THEORY AND INNOVATIONS OF SOCIOLOGY

SCIENTIFIC AND THEORETICAL ANALYSIS OF THE FORMATION OF SOCIOCOMMUNICATIVE COMPETENCE OF FUTURE SPECIALISTS IN THE SOCIAL SPHERE

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Abstract. The article examines the role of socio-communicative competence for future specialists in the social sphere. It was found that in today's fast-paced world, a highly skilled professional must possess effective communication skills in order to navigate the complexities of human interactions, promote positive social change, and provide ethical and culturally competent services. It is noted that researchers consider this competence as the ability to express oneself clearly, recognize signals in context and adapt to the needs of the interlocutor. It has been found that it includes building partnerships and solving problems through effective communication. The main, in our opinion, scientific and theoretical principles and approaches to the formation of socio-communicative competence (interdisciplinary approach, practical orientation, problem-based learning, cultural competence, etc.) have been considered. The research emphasized the importance of social ethics. Attention is focused on the important place of information and communication technologies in the process of formation of socio-communicative competence.

Key words: socio-communicative competence, information and communication technologies, interdisciplinary approach, social ethics, practical orientation.

Introduction. In the 21st century, we are constantly faced with various changes in all aspects of social life, which require a quick reaction and adaptation to the socio-cultural realities of a fast-moving world.

As our society struggles with a vast variety of complex social challenges, from cultural diversity issues to global health crises and persistent social inequality, the role of future social professionals and their ability to communicate and interact effectively with diverse people and communities becomes of primary importance. The effectiveness of their intervention and the impact of their work depend not only on their experience and comprehensive theoretical knowledge, but equally on their possession of socio-communicative competence, which equips them with the necessary skills and principles to navigate social dynamics, ethics and the complexities of interactions between people. This not only increases their effectiveness in meeting the unique needs of individuals and communities, but also contributes to the achievement of the broader goal of creating a socially just and inclusive society.

The main aspects and principles of the formation of socio-communicative competence as an important component of professional readiness and awareness of specialists have gained popularity among domestic scientists. It is worth mentioning the works of M. Aizenbart (2017), N. Barabanova (2018), D. Hodlevska (2007), V. Petruk (2021), S. Kalush (2008), I. Mishchenko (2019), O. Moskalenko (2017), A. Stopkina ta I. Trubnyk (2021), E. Sadovska ta A. Yaroshenko (2018), O.Tymofieieva (2016), T. Shevchuk ta S. Khliestova (2020), V. Kyrychuk (2014).

The idea of the necessary integration of information and communication technologies during the formation of socio-communicative competence is revealed in works of O. Pluzhnyk (2022), S. Kachmarchyk (2017), O. Kravets ta N. Samborska (2019), L. Ditkovska (2013).

The role of an interdisciplinary approach in the process of forming socio-communicative competence is noted in the studies of E. Sadovska and A. Yaroshenko (2018), V. Petruk (2021).

Ethical and moral principles attracted the attention of such scientists as E. Sadovska and A. Yaroshenko (2018), S. Kalush (2008), V. Petruk (2021), A. Kapska (2003), L. Tiuptia ta I. Ivanova (2008).

The purpose of our research is to determine the role of socio-communicative competence of social sphere specialists in the modern world and to analyze the main scientific and theoretical principles and approaches to the formation of this competence.

Main part. In an age marked by information overload, rapid technological advances, and a growing emphasis on inclusivity, the ability to communicate with cultural sensitivity, empathy, ethical awareness, and technological savvy is essential. Further research on socio-communicative competence will shed light on its importance as an enabling force that motivates future social professionals to make meaningful and sustainable contributions to the improvement of society.

The research methods we used in the process of writing the article are the analysis of scientific literature, systematization, generalization, deduction, synthesis, comparison, observation.

First of all, it is necessary to analyse the definition of the concept of socio-communicative competence in the scientific literature. Some scientists interpret socio-communicative competence as a specialist's ability to effectively communicate and use their professional and personal experience of interacting with people in various social situations. Future specialists in the social sphere must not only express themselves clearly, but also recognize verbal and non-verbal signals in social contexts, adapt to the situation, needs or wishes of the interlocutor (Aizenbart, 2017: 3; Tymofieieva, 2016: 173).

