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BRIDGING THEORY
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Кібенко Л.М. ІННОВАЦІЙНІ ПРАКТИКИ У СФЕРІ НЕФОРМАЛЬНОЇ ТА ІНФОРМАЛЬНОЇ ОСВІТИ.....	206
Білик О.В., Куцук О.Г., Зейкан О.М., Симканич В.М. СОЦІАЛІЗАЦІЯ УЧНІВ МОЛОДШОЇ ШКОЛИ ЗАСОБАМИ МИСТЕЦЬКО-ТЕХНОЛОГІЧНИХ ОСВІТНІХ ПРАКТИК.....	209
Борецька Г.Е. ВИКОРИСТАННЯ ПЛАТФОРМИ MICROSOFT TEAMS У ЗМІШАНОМУ ФОРМАТІ НАВЧАННЯ ВИБІРКОВИХ ДИСЦИПЛІН У ЗАКЛАДІ ВИЩОЇ ОСВІТИ.....	213
Пальок І., Кертис Н. ОРГАНІЗАЦІЯ ІНКЛЮЗИВНОГО СЕРЕДОВИЩА В ДОШКІЛЬНИХ ЗАКЛАДАХ ДЛЯ ЗАБЕЗПЕЧЕННЯ РОЗВИТКУ ДІТЕЙ З ОСОБЛИВИМИ ОСВІТНІМИ ПОТРЕБАМИ.....	216
Артеменко Г. ОСОБЛИВОСТІ МОВНОЇ ПІДГОТОВКИ ФАХІВЦІВ З БОГОСЛОВ'Я.....	218
Завальнюк І.Я., Гулієва Е.А. НЕЗАВЕРШЕНІ СИНТАКСИЧНІ КОНСТРУКЦІЇ КОНСТАТАЦІЙНОГО ЗМІСТУ В МОВІ СУЧАСНИХ УКРАЇНСЬКИХ ГАЗЕТ.....	221
Luhova V., Bogancha M. MODERN METHODS OF WORKING WITH GIFTED STUDENTS IN ARTS EDUCATION INSTITUTIONS.....	225
<u>Section: Physical and mathematical sciences</u>	
Ищенко Л. ФІЗИКА І ФІЛОСОФІЯ В ОСВІТНЬОМУ ПРОЦЕСІ: ЄДНІСТЬ НАУКОВОГО ЗНАННЯ ТА СВІТОГЛЯДНОГО МИСЛЕННЯ.....	232
Заночкіна М. ВІД АНАЛІТИЧНИХ МОДЕЛЕЙ ДО НАБЛИЖЕНИХ МЕТОДІВ: ДОСЛІДЖЕННЯ МЕРЕЖ СИСТЕМ МАСОВОГО ОБСЛУГОВУВАННЯ У ТЕОРІЇ ТА ПРАКТИЦІ.....	236

4. Дмитро Чистяк: «На жаль, багато перекладів мертвотні// Інтерв'ю Читомо. URL: <https://archive.chytomo.com/interview/dmytro-chystyak-na-zhal-bahato-perekladiv-mertvotni>
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METHODOLOGICAL APPROACHES AND PRINCIPLES FOR THE FORMATION OF STUDENTS' SOCIAL COMPETENCE IN PROFESSIONAL MUSIC COLLEGES

Luhova Viktoriia

PhD in Economics, Associate Professor
Department of Social Economics
<https://orcid.org/0000-0001-9584-2259>
Simon Kuznets Kharkiv National
University of Economics, Ukraine

Levandovskyi Mykhailo

PhD Student (Third Level of Higher Education)
<https://orcid.org/0009-0008-7917-5001>
Nizhyn Mykola Gogol State University, Ukraine

Abstract. The article reveals the essence and significance of methodological approaches and principles for the formation of social competence among students of professional music colleges. It is substantiated that the development of social competence is a strategic objective of contemporary art education, as the level of this competence determines the professional mobility, communicative culture, and social maturity of future musicians. The study identifies the leading methodological approaches – systemic, genetic, humanistic, subject-activity, competence-based, axiological, and acmeological – and outlines the key principles ensuring their implementation within the educational process.

Keywords: social competence, methodological approaches, principles of learning, art education, professional music college, professional development, socialization.

In the modern system of art education, the issue of forming students' social competence acquires particular relevance. This is determined by the growing importance of communicative, value-oriented, and reflective qualities in the professional activity of a musician who is not only a performer but also an active participant in cultural, educational, and civic life. A contemporary musician must

possess not only technical mastery but also the ability for social adaptation, interaction, leadership, emotional intelligence, and cultural mediation.

The need to develop these qualities arises from the transformation of social and professional orientations, particularly the transition from a narrowly specialized to an integrated type of training that combines artistic, communicative, information-technological, and social components. Therefore, it becomes essential to conceptualize the methodological foundations of social competence formation as a holistic pedagogical phenomenon encompassing not only cognitive or behavioral but also axiological, cultural, and reflective dimensions.

