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COMMUNICATIVE COMPETENCE AS A MEANS OF STUDENTS' SOCIAL ADAPTATION IN THE HIGHER EDUCATION ENVIRONMENT

Radical socioeconomic changes that took place in society during a full-scale war led to a change in people's views of other people and the world around them. The future teacher, today's student, faces the challenge of mastering professional pedagogical competence, which includes several varieties, one of which is communicative competence. According to the social status, the teacher is in the zone of increased language responsibility, his/her professional level is determined both by knowledge of the subject and by the degree of language proficiency. After all, all his/her knowledge and practical skills can be transferred to students only through a system of direct communication with them. Thus, the very process of communication between the teacher and the students acquires a fundamental character and appears as an important professional category of pedagogical activity.

A. Andreeva, O. Bezpalko, Y. Bohonkova, L. Garmash, L. Koval, L. Krasovska, A. Mudryk, and others devoted their research to the issue of social adaptation of the individual. However, few scientists pay attention to the role of communicative competence in the process of future teachers' professional adaptation.

The concept of "social adaptation" has different interpretations in different studies. The study of the content of the concept of "social adaptation" showed that it is considered an active interaction of the individual and the social environment to coordinate their interests, as a complex, dynamic process caused by the interaction

of subjective and objective socio-psychological, mental, psychophysiological and physiological factors.

The majority of researchers note the multifactorial nature of the individual's social and psychological adaptation, his/her dependence both on the internal resources of the person, the ability to meet the requirements of a specific situation, and on the characteristics of the educational space and social environment, where it is possible to use the mechanisms of influence on the process of social adaptation of the individual in an organized manner. In this regard, it is important to study the adaptive potential of a person, which determines his/her style of behavior in various situations, associated with the identification of individual characteristics that contribute to adaptation, hinder it, or have a compensatory value.

To identify the social adaptation level of students of the Faculty of Pedagogy – future primary school teachers – a study was conducted involving 60 first-year students. The study of the problem was carried out with the help of questionnaires, and tests. In the course of diagnosing the socio-psychological adaptation, it was revealed that 38% of the respondents have a high level of adaptation, 30% – medium, and 32% – low. As evidenced by the results of student surveys, a large part of them feels an acute need for psychological safety. In the classical definition, psychological safety means such a state of the educational environment, which is free from psychological violence in interaction with students, helps to satisfy their needs in personal and trustful communication, and promotes the mental health of all involved participants.

The obtained results of the research proved that, along with professionally oriented activities, individual-personal communication plays one of the main roles, thanks to which the ability to social adaptation increases. In the process of establishing communicative connections, students learn to exchange experience, knowledge, and ideas for establishing a team, to subordinate their interests and needs, to be sensitive and attentive, and to acquire social experience of communicative activity. At the same time, communication means the exchange of information between communicating individuals for better professional training.

Communicative competence develops based on sociability, and behavior is a prerequisite for the development of such future teachers' leading personality qualities as focus on communication, interest in people, reflection, and empathy. Scientists present the structure of communicative competence as a set of components (affective, cognitive, and behavioral).

Accordingly, starting from the first year of student education, we introduce the technology for developing the communicative competence of future teachers in the process of educational and extracurricular activities, which is based on a person-oriented approach. During classes, students acquire the skills of interaction with classmates, teachers, and higher education institutions staff, the ability to reduce emotional tension during a conversation, to restore contact with the interlocutor, taking into account his/her characteristics and communication circumstances, manage conflicts, resolve them productively, convince, achieve a certain level of control and self-control in communicative behavior.

Another important component of the technology for the formation of communicative competence of future specialists is the development of tolerance, expressed in such qualities as psychological stability, a system of positive attitudes, and a system of personal and group values, directly related to the process of socio-psychological adaptation of the individual.

Research and experimental work confirmed the effectiveness and efficiency of the technology for developing students' communicative competence, increasing the level of their social adaptation. Summarizing the impact of the process of forming the communicative competence of future teachers on increasing the level of their social adaptation, we note the necessity to develop communicative qualities determined by the peculiarities of the student's age, the specifics of the future specialty, the peculiarities of the organization of future specialists' educational and extracurricular activities in the conditions of higher education.