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FEATURES OF CREATING PEDAGOGICAL CONDITIONS FOR THE FORMATION OF SOCIAL COMPETENCE IN THE CONTEXT OF PROFESSIONAL MUSIC EDUCATION

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In the modern sociocultural and educational space, the formation of social competence emerges as one of the key objectives of professional training, as it ensures not only successful personal self-realization but also the active and responsible participation of an individual in social life. Social competence performs an integrative function – it combines intellectual, emotional, moral, and communicative aspects of human activity, fostering the development of skills for effective interaction, civic engagement, cooperation, and social adaptability. Therefore, its formation constitutes not merely a pedagogical goal but a social necessity that underpins cohesion and stability within society.

The development of social competence cannot occur in isolation – it unfolds through continuous interaction between the individual and the environment, which acts as a powerful factor of socialization. The environment provides the context in which a person acquires experience of interpersonal communication, internalizes social norms, values, and behavioral models, and develops the capacity for reflection and social self-expression. Considering the environmental determinants is a prerequisite for a holistic understanding of how social competence is formed, since they shape not only the external framework of educational activity but also the internal mechanisms of developing a socially mature personality.

Within the educational sphere, the environment functions not only as a space for knowledge transmission but also as an active means of personal development. The educational environment creates a pedagogically appropriate context for fostering communication skills, empathy, cooperation, and social responsibility – that is, the very qualities that constitute the essence of social competence. Without a supportive and socially oriented environment, the process of its formation becomes incomplete, fragmented, or superficial. Thus, the development of social competence depends not only on the individual's internal potential but also on external factors – social, cultural, pedagogical, and organizational – which collectively form the system of pedagogical conditions.

The importance of environmental influences on personality development has been emphasized by contemporary scholars such as M. Illiakhova [1], L. Klymenko [2], O. Moskovchuk [3] and O. Sukhomlyn [4]. In scientific discourse, the notion of “environment” has acquired multiple interpretations. Researchers employ terms such as pedagogical conditions (H. Dehtiarova [5], A. Kynal [6], M. Motsar [7]), organizational-pedagogical conditions (M. Illiakhova [1], H. Dehtiarova [5]), didactic conditions (O. Sukhomlyn [4]), or organizational-didactic conditions (O. Kvitka [8], M. Shmyr [9]). Such terminological variability reflects the multidimensional nature of this phenomenon.

For instance, M. Illiakhova defines organizational-pedagogical conditions as an integral component of any pedagogical system. She conceptualizes them as a set of opportunities within the educational environment that provide effective material, methodological, socio-psychological, and informational foundations for professional development. The scholar emphasizes that these conditions constitute a systemic unity of external and internal factors that foster professional creativity, self-realization, and reflective activity of the teacher, taking into account social needs, professional standards, and personal characteristics [1].

K. Torop suggests viewing psychological and pedagogical conditions as a multicomponent system of purposeful influences implemented in the educational process to promote personal development. She distinguishes two interrelated aspects – psychological and pedagogical – stressing that they function synergistically within the educational process. In her model, such conditions encompass three main groups: informational (educational content, cognitive base), technological (forms, methods, tools of instruction), and personal (psychological characteristics, emotional-volitional sphere, communication styles). This approach demonstrates the inner logic of integrating environmental and individual factors in the development of competence [10].

A particularly valuable approach for this study is proposed by O. Moskovchuk, who interprets the environment for social competence formation as a sociocultural space – a specially organized environment of teacher–student interaction functioning as a “micro-environment within the broader environment” (after L. Novikova). It is the product of integrative pedagogical activity, where collaboration among participants, united by shared values and pedagogical principles, serves as the leading mechanism. The scholar identifies several perspectives on the sociocultural space: as a pedagogically organized environment that shapes value orientations, or as a network of event-driven situations stimulating personal growth and reflection [11].

However, the concept of sociocultural space, despite its philosophical depth, is difficult to operationalize in pedagogical modeling. Therefore, it is expedient to concretize it through the concept of pedagogical conditions, which, in the context of professional music education, can be understood as a system of interrelated educational environments – instructional, educative, socio-practical, digital-communicative, and artistic-cultural.

Each of these environments represents an essential component of social competence formation: the instructional environment provides the intellectual

foundation and culture of cognition; the educative environment shapes value and moral orientations; the socio-practical environment offers opportunities for testing social roles; the digital-communicative environment develops modern forms of interpersonal interaction; and the artistic-cultural environment deepens spiritual experience and social sensitivity. Their interaction creates an integral pedagogical space within which future musicians acquire experience of harmonious social behavior, communicative culture, emotional maturity, and creative self-expression.