The effective organization of this process requires a scientifically grounded methodological framework based on modern approaches and principles that ensure the systematic, integrative, and practice-oriented nature of the educational process. Accordingly, the purpose of this article is to substantiate the methodological approaches and principles of forming social competence among students of professional music colleges and to determine their interrelation within a unified pedagogical system.

An analysis of academic sources [1–4] demonstrates that the methodological provision of the process of social competence formation is based on the integration of several interrelated approaches. Their combination ensures the multidimensionality of the educational process aimed at developing not only knowledge and skills but also social values, emotional-volitional qualities, reflection, and social responsibility.

The systemic approach considers social competence as a complex, integrated system that includes cognitive, motivational-value, behavioral, and reflective components. It ensures the unity of theoretical and practical aspects of learning, allowing the educational process to be designed as a coherent pedagogical model.

The genetic (dynamic) approach emphasizes the evolutionary nature of social competence formation, viewing its development as a sequential and lifelong process.

The humanistic (person-centered) approach focuses on the intrinsic worth of each individual, the recognition of their potential, and their right to self-expression.

The subject-activity approach identifies the student's activity as a leading factor in the development of social competence, fostering active interaction, collective creativity, and participation in social practices.

The competence-based approach orients the educational process toward concrete outcomes – developing the ability to apply knowledge, values, and skills in real-life and professional situations.

The axiological approach shapes a system of moral-ethical, aesthetic, and social values that regulate human behavior and social interaction.

The acmeological approach is associated with the pursuit of self-realization, social engagement, and the achievement of professional maturity.

Generalizing these approaches allows the construction of a multilevel methodological system in which social competence is understood as the result of the interaction of intellectual, moral, emotional, and activity-based development.

The effective implementation of the mentioned methodological approaches is possible only through adherence to specific pedagogical principles that determine the requirements for the content, forms, and methods of educational activity. These include the principles of systemicity, humanism, integration, flexibility, accessibility, informativity, social partnership, connection between theory and practice, lifelong learning, reliance on life experience, social relevance, personal significance, and reflection.

The principle of systemicity ensures the integrity of the process of forming social competence as an integrated personal quality by combining cognitive, emotional, behavioral, and value components.

The principle of humanism orients pedagogical interaction toward recognizing the student's dignity, their right to self-realization and free expression, creating the conditions for the development of socially mature and morally responsible behavior.

The principle of integration reflects the necessity of combining educational, social, and cultural content, forms, and methods to achieve the harmonious development of personality.

The principle of flexibility presupposes the adaptation of the pedagogical process to changing social realities and individual characteristics of students.

The principle of accessibility ensures equal opportunities in acquiring social experience and mastering relevant competencies.

The principle of informativity requires the active use of modern information and communication technologies that expand the possibilities of social interaction and self-expression.

The principle of social partnership emphasizes the collaboration of educational institutions with social organizations and employers, which contributes to the practical orientation of social competence.

The principle of the connection between theory and practice ensures the realization of acquired knowledge and skills in real social, professional, and creative contexts.

The principles of lifelong learning, reliance on life experience, social relevance, personal significance, and reflection deepen the process of social development, highlighting its dynamic, experience-based, and self-regulatory nature.

Together, this system of principles functions as the operational mechanism for implementing methodological approaches, ensuring coherence between theoretical provisions and the practical activities of educators and students.

Therefore, the formation of social competence among students of professional music colleges must be based on a complex of complementary methodological approaches and principles that determine the logic, content, and mechanisms of the pedagogical process. Systemic, humanistic, subject-activity, competence-based, axiological, and acmeological approaches constitute the conceptual foundation of a holistic model of social competence development, while the principles of systemicity, humanism, integration, flexibility, social partnership, and reflection provide this process with practical orientation. Their interaction ensures consistency between theory and

practice and promotes the formation of a socially mature, active, communicative personality capable of creative self-realization in the modern cultural environment.

Future research will be directed toward developing a pedagogical model for forming social competence among students of professional music colleges, with special attention to integrating artistic, educational, and digital communication contexts.

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INFORMATION AND COMMUNICATION TECHNOLOGIES – AN INTEGRAL PART OF THE MODERN WORLD

Paten Iryna Mykhailivna

PhD in Philology, Associate Professor

Department of Ukrainian Language

Drohobych Ivan Franko State Pedagogical University

Paten Sviatoslav Ihorovych

Applicant for Professional Pre-Higher Education

Municipal Institution of Lviv Regional Council

“Drohobych Professional College of Oil and Gas”

Ukraine

The formation of information competence is a key indicator of education quality. The development of a country and its place in the global community largely depend on how well its citizens can use information technologies. As early as 2005, the Cabinet of Ministers of Ukraine approved the State Program «*Information and Communication Technologies in Education and Science*» for 2006–2012 [3, p. 53].

