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Social and pedagogical approach in the process of forming the foreign students competence at the university

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Abstract.

The article determines on the base of sociopedagogical approach in the process of sociopragmatic competence of foreign students at university as necessary condition of their social adaptation to the life in new circumstances of foreign country. The formation of sociopragmatic competence of foreign students is considered on the institutional and environmental, interactive and inactive levels of analysis.

Keywords:

foreign students
sociopedagogical approach
sociopragmatic competence
enculturation

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In the modern world, interstate educational contacts are intensively developing, the number of young people who want to get an education outside their country is increasing. The success of teaching foreign students, the level of their professional training largely depends on effective social adaptation in the host country. The host side is faced with the task of providing optimal living and learning conditions for foreign students, taking into account the complex process of their social adaptation to a new way of life as a mechanism of enculturation. The most important activity of the university is the formation of sociopragmatic competence of foreign students, the mastery of which, in our opinion, is necessary for them for social adaptation in new sociocultural conditions.

The sociopragmatic competence of foreign students is the totality of knowledge, attitudes and skills that allow them to effectively and safely carry out intercultural social interaction, as well as achieve their own goals in accordance with the sociocultural context of the country of study. Describing the process of formation of the sociopragmatic competence of foreign students at the university, we note that in its essence it is an educational process, therefore, it can be considered at different levels of analysis. At the institutional and environmental level of analysis, the formation of the sociopragmatic competence of foreign students, in our opinion, can be characterized as a socio-pedagogical phenomenon, since it is a part (direction) of social education, a way of implementing the educational policy of the state in relation to foreign citizens by pedagogical means. That's why at this level of analysis, this process can be viewed as a relatively controlled enculturation, pedagogically regulated and purposefully carried out by the institutions of society, in particular, higher educational institutions.

The institutional and stylized mechanisms of personality enculturation play a priority role. In this case, the process of forming the socio-pragmatic competence of foreign students is part of a relatively controlled enculturation, mediated by many objective and subjective factors that complicate or contribute to the success of its course. For foreign students,

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these objective factors will be such aspects of social life as the economic and political state of the country, its culture, religion, etc. The main subjective factor will be the social environment in which they are “placed”. In particular, this aspect is expressed by the influence of an educational institution, a circle of friends, living conditions, etc. At this level of analysis, the institutional and stylized mechanisms of personality enculturation play a priority role. At the same time, it should be noted that foreign students, in addition to the purposeful process of education, are also subjected to spontaneous socialization. In particular, outside the educational institution, they independently use public transport, make purchases in a store, etc. Therefore, it seems important to highlight the possibilities of the university’s influence on the positive nature of the formation of sociopragmatic competence among foreign students in the context of their socialization / enculturation.

Based on the positive aspects of socialization at the university for foreign students, we will highlight those moments for them:

1) education in a higher educational institution contributes to the development of prosocial, rather than asocial and anti-social norms and attitudes of behaviour by foreign students;

2) higher educational institutions provide opportunities for prosocial self-realization of foreign students in a positive aspect;

3) upbringing in the education system makes it possible to create conditions for reducing the period of social adaptation;

4) higher educational institutions have certain opportunities to prevent foreign students from colliding with the difficulties of spontaneous socialization (for example, living on the territory of the university) [1].

At the institutional-environmental level, the process of forming sociopragmatic competence of foreign students, like any other educational process, exists in its three qualitative states: the educational system, the educational process itself and educational activities. In the first case, we are

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talking about the formation of sociopragmatic competence as a system, the system for the formation of sociopragmatic competence, the systemic nature of the formation of sociopragmatic competence, etc. This qualitative state is realized through such mechanisms as the structural elements of the system, its subsystems and is expressed in the unity of goals, tasks, content, forms and methods in the course of the formation of sociopragmatic competence of foreign students. This provision also means that the formation of sociopragmatic competence is impossible "in parts", either by paying attention only to the study of the norms and rules of behaviour in a foreign country, or only to the linguistic aspect, because as a result, the absence of one of the components of sociopragmatic competence will lead to the emergence of sociopragmatic errors in others. In addition, this provision also means that the formation of the sociopragmatic competence of foreign students at the university is carried out in the educational process, which includes two subsystems: the learning process and the upbringing process. Let us define a number of aspects that reflect the relationship of these categories in relation to the educational process of foreign students in another country: organizational, pedagogical, sociopedagogical conditions for the formation of sociopragmatic competence and their creation, the appropriate educational environment, pedagogical technologies, methods, means of forming the sociopragmatic competence of foreign students, etc. The process of forming the foreign students sociopragmatic competence in a university can be considered at two more levels: interpersonal (interactive) and personal (inactive). At the same time, at the interactive level, it is realized in such an invariant qualitative state as interaction. At the same time, it is impossible to identify educational activity and educational interaction in the pedagogical process. Interaction is an elementary cell of the upbringing process. It is understood as not only the interaction of the pupil with the educator, peers, but also the interaction organized by the educator with objects and phenomena, during which the assimilation of certain elements of social experience, the transformation of human culture from an objective social form

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into an individual mental one. Educational interaction includes the impact on the pupil and his response, which can be different in content, form and time of manifestation. These two main components of interaction really exist only in organic unity. Each of them has certain characteristics.

