

ARTIGO <https://doi.org/10.22481/praxisedu.v15i34.5796>**FUTURE SPECIALISTS' SOCIALIZATION IN THE CONTEXT OF COMPETENCE
APPROACH****SOCIALIZACIÓN DE FUTUROS ESPECIALISTAS EN EL CONTEXTO DEL ENFOQUE
DE COMPETENCIA****SOCIALIZAÇÃO DE FUTUROS ESPECIALISTAS NO CONTEXTO DA ABORDAGEM
POR COMPETÊNCIAS*****M. G. Sergeeva.***

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Resumo: A solução dos problemas enfrentados pela sociedade russa moderna depende em grande parte das crenças, expectativas, valores e atitudes das pessoas que determinam sua atitude em relação à inovação, conteúdo, eficácia e eficiência de várias atividades. A adaptação social (inclusão ativa no ambiente social) do indivíduo assume como condição necessária a conquista de um certo nível de competência social. O ambiente social moderno tem um impacto significativo no processo de formação da personalidade, causando certas contradições: por um lado, a modernização sociocultural requer uma nova abordagem para o problema da auto-realização social do indivíduo, exigindo maior atividade humana como sujeito da vida social, assumindo a responsabilidade por suas atividades e comportamentos, mas, por outro lado, a instabilidade da sociedade moderna aumenta as dificuldades naturais de crescer; a situação de incerteza leva à deformação do desenvolvimento pessoal, à desadaptação na sociedade. A

modernização do sistema educacional levou a mudanças no conteúdo, formas, métodos e tecnologias da educação, em relação às quais havia a necessidade de avaliar os resultados do funcionamento do sistema educacional. Analisando a qualidade de um treinamento especializado moderno, os pesquisadores começaram a recorrer cada vez mais às competências formadas durante o estudo, entre as quais um lugar importante é ocupado pela competência social, estimado como o indicador mais importante da competência profissional de um especialista em geral e, em particular, , no campo das relações econômicas, trabalhistas e sociais.

Palavras-chave: adaptação social da pessoa, competência social, qualidade da formação, indicador de competência profissional.

Abstract: The solution of the problems facing the modern Russian society largely depends on the beliefs, expectations, values and attitudes of people that determine their attitude to innovation, content, effectiveness and efficiency of various activities. Social adaptation (active inclusion in the social environment) of the individual assumes as a necessary condition the achievement of a certain level of social competence. The modern social environment has a significant impact on the process of personality formation, causing certain contradictions: on the one hand, socio-cultural modernization necessitates a new approach to the problem of social self-realization of the individual, requiring increased human activity as a subject of social life, taking responsibility for their activities and behavior, but, on the other hand, the instability of modern society increases the natural difficulties of growing up; the situation of uncertainty leads to deformation of personal development, disadaptation in society. Modernization of the education system has led to changes in the content, forms, methods and technologies of education, in connection with which there was a need to assess the results of the functioning of the education system. Analyzing the quality of a modern specialist training, researchers increasingly began to turn to the competencies formed during studying, among which an important place is occupied by *social competence*, estimated as the most important indicator of professional competence of a specialist in general, and in particular, in the field of economic, labor, social relations.

Keywords: social adaptation of the person, social competence, quality of training, professional competence indicator.

Resumen: La solución de los problemas que enfrenta la sociedad rusa moderna depende en gran medida de las creencias, expectativas, valores y actitudes de las personas que determinan su actitud hacia la innovación, el contenido, la efectividad y la eficiencia de diversas actividades. La adaptación social (inclusión activa en el entorno social) del individuo supone como condición necesaria el logro de un cierto nivel de competencia social. El entorno social moderno tiene un impacto significativo en el proceso de formación de la personalidad, causando ciertas contradicciones: por un lado, la modernización sociocultural requiere un nuevo enfoque del problema de la autorrealización social del individuo, que requiere una mayor actividad humana como un sujeto de la vida social, asumiendo la responsabilidad de sus actividades y comportamiento, pero, por otro lado, la inestabilidad de la sociedad moderna aumenta las dificultades naturales de crecer; La situación de incertidumbre conduce a la deformación del

desarrollo personal, la desadaptación en la sociedad. La modernización del sistema educativo ha llevado a cambios en el contenido, las formas, los métodos y las tecnologías de la educación, en relación con lo cual era necesario evaluar los resultados del funcionamiento del sistema educativo. Analizando la calidad de una formación especializada moderna, los investigadores comenzaron a recurrir cada vez más a las competencias formadas durante el estudio, entre las cuales un lugar importante está ocupado por la competencia social, estimado como el indicador más importante de la competencia profesional de un especialista en general, y en particular, en el campo de las relaciones económicas, laborales, sociales.