V. Kyrychuk considers socio-communicative competence as the ability of a specialist to realize their own tasks, goals and needs, to solve problematic or difficult situations by creating partnership relationships with interlocutors or clients in accordance with their needs, requests, goals and expectations within the limits of universal, tolerant and acceptable rules of behavior and thanks to effective communication (Kyrychuk, 2014: 75).

According to S. Kalush, socio-communicative competence is a set of certain skills, knowledge, personality qualities needed for the social-professional sphere. This competence means the ability of people to interact and communicate effectively in a social environment. It covers a combination of linguistic, pragmatic, cultural and emotional competences that allow people to navigate successfully in various social situations.

Key components of socio-communicative competence:

– communicative component (verbal and non-verbal communication skills);

– conceptual component (knowledge of professional activity);

– cultural component (understanding and respect for different cultures, communication in different social conditions);

– empathy and emotional intelligence (understanding one's own emotions and managing them, as well as being sensitive to the emotions of others) (Kalush, 2008: 11–12).

It should be noted that the formation of socio-communicative competence is based on certain scientific and theoretical principles and approaches. In our research, we want to pay special attention to the main principles that play the most important role in the formation of the above-mentioned competence, namely:

– interdisciplinary approach; integration of knowledge, skills and abilities from different fields;

– practical orientation;

– use of active methods, problem-based and experimental learning;

– the importance of cultural competence;

– following ethical and moral principles;

– social constructivism;

– the need for social interaction;

– integration of information and communication technologies.

Having analyzed a number of scientific works and sources related to these principles, we aim to share the main results of our research.

Firstly, it is worth noting that the social sphere has an interdisciplinary nature, and therefore educational programs must integrate knowledge, skills and abilities from various fields, namely: psychology, sociology, cultural studies, intercultural communication, economics, management theory, pedagogy, medicine, legal studies, etc., in order to provide a deep and holistic understanding of social dynamics, as well as to expand their views on social problems, develop critical thinking and flexibility (Sadovska and Yaroshenko, 2018: 37–39; Petruk, 2021: 47).

The ability to adapt to different cultures, understanding intercultural differences and the ability to effectively interact with different sociocultural groups based on knowledge of one's own culture and the culture of the interlocutor is an important element of socio-communicative competence. In this context, it is necessary to note the role of cultural competence (Kalush, 2008: 8–9).

The next important principle of forming socio-communicative competence is practical orientation and the use of an active approach. Providing real-world experience through internships, case studies and simulations allows future professionals to apply theoretical knowledge in practical social contexts. Role playing and exercises can simulate real social scenarios, allowing people to experience their strengths and weaknesses, practice and improve their communication skills in a controlled environment (Hodlevska, 2007: 15).

A. Styopkina and I. Trubnyk believe that by applying experimental and problematic techniques and methods, it becomes possible to create those scenarios that future specialists may encounter in their professional field in the future. They also emphasize the importance of working with real clients and analyzing real cases (Styopkina and Trubnyk, 2021: 249–251).

I. Mishchenko also emphasizes the effectiveness of the formation of socio-communicative competence with the help of a problem-based approach, because it contributes to the activation of social interaction. According to the scientist, this approach develops searching creative skills, teaches to find and solve potentially real problems in the future, create hypotheses of solutions, evaluate the correctness of solutions (Mishchenko, 2019: 130–132).

Such scientists as E. Sadovska and A. Yaroshenko also support the opinion on the effectiveness of problem-based learning and the use of active learning methods. Moreover, they note the importance of trainings and webinars for improving the competence of specialists and their understanding of the content of problematic situations from their own point of view and the position of other interlocutors. By critically analyzing simulations of potential professional situations, the future specialist learns to evaluate their strengths and weaknesses, the effectiveness of their actions, potential, and action plan in a particular situation (Sadovska and Yaroshenko, 2018: 45).