So, educational influences can have different content, be characterized by the presence or absence of an educational goal, feedback (controlled, semi-controlled, uncontrolled), etc. The pupils' responses also have great variability. This can be the perception and processing of information, emotional experiences, as well as actions and deeds [2]. We believe that at this level of analysis of the process of formation of sociopragmatic competence The features of foreign students are primary sociopsychological mechanisms of enculturation. The next qualitative state of the process of forming the socio-pragmatic competence of foreign students is self-education. It is realized at the inactive (personal) level. The mechanisms for its implementation are self-assessment, independent assimilation of social norms, self-hypnosis, self-persuasion, self-exercises, self-control, reflection, etc. At this level, reflexive mechanisms of enculturation come to the fore. It should be noted that the characteristics of each of the above qualitative states of the process of formation of the socio-pragmatic competence of foreign students in the university are manifested in the following, determine them and vice versa. At the same time, the problem of the qualitative states of the process of formation of the sociopragmatic competence of foreign students at the university and the levels of their implementation can be classified as debatable and requires additional study.

Meanwhile, our analysis allows us to conclude that today, with the formation of the scientific status and applied functions of social pedagogy, the theoretical and methodological contexts in the study of education problems have changed radically, including the process of forming the sociopragmatic competence of foreign students at the university . Their sociopedagogical perspective, which was not previously included in the vision of researchers studying the problem of forming the competences of foreign students from the standpoint of language pedagogy, allows us to choose

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a specific level of consideration of the process of forming the sociopragmatic competence of foreign students and its possible qualitative conditions that will form the basis our working definition. The socio-pedagogical approach allows us, firstly, to consider this process as a socio-pedagogical phenomenon, which is a way of implementing the educational policy of the state in relation to foreign citizens by pedagogical means, part (direction) of social education - as a relatively controlled enculturation, the mechanism of which is social adaptation of foreign students, pedagogically regulated and purposefully carried out by the institutions of society, first of all, by a higher educational institution, where it is implemented in the qualitative states of the educational system, the educational process itself and educational activities. Secondly, we can determine its qualitative state, in which the process of formation of the socio-pragmatic competence of foreign students will be considered by us. In this case, we will interpret it from the point of view of the qualitative state "activity", remembering that it has a systemic and proper procedural character, and we will consider the creation of necessary and sufficient pedagogical conditions as the main mechanism for its implementation in the university.

The upbringing of students should be considered as the creation of conditions for the development of personality in the course of university education, the creation of optimal (most favourable) conditions for self-realization of the personality [3]. It is known that the essence of the phenomenon under study cannot be revealed without knowing what its main purpose is, what results it is aimed at. An analysis of the existing definitions of the processes of formation of various personality traits shows that they reflect the content of his goal. And this, in our opinion, is true, because the definition of the goal is necessary in order to organize the formation of the socio-pragmatic competence of foreign students in the university and judge its effectiveness, comparing the results achieved with the goal. Therefore, in order to formulate a working definition of this process, we must define its purpose. In pedagogy, the place of the goal in relation to the entire process of education is

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traditionally expressed by the following logical chain : the goal of education - the process of education - the result of education. In other words, the goal determines the content, the result of education, and is also a criterion for evaluating its effectiveness.

The result of the process we are studying is a certain level of formation of the socio-pragmatic competence of foreign students, understood as the totality of their knowledge, skills and attitudes, which allows them to effectively and safely carry out intercultural social interaction, as well as achieve their own goals in accordance with the socio-cultural context of the country of study. In accordance with the socio-pedagogical approach, the formation of the socio-pragmatic competence of foreign students in a university is defined by us as a sociopedagogical phenomenon, relatively controlled enculturation, pedagogically regulated and purposefully carried out by a higher educational institution, the direction of social education, carried out through the creation of pedagogical conditions conducive to the formation of a person's totality of knowledge, attitudes and skills, which allows to effectively and safely carry out intercultural social interaction, as well as achieve their own goals in accordance with the sociocultural context of the country of study. The sociopragmatic competence of foreign students as the goal and result of the process under study determines its content, forms, methods and allows evaluating its effectiveness.

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