

characterized by a feeling of anxiety if their phone was not nearby. 33% of participants can't leave their phone alone for fear of missing something important. Quite a large number of students (44%) got into conflicts due to frequent phone viewing. More than half of the students (60%) noted that they pay attention to the phone, for they have fear of missing the opportunity to talk to other people.

Thus, the results of the study indicate that the gadget for students is means for operational communication and interaction with the environment. Consequently, such frequent use of smartphones increases the risk of addiction.

Conclusion. The active use of the Internet and various gadgets contribute to the rapid spread of phubbing and exacerbation of its negative impact on people. Those who overuse gadgets have an increased level of anxiety and stress, an unstable emotional background, and problems in the communicative sphere. Since the problem of phubbing has not yet been fully studied, the perspectives of further research are the study of this phenomenon on different samples, as well as the development and improvement of methods of preventive work among students.

1. Kryukova, T.L. Phubbing as a possible threat to close relationships` welfare / T.L. Kryukova, O.A. Ekimchik // *Counseling Psychology and Psychotherapy*. – 2019. – V. 27, № 3. – P. 61–76.

2. Morozhanova, M.M. The relationship between internet-dependent behavior and the personality features of modern teenagers / M.M. Morozhanova // *Youthfulness. Intelligence. Initiative: materials IV Internat. Scientific-pract. conf. of students and masters, Vitebsk, April 29, 2016*. – Vitebsk: VSU named after. P.M. Masherov, 2016. – P. 295–296.

3. David, E. Roberts Developing and Testing a Scale Designed to Measure Perceived Phubbing / E. David, James A // *Int.J. Environ. Res. Public Health* [Electronic resource]. – USA, 2020. – Mode of access: <https://www.mdpi.com/journal/ijerph>. – Date of access: 29.02.2022).

4. Grigoryev, N.Y. Phubbing as an indefinite phenomenon in the structure of social deviantology / N.Y. Grigoryev, V.A. CHvyakin // *Humanities of the South of Russia*. – 2021. – V. 10, №2. – P.27–37.

SOCIOCULTURAL EDUCATIONAL SPACE AS ENVIRONMENT FOR FORMING SOCIOCULTURAL COMPETENCE

Denis Berezko

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: sociocultural space, educational environment, sociocultural competence, educational space, sociocultural educational space.

The relevance of this study lies in the interdisciplinary nature of sociocultural activity expressed in the presence of many different studies on this topic within the framework of such disciplines as sociology, cultural studies and philosophy. In pedagogy, there are no comprehensive studies that consider the process of forming sociocultural competence through the creation of a special sociocultural space at the university. In addition, there is no definition of the term “sociocultural educational space” in the pedagogical doctrine. From our point of view, it is the basic one in the formation of sociocultural competence of students receiving higher education.

The aim of the research is to substantiate the need and propose a doctrinal definition of the concept of "sociocultural educational space" as a platform for the formation of sociocultural competence among students of higher educational institutions.

Material and methods. The material for the study was the works of Belarusian and Russian scientists (V. Rubtsov, Y. Senko, V. Slobodchikov, A. Zucker etc.) who studied the formation of students' competencies. The following methods were used in the course of the study: analysis, synthesis and the method of pedagogical observation.

Findings and their discussion. Over the past decades such terms as "educational space" and "educational environment", as well as "sociocultural space" – in sociological research – are increasingly encountered in pedagogical scientific works. It seems appropriate to differentiate these concepts, clarify their meaning, since this plays an important role in determining the factors for achieving new educational results.

In our opinion, there is a direct relationship between the sociocultural space of an educational institution and the educational space and educational environment, the definitions of which are sometimes interpreted as identical. Therefore, it is necessary first of all to determine the essence of these concepts and their role in the formation of the socio-cultural space of the university.

It should be noted that the definition of the concept of "educational space" appeared in the scientific pedagogical vocabulary in the late 80s, and later it was mentioned in regulatory legal acts (for example, Article 2 of the Education Code of the Republic of Belarus). At the same time, the doctrine still lacks a common understanding of the definition of the concept of "educational space". So, A.A. Zucker understands educational space as a place for a person to make an educational movement. A place where a person can move or advance about their own education [1, p. 26].

A special place in the study of issues of the socio-cultural environment is occupied by the scientific works of V.V. Rubtsov, which are based on work with psychologists. According to V.V. Rubtsov, the educational environment is understood as the form of cooperation (communicative interaction) that creates special types of community between students and the teacher and between students themselves, ensuring the transfer of the norms of life necessary for functioning in this community to students, including methods, knowledge, skills, skills of educational and communicative activity. At the same time, considering the school educational environment as an object of psychological expertise, V.V. Rubtsov defines it as "a more or less established polystructural system of direct and indirect educational influence that implements explicitly or implicitly presented psychological and pedagogical attitudes of teachers that characterize the goals, objectives, methods, means and forms of the educational process in this school" [2, p. 177].

A different approach to understanding the educational environment is offered by V.I. Slobodchikov. As an initial prerequisite for introducing the concept of the educational environment, he considers the principle of development, emphasizing that development in modern human knowledge is regarded both as a natural, spontaneous process ("in the essence of nature"), and as an artificial process regulated with the help of self-development, that is not reduced to either procedural or activity characteristics, but expresses the fundamental feature of a person "to become and be a true subject of his own life. And from this point of view, a truly developing education can be considered in that,

and only in that way, which implements all three types of development, the central of which (and essential in this sense) is self-development" [3, p. 183].

As for the similar features of the educational space and the educational environment, both terms are fixed on the environment in which the educational process takes place. At the same time, the educational space can be interpreted as external one in relation to this process, and the educational environment as internal one. Consequently, the educational space of the country is formed from the totality of the educational environments of individual educational institutions, which means the educational environment acts as an element of the educational space. Today we can talk about a single educational space as a set of all subjects participating (directly or indirectly) in educational processes. Within the framework of this study, we adhere to the widespread study of the formation of socio-cultural space, therefore, further we will focus on the educational space and its role in the development of socio-cultural competence among students of legal specialties.

Conclusion. Thus, having studied the definitions of the concept, we believe that the educational space of an educational institution aimed at the formation of socio-cultural competence among students (socio-cultural educational space) should be understood as an internal system, the elements of which in interaction are aimed at the sociocultural reproduction of a person, the formation and development of his personality. It is necessary to understand that such formation takes place in various planes, the development of each of them in symbiosis makes it possible to create a single socio-cultural space both in the educational institution as a whole and in particular faculties. In our opinion, such planes can be considered as special zones with a social and cultural impact on the student.

1. Malanov, I.A. The concept of "educational space" as a pedagogical category / I.A. Malanov // Bulletin of the Buryat State University. – 2012. – No. 1. – P. 23–28.

2. Rubtsov, V.V. Cultural and historical type of school (development project) / V.V. Rubtsov, A.A. Margolis, V.A. Guruzhapov // Electronic journal "Psychological science and education". – 1996. – P. 171–180.

3. Slobodchikov, V.I. Educational environment: realization of the goals of education in the space of culture / V.I. Slobodchikov // New values of education: cultural models of schools. – 1997. – No. 7. – P. 177–184.

ACTING SKILLS AS A COMPONENT OF A TEACHER'S PROFESSIONAL ACTIVITY

Alexandra Danilenko

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: education, acting skills, teacher, professionalism, artistry.

Education of the XXI century focuses on free development of a person, creative initiative, independence and competitiveness. In modern conditions of education development, special attention is paid to a highly professional teacher who possesses not only the ability to self-development and self-improvement, the creation and transfer