Solving problem situations should take place in the form of a monologue, dialogue, group discussion. Since the main task of specialists in the social sphere is interaction between subjects, the use of dialogic methods and group discussion is extremely important in the process of forming socio-communicative competence. This form of education will make it possible to establish mutual understanding, develop interpersonal skills and abilities, and will also be useful for solving conflict situations in work in the social field (Styopkina and Trubnyk, 2021: 252).

Social constructivism is another principle of effective formation of socio-communicative competence, because it emphasizes the importance of social interactions in the learning process. It assumes that people acquire social-communicative competence through active interaction with others, exchange of experiences and joint learning. This approach emphasizes the role of social contexts in the formation of communication skills.

Scientists pay special attention to the importance of ethical and moral principles in the social sphere. A professional in the field of social work must have a high level of professional qualifications, social culture and ethics. Since social workers represent a professional group "person-person", ethics and culture of communication, a high level of communicative competence, which is formed during interaction and is the result of communication experience between people, are important for them.

After analyzing various sources of literature, we can highlight the main ethical and moral principles (Kalush, 2008: 9; Petruk, 2021: 48–49; Kapska, 2003: 7–9; Tiuptia ta Ivanova, 2008: 76; Sydorenko, 2006: 143–144; Mazokha, 2018: 87–89).

1. *Emotionally positive attitude, optimism and empathy*. A specialist in the social sphere must be able to listen, possess compassion, delicacy, reflection, friendliness and understanding, appreciate the emotions and needs of others, because this provides a favorable psychological climate and a greater likelihood of mutual understanding and successful resolution of problem situations.

2. *Understanding professional boundaries*. Future specialists in the social sphere must be aware of the limits of their roles, adhere to the confidentiality of information, fairness, objectivity, show respect and avoid conflicts of interest.

3. *Human spiritual values and norms of behavior*. Scientists claim that a social worker should possess such traits and values as honesty, tact, decency, benevolence, respect, self-control, responsibility, inner energy, openness, justice, attentiveness, tolerance, endurance, restraint, etc. Future specialists must inspire trust, respect and confidence.

4. *Humanistic orientation*. According to A. Kapska, the humanistic orientation should be understood as a set of certain value orientations and attitudes in the process of communication, the purpose of which is an educated, tolerant, attentive and tactful attitude towards people, taking into account their interests, values and desires (Kapska, 2003: 7–9).

5. *Protection of social justice and social responsibility*. Future professionals must be aware of problematic aspects, power dynamics in society, and use their communication skills to advocate for justice and the well-being of marginalized or vulnerable populations. They must understand their role in making a positive contribution to society by using their communication skills to solve social problems and promote positive change.

6. *Conflict resolution and mediation*. Possession of knowledge and skills of professional communication and the ability to adequately apply them in accordance with the field and situation in order to solve problematic situations. Ethical communication involves respecting conflicts, finding solutions through dialogue, and avoiding harmful communication strategies.

7. *Reflective practice*. Future professionals should regularly reflect on their communication practices, taking into account the ethical implications of their interactions and constantly striving for improvement. In this case, E. Sadovska and A. Yaroshenko note the effectiveness of trainings, exercises and webinars on the topic of confidence, effective communication, social ethics, etc. (Sadovska and Yaroshenko, 2018: 37).

8. *Respect for diversity*. Future professionals must be prepared for diverse perspectives, cultures, and identities. It is important to appreciate the differences between people and communities, avoid stereotypes and prejudices, understand each other in inclusive communication, be tactful and tolerant.

9. *Client autonomy*. Future professionals must involve clients in decision-making processes, allowing them to express their preferences and choices when interacting with social professionals.

By integrating these ethical and moral principles into the formation of social-communicative competence, future professionals in the social sphere can develop a solid foundation for ethical, responsible and empathetic communication in their professional sphere.

Having analyzed a number of literary sources, we can state that in the modern world the use of information and communication technologies is absolutely necessary, and the social sphere is

no exception. These technologies offer unique opportunities to enhance learning, collaboration, and practical experiences.