The instructional environment forms the cognitive basis of social competence. It encompasses the acquisition of fundamental knowledge that determines not only professional proficiency but also the ability to critically interpret social processes. Students learn to understand social regularities and cultural contexts, to internalize norms of interpersonal communication, and to apply ethical principles within creative collectives. This environment cultivates argumentation skills, reflective thinking, constructive dialogue, and respect for diverse opinions – thus transforming knowledge into humanistic understanding and social insight.

The educative environment accumulates value-moral orientations that serve as the spiritual foundation of social competence. It promotes empathy, responsibility, tolerance, and social awareness. Through ethical discussions, volunteer initiatives, and artistic-reflective practices, it nurtures moral consciousness and civic responsibility. In music colleges, where art is a powerful medium of spiritual influence, the educative environment fosters emotional sensitivity, aesthetic judgment, and ethical maturity – shaping the musician as a socially responsible citizen.

The socio-practical environment acts as a laboratory of social experience, providing students with opportunities to apply acquired knowledge and skills in real communicative and professional situations. Participation in volunteer projects, cultural events, and community engagement initiatives fosters leadership, cooperation, and the ability to make ethical decisions. It allows students to experience art as a form of social dialogue and cultural diplomacy, thereby internalizing the social mission of music.

The digital-communicative environment plays a crucial role in the context of educational digitalization. It integrates traditional communication skills with digital literacy and ethical media use. Students learn to create digital portfolios, participate in virtual concerts, and collaborate through online platforms. This environment promotes media literacy, critical thinking, and ethical online behavior — helping future musicians cultivate a responsible and creative digital identity.

The artistic-cultural environment serves as the spiritual core of the pedagogical system. Through artistic creativity, it cultivates emotional intelligence, aesthetic perception, and the capacity for empathy. Participation in ensemble performance, festivals, and cultural projects enhances social interaction, teamwork, and self-expression. Art becomes not only a means of self-realization but also a moral and humanistic force contributing to inner harmony and cultural awareness.

Collectively, these five environments form an integral pedagogical system in which instructional, educative, social, cultural, and digital dimensions are interwoven into a unified educational process. Such integration fosters comprehensive personality development, where social competence emerges not as a mechanical set of skills but

as a holistic quality – the ability for constructive interaction, moral self-regulation, creative adaptability, and cultural self-expression in table.1.

Table 1.
Educational Environments as Components of Pedagogical Conditions for the Formation of Social Competence among Students of Professional Music Colleges

Educational Environment	Core Function	Pedagogical Mechanisms	Expected Outcomes of Social Competence Formation	Examples of Implementation in the Educational Process
Instructional	Formation of the cognitive and intellectual foundation of social competence	Interactive lectures, analytical discussions, case studies, problem-based learning, teamwork	Critical thinking, reasoned communication, constructive interaction in professional contexts	Seminars on musical analysis, collaborative research projects, debates on musical ethics
Educative	Formation of moral and humanistic value orientations	Ethical training, volunteer activities, mentorship meetings, art therapy practices	Development of empathy, responsibility, tolerance, social sensitivity, and communication culture	Charity concerts, commemorative events, meetings with artists and educators
Socio-practical	Consolidation of social experience and development of an active life stance	Social and cultural projects, volunteering, student self-governance	Teamwork, leadership, initiative, and civic engagement	Organization of cultural community events, social action projects, educational music campaigns
Digital-communicative	Development of media literacy, digital culture, and online communication skills	Use of digital collaboration platforms, multimedia project creation, participation in virtual events	Mastery of digital ethics, responsible use of information, creative self-expression	Online concerts, digital portfolios, music blogs and vlogs
Artistic-cultural	Formation of emotional, value-based, and cultural-aesthetic components of social competence	Ensemble performance, festivals, artistic workshops, cultural projects	Emotional intelligence, empathy, social interaction through art	Concerts, creative laboratories, collaborations with professional musicians, participation in community cultural life

Thus, the pedagogical conditions for forming students' social competence in professional music education can be conceptualized as an integrated system of interrelated educational environments that collectively foster the development of a socially responsible, culturally oriented, and communicatively mature musician. Their effectiveness depends on the degree of integration among environments, the flexibility of pedagogical influences, teachers' creative initiative, and the ability of the educational process to respond to contemporary sociocultural challenges. Within such a system, the educational environment becomes a living socio-pedagogical organism

where future musicians not only master professional skills but also gain experience in social interaction, moral reflection, and civic maturity.

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