

4. Халайцан А.П. Формування основ культури здоров'я як педагогічна проблема. Педагогіка, психологія та медико-біологічні проблеми фізичного виховання і спорту, 2014. № 8 С. 22-28. doi:10.5281/zenodo.9759

5. Харченко С. М. Критерії й рівні сформованості здоров'язбережувальної компетентності майбутніх фахівців аграрного профілю. Вісник Черкаського університету імені Богдана Хмельницького. Серія «Педагогічні науки». Черкаси, 2018. № 3. С. 118 – 124.

DOI <https://doi.org/10.30525/978-9934-26-228-9-51>

VIRTUAL-SOCIAL DESIGN AS A PROFESSIONAL COMPETENCY

Tuliakova K. R.

Candidate of Pedagogical Science,

Associate Professor at the Department of English Language for Humanities

National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"

Kyiv, Ukraine

ORCID ID: 0000-0002-4380-1161

Introduction. Nowadays, humanity is in the new era of the «virtual world», where three main components interact: communication, technology and professional competence. The virtual and social design of behavioral models of different social groups is based on their interaction.

Analysis of human development and existence gives grounds to assert that people have always tried to predict the future, to imagine «ideal society». There are some perfect models of state-building in works of Aristotle, T. Mora, T. Kampanelli.

In the second half of the 20th century, design begins to be used in humanitarian sphere. Technology has been in language learning since the 1950s (Alshammari, 2007). The purpose of the design is such transformation of reality, when objects, phenomena, or processes are created. Social design is the design of social objects, qualities, processes and relations (Bezpalcko, 2010. Chapter 1).

During the research, the following **methods** were used: theoretical analysis of scientific psychological and pedagogical literature, theoretical analysis, empirical – pedagogical observation, conversation.

Results and discussion. Solving a number of problems in relation to «person – society», «person – person» is possible, based on rational thinking,

which is the basis of philosophical-theoretical planning and religious concepts laid on the basis of spiritual-valuable models.

Different studies adopted different approaches to the study of design in education. It is important to note that we agree with the distribution of the socio-cultural design proposed by Ivanovska N., Shulgina V., and Yakovlev O., according to it, they allocate its hardware and software components.

The first one includes buildings (in our case – centers of social protection of the population, shelters, hospices, etc.) the second one includes educational programs, regional projects, cultural events, international social projects etc.

Therefore, the software, due to its flexibility, has an effective influence on the formation of the cultural identity of individuals and communities, and plays a leading role in the education and restoration of the national memory of the people. It is important for the country that is waging war for its independence (Ivanovska, Shulgina, Yakovlev, 2018).

Thus, the virtual-social design is aimed at reproduction of the model of a certain social group by means of moral and cultural postulates through the prism of the behavioral model.

Professional competencies are knowledge, skills, and abilities that will equip you for success in the workplace and lifelong career management (Stanford, 2022)

As shown in Figure 1, virtual-social design consists of some elements.

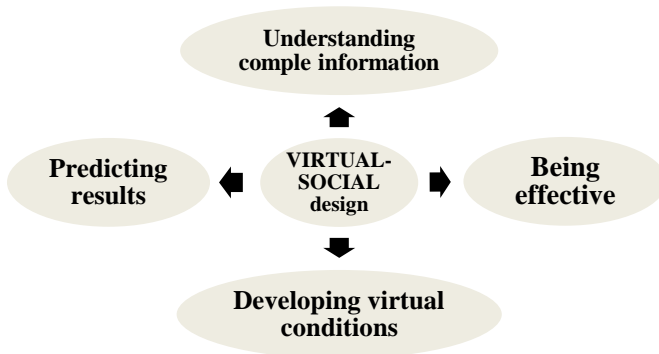


Fig. 1. The model of virtual-social design as professional competency

Figure 1 illustrates the main concept of virtual-social design. Therefore, there is a need to have a better understanding of the interaction between these components:

- applying systems thinking to identify and determine the relationships between different social groups;
- understanding the ethical foundations and consequences;
- building and presenting arguments based on syntheses of ideas from multiple perspectives, building positive connections and breaking down barriers

Conclusions. This thesis can lead to a better understanding of the virtual-social design as well as knowledge for implementing in an educational process. Moreover, training on virtual-social design skills seem to activate students' role in this process and to contribute to their professional development. The analysis of virtual-social design as a professional competency allows to consider all the specific properties more widely. Working with people involves developing situational modeling skills to predict the outcome. Models of social groups and their characteristics will help to choose the appropriate methods of adjustment and influence

Nevertheless, more research is needed to provide more insights on this idea.

References:

1. Al Shammari, M. H. (2007). *Saudi English as a foreign language learners' attitudes toward computer-assisted language learning*, (Unpublished Doctoral dissertation). West Virginia University.
2. Ivanovska, N., Shulgina, V., & Yakovlev, O. (2018). *Socio-Cultural Projecting In Ar: Theory And Practice* : textbook. Kyiv : National Academy Of Culture And Arts Management, p 8.
3. Bezpalko, O. (2010). *Sotsialne proektuvannia*. [Social design]. Kyiv
4. Professional development. Retrieved July, 15 from <https://vpge.stanford.edu/professional-development/competencies-grad-grow>