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## **SOCIAL COMPETENCE AS A NECESSARY COMPONENT OF THE PERSONALITY FORMATION OF FUTURE TEACHERS IN FOREIGN LANGUAGE CLASSES**

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Social competence is a competence that ensures interaction and communication of a person with other people. Social competence in a foreign language is formed on the basis of existing experience of communication in the native language. Social competence, like all key competences, has age dynamics and age specificity.

The main goal of learning a foreign language is the formation of communicative competence, that is, the ability to use language as a means of intercultural communication [1, p.28]. The implementation of this goal requires the use of techniques that ensure educational communication in a foreign language in the conditions of the educational process.

Successful foreign language communication - intercultural communication - is not possible without the formed social competence of those who learn, that is, the formed desire to interact with others and self-confidence, as well as the ability to put oneself in the place of another and the ability to cope with situations that have arisen in society [1].

Thus, to form social competence means to teach students to interact with each other in the learning process when performing the assigned communicative task.

The process of forming social competence of those who learn a foreign language assumes the presence of stable motives and the need for a caring attitude towards their native language, history and spiritual culture of Ukrainian society, as well as an understanding of the importance of learning a foreign language in the modern world in order to use it as a means of communication, cognition, self-realization and social adaptation, joining the culture, traditions and realities of the countries whose language is being studied.

One of the prerequisites for Ukraine's entry into the single European Community of Higher Education is the implementation of the ideas of the Bologna Process by the higher education system of Ukraine. The goal of modern pedagogy is to ensure the comprehensive development of a person as an individual and the highest value of society, the development of his talents, mental and physical abilities, and the upbringing of high moral qualities [5]. With the transition to the credit-modular system

of education, conditions are created for the formation of highly educated specialists who are intellectually developed and creatively thinking.

The internationalization of social life makes knowledge of a foreign language a necessity. It becomes an effective factor in the socio-economic, scientific-technical and general cultural progress of society, which increases the status of a foreign language as a branch of education. One of the most important qualities of a specialist at the current stage of development of society is mobility, the ability to navigate in rapidly changing conditions. A teacher must be ready not only to improve his skills and abilities, but also to constant self-education, which includes mastering additional specializations [7, p.105]. That is why improving the quality of training of the future teacher, his competence, which would allow him to carry out his activities most effectively, is one of the most important goals of modern education. It is in such conditions that the importance of professional competence as a personal quality increases. Today's teacher must be able to build his professional activities at a high scientific and pedagogical level, make informed professional decisions, and independently acquire knowledge. There is an objective need for competent personnel who are able to creatively organize the educational process in specific socio-economic conditions, who are able to quickly navigate the information field, independently improve their knowledge in the field of linguistic and regional studies technologies, develop and show an active interest in studying and mastering a foreign language. What comes to the fore is not formal affiliation to the profession, but professional competence, that is, the compliance of a specialist with the requirements of professional activity.

In order for a university graduate - a future teacher to be able to carry out his professional activities effectively, he must have a basic level of professional competence and this quality must be formed precisely in the university in the process of professional training. An educational subject is one of the main means of implementing the content of education, combining in its system the content to be mastered with the methods of mastering. Nowadays, practical proficiency in a foreign language has become an indicator of a specialist's education. This is explained by the specificity of a foreign language as a carrier of culture. At the same time, significant changes are taking place in modern society: the information space is expanding, the level of computerization is increasing, the global computer network Internet is developing, borders in Europe are being erased, all this leads to the integration of cultures of different peoples. A modern specialist needs skills in intercultural communication, readiness and ability for a dialogue of cultures. The process of learning a foreign language culture is necessary for the value perception of the modern world, for the awareness of the significance of the individual, his place in cultural processes. In such conditions, a foreign language becomes a socially significant value. The possibilities of the educational subject "Foreign Language" in the formation of personality, the development of its abilities acquire special meaning. In the process of studying this discipline at a university, the main functions of language - cognition and communication - become decisive for the formation of professional competence of a future specialist. The goal of the work of a foreign language teacher in the training of future teachers is the development of foreign language competencies through a

personality-oriented approach to the formation of communicative skills in the main types of speech activity, increasing creative potential, and fostering a sense of responsibility and independence of students.

The concept of a person-centered approach implies that the organization of the educational process, methodological approaches and decisions of the teacher, the use of educational material, the selection of exercises and tasks should correspond to the personality of the student, his needs, motives, activity, intelligence, individual and psychological characteristics. The teacher should take into account both individual characteristics and the level of basic training of students. It is this kind of work that makes it possible to reveal the true potential of each student and, accordingly, create an individual development trajectory for him, which diversifies the educational process, makes it more interesting, comfortable and, most importantly, allows you to increase the effectiveness of learning. To do this, the teacher needs to choose various situational exercises from different types of speech activity so that all students can best present their knowledge on a particular topic and do not feel uncomfortable and have the opportunity to participate in the educational process and improve the level of their knowledge, skills and abilities. At the same time, situations with pedagogically significant tasks should be selected that would stimulate pedagogical creativity, self-analysis of pedagogical abilities and their development. These situations should be related to school life depending on the specialty of training. An important element of these tasks is their interesting design, creating a situation of success, at the same time, each task contributes to internal self-analysis of behavioral models, clarification of the causes of difficulties and search for ways to solve them.

Personality-oriented technologies include: multi-level learning technology, collective mutual learning technology, modular learning, cooperative learning, project method [6]. Using technologies of a personality-oriented approach, it is possible to more fully take into account the capabilities and interests of students, stimulate their cognitive abilities, thereby increasing motivation for learning. These technologies contribute to the unification of the student body and allow each student to express themselves.

So, in conclusion, it should be noted that the formation of a person's social competence does not occur by itself, but in close connection with the formation of professional, communicative and cultural competence, and a personality-oriented approach contributes to the development of the personality and the improvement of the quality of students' foreign language learning.

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## **ВИКОРИСТАННЯ ЗАСТОСУНКУ GAMMA У ВИКЛАДАННІ МЕДИЧНОЇ АНГЛІЙСЬКОЇ МОВИ**

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У сучасних умовах розвитку вищої медичної освіти цифрові технології набувають особливої значущості, оскільки вони забезпечують оновлення освітнього процесу та його відповідність актуальним вимогам професійної підготовки майбутніх фахівців. Викладання медичної англійської мови потребує впровадження інноваційних методів і цифрових інструментів, які сприяють формуванню іншомовної професійної компетентності та розвитку навичок роботи з науковою інформацією іноземною мовою [4; 5].

Медична англійська мова є важливим компонентом професійної підготовки майбутніх лікарів, оскільки забезпечує доступ до міжнародних наукових публікацій, клінічних рекомендацій і фахової комунікації. Дослідження свідчать, що використання цифрових освітніх платформ позитивно впливає на мотивацію студентів і якість засвоєння спеціалізованої лексики [1]. У цьому контексті доцільним є застосування сучасних цифрових рішень, зокрема платформи Gamma.

Метою дослідження є аналіз дидактичного потенціалу застосунку Gamma у викладанні медичної англійської мови та визначення його впливу на формування професійної іншомовної компетентності студентів медичних спеціальностей.

Теоретичну основу дослідження становлять положення компетентнісного, комунікативного та діяльнісного підходів, а також концепції цифрової педагогіки й онлайн-навчання іноземних мов [4; 5]. Застосування мультимедійних платформ дозволяє інтегрувати текстову, візуальну й графічну інформацію, що сприяє кращому розумінню та запам'ятовуванню навчального