In the information society, the social area requires the skills and knowledge of fast search, processing, presentation and transmission of data using computer networks. According to L. Ditkovska, raising the level of information literacy, ensuring access to information and communication technologies, awareness of the possibility of using these technologies contribute to the process of informatization of the social field. The above-mentioned technologies can be used to maintain documentation, perform various tasks, support and consult clients (Ditkovska, 2013: 79).

The competence of a social worker in the use of information and communication technologies should be understood as the ability of a specialist to use these technologies (programs, spreadsheets, networks, databases, etc.) to solve professional tasks and satisfy personal needs (Kravets and Samborska, 2019: 148).

Below are several ways in which information and communication technologies contribute to the development of social and communicative competence (Kachmarchyk, 2017: 110–115; Kravets ta Samborska, 2019: 148-150; Sadovska ta Yaroshenko, 2018: 37; Levus, 2011: 180–189; Pluzhnyk, 2022: 275-278; Sydorenko, 2006: 143; Popov, 2016: 36).

1. *Digital literacy and access to information*. Communication technologies provide future specialists with access to huge amounts of information, contributing to the development of digital literacy. Learning to navigate online resources allows them to stay abreast of social issues, research findings, and practice developments in the field.

2. *Online collaboration and networking*. Social platforms, professional networks, and collaboration tools allow future professionals to connect with peers, professionals, and experts from a variety of professions. Online collaboration improves their ability to work effectively in multidisciplinary teams, contributing to a broader understanding of societal issues.

3. *Virtual learning environments, professional development*. Virtual learning environments facilitate flexible and accessible learning. Communication technologies offer many online resources for professional development. Future professionals can attend webinars, online workshops, and virtual conferences to stay up-to-date on industry trends, best practices, and new research in the social field. Future professionals can engage in interactive online platforms to develop their socio-communicative competence by participating in discussions, group projects and collaborative activities.

4. *Simulation and role play*. Communication technologies allow creating virtual simulations and scenarios of role-playing games. Future professionals can practice and improve their communication skills in a realistic digital environment, preparing for the different social contexts they may encounter in their professional activities.

5. *Telehealth care and teleconsultation*. For those involved in social work and counseling, telehealth technologies provide the ability to communicate with clients remotely. Future professionals can learn to adapt their communication styles to virtual environments, taking into account ethical considerations and ensuring effective customer engagement.

6. *Mobile communication and field work support*. Mobile technologies support communication in the field, allowing future professionals to stay connected while conducting research, interacting with communities, or participating in social interventions. Mobile apps and tools can increase efficiency and responsiveness in dynamic social environments.

7. *Involvement of social media*. Social media platforms provide a space for future professionals to engage in public discourse, exchange ideas, and connect with communities. Understanding the ethical use of social media helps develop a professional online presence and effective digital communication.

8. *Intercultural communication*. Virtual communication technologies facilitate interaction with people from different cultural backgrounds. Future professionals can participate in intercultural communication, expanding their cultural competence and preparing for diverse social contexts.

The implementation of communication technologies in the education and training of future specialists in the social sphere allows for a more dynamic, interactive and connected learning experience. It prepares them to navigate the changing landscape of communication in the digital age, while developing the social and communicative competence necessary for effective and ethical practice.

Conclusions. In general, we can conclude that the possession of socio-communicative competence by future specialists in the social sphere is extremely important in the modern society, which is constantly developing and changing. Socio-communicative competence can be interpreted as the ability of people to participate effectively and appropriately in social interactions, demonstrating verbal and non-verbal communication skills, cultural sensitivity and the ability to navigate different social contexts with clarity and understanding.

Having analyzed the main scientific and theoretical principles and approaches to the formation of the specified competence, we can highlight the importance of an interdisciplinary approach, practical orientation (problematic and experimental learning, active learning methods, simulation of potential professional situations), cultural competence, following ethical and moral principles (emotional and positive attitude, empathy, social responsibility, humanistic orientation, tolerance, understanding of professional boundaries and universal norms of behavior, client autonomy, respect for diversity, etc.), use of information and communication technologies (digital literacy, access to information, virtual professional development, online cooperation, teleconsultation, intercultural communication, involvement of social media, simulation of potential professional scenarios).

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