in the higher education system [2].

Pedagogical conditions are important circumstances that determine the effectiveness of the formation of social competence of a future specialist. Undoubtedly, the best results of professional training of a future specialist can be achieved when optimal pedagogical conditions are created for this purpose [4].

Despite the increased attention of scholars to the problem of forming the social competence of a future specialist (studied by N. Boichuk, M. Honcharova-Horyanska, I. Zarubinska, V. Liashenko, T. Smagina, T. Tulpa, V. Tsyba, I. Yashchuk, etc.) and pedagogical conditions of his/her professional training in the context of the competence approach (studied by V. Bepalko, S. Goncharenko, A. Lytvyn, T. Lupynis, P. Pidkasystyi, S. Soboleva, etc.), the available studies reveal only certain aspects of this problem, and the pedagogical conditions for the development of future teachers' social competence have not yet become the object of special scientific research.

That is why the purpose of our study is to identify and substantiate the pedagogical conditions for the formation of social competence of future teachers of a vocational education institution in the process of professional training.

The main problems faced by a modern teacher are: constant complication of the content of education and upbringing; solving complex professional problems that require integration of theoretical knowledge and practical skills; solving creative and research problems; mastering innovative technologies of education and upbringing; analysis of domestic and foreign experience and use of its best examples. All of this can be done by a specialist with an appropriate level of professional development and socialisation, developed creative and research skills, intelligent and erudite, possessing spiritual and moral potential and being competitive [1].

Based on the analysis of a number of scientific works, we have found that the social competence of a future teacher is a holistic integrative formation, a qualitative measure of his/her socialisation, a set of his/her specific social knowledge, skills, qualities, abilities that ensure successful professional and social integration through the productive performance of various social roles, effective solution of social problems and successful self-realisation [3]. We believe that pedagogical conditions for the formation of social competence of a future specialist are a set of subjectively created or objectively developed opportunities, forms and methods, techniques and means, real situations necessary to achieve a specific pedagogical goal. Studying the process of forming the social competence of a future teacher of a vocational education institution in the process of professional training, we will understand its pedagogical conditions as a set of circumstances that determine the state of formation of the social competence of the said specialist [5].

In the course of the study, we have identified the following pedagogical conditions for the formation of social competence of a future teacher of a vocational education institution in the process of professional training: formation of a sustainable motivation of a future specialist for self-development and self-realisation; use of education among students about the role and importance of social competence in their professional development; use of innovative technologies in the formation of social competence of a future specialist. Let us describe each of these pedagogical conditions in more detail [7].

Self-development and self-realisation are interconnected and complementary processes in the structure of the individual. Self-development is an active process of stimulating personal growth, expanding knowledge, skills and improving the quality of life; a conscious initiative of the individual to improve himself and, therefore, a process that requires self-awareness and activity. Self-development includes several key components: self-analysis, goal-setting, continuous learning, development of psychological aspects (emotional intelligence, stress management, self-discipline, etc.), physical development, and personal growth strategies (meditation, diary writing, etc.) [3]. Self-development allows you to: expand opportunities; increase confidence in yourself and your actions; improve relationships with others, become more balanced and tolerant; restore physical and mental health, increase overall happiness; enjoy your own changes and life. Self-realisation is ensured by: assessment of one's own resources; the desire for self-discovery of one's own potential, self-development; the presence of life goals and their realism; activities aimed at achieving the goal. Sustained motivation of a future teacher for self-development and self-realisation is an important condition for the formation of his/her social competence, since the motive is a conscious factor that regulates human behaviour, determining the direction of his/her actions and deeds [6].

The second pedagogical condition is the use of education among students about the role and importance of social competence in their professional development. The skilful and correct use of education will contribute to the harmonious development of socially important values (kindness, patriotism, justice, friendship, love, etc.) and qualities (sociability, emotional stability, tolerance, social adaptability, ability to cooperate, etc.) that will help the future specialist become a worthy teacher for students of a vocational education institution [5].

Training of a socially active, professionally competent, creative and imaginative teacher will be successful if innovative technologies are used effectively in the process of forming his social competence (the third pedagogical condition). Unlike traditional ones, innovative teaching technologies are more targeted and intensive processes, and due to the practical use of new ideas, they lead to the creation of knowledge and skills that are better in their qualities and properties. When introducing innovative technologies into the process of professional training of future teachers, the formation of a modern style of thinking with such characteristic features as conceptuality, systematicity, objectivity, flexibility, creativity, dynamism, perspective, etc. is monitored [2].

Thus, the process of training a future teacher of a vocational education institution is complex and multifactorial. The formation of social competence of a future specialist is a prerequisite for his/her professional development. The effectiveness of the process of forming the social competence of the student depends on the influence of pedagogical conditions, namely: the formation of a stable motivation of the future specialist for self-development and self-realisation; the use of education among students about the role and importance of social competence in their professional development; the use of innovative technologies in the formation of the social competence of the future specialist.

In the future, we see the need for a practical study of the results of the implementation of pedagogical conditions in the process of forming the social competence of a future teacher of a vocational education institution during professional training in higher education institutions of Ukraine.

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