Palabras clave: adaptación social de la persona, competencia social, calidad de la formación, indicador de competencia profesional.

Introduction

In modern Russian education, the principle of variability is increasingly being implemented, allowing both individual teachers and teaching staff of educational institutions to design the educational process using innovative pedagogical technologies. However, modern education is mainly aimed at instilling students a certain amount of knowledge in academic disciplines. As for specific skills, they are taught in a rather narrow framework of a particular subject. A natural question arises: whether the modern Russian school prepares sufficiently its graduates for the future life, whether it instills the ability to analyze independently real situations and find the most optimal ways to solve problems (Chernukha & Timoshenko, 2017; Abuzjarova, 2018; Ashmarov, 2018; Aminova & Tsakhaeva, 2018; Badakhova, 201; Bolotin et al., 2017; Borisov, 2018; Pozharskaya & Deberdeeva, 2017; Borisova et al., 2018; Borovikova, 2017).

K.D. Ushinsky pointed to the extreme importance of these points: "...No education disturbs so terribly the balance in the child's organism, no education irritates the nervous system of children as our Russian does. We, so far, all attention pay solely to learning, and the best children spend all their time only in reading and learning, learning and reading, without trying and exercising their strength and their will in any independent activity, even in conveying clearly and distinctly, even in words, what they have learned or read; they are early made by some kind of dreaming passive beings, all going to live, ... all preparing for activity and remaining forever dreamers ... Development of the head and the complete impotence of the characters, the ability to understand everything and dream about everything, and the inability to do anything-these are the fruits of such education". Many years have passed since then, but

the problem is still very urgent. This, in particular, is indicated by the fact that gifted Russian schoolchildren and students, participating in modern international intellectual competitions, such as PISA (Program for International Students Assessment), often find themselves at a height where the task is limited to solving theoretical problems or reproducing their thoughts on paper. But in cases where it is necessary to explain or prove skillfully the practical significance of their ideas, the result is much more modest (Gadzaov & Dzerzhinskaya, 2018

Gadzhieva, 2018; Gasanova et al., 2017; Gnatyuk & Pekert, 2018; Ilkevich & Medvedkova, 2017; Kryuchkova, 2018; Kuznetsov et al., 2018; Larskikh & Larina, 2017).

In the conditions of transition of modern Russia to civil society and civilized market, special emphasis in the process of modernization of education should be placed on training graduates of educational institutions to function as full members of society and citizens of their country. A graduate of an educational organization must have social competence: a set of knowledge, abilities, skills, social and personal characteristics, ways of competent social act and action, motivational readiness of their practical use in life and professional situations (Narkevich, & Narkevich, 2018; Osipova, 2018; Popov, 2018; Schwarzkopf, 2018; Sergeeva & Trubakova, 2017; Tsahaeva et al., 2017; Yazovskikh, 2018; Stepankin, 2017).

Literature Review

The problems of the competence approach in education are the subject of many studies (K.A. Abulkhanova, Yu.N. Emelyanov, I.A. Zimnyaya, L.A. Petrovskaya, M.A. Kholodnaya, M.A. Choshanov, N.V. Yakovleva and others); professional competence is studied (A.A. Bodalev, A.A. Verbitsky, A.A. Derkach, E.A. Klimov, N.V. Kuzmina, A.K. Markova, V.I. Pugach, V.A. Slastenin, O.M. Shiyan, A.I. Shcherbakov, etc.), social competence of an adult (M. Argyle, Yu.M. Zhukov, D. Raven, K. Rubin, Yu. Mel, etc.) as part of their professional competence (A.A. Derkach, A.K. Markova). More recently, the problem of the development of social competence among schoolchildren has been developed.

The development of social competence, for example, of high school students involves the design in the content and deployment in the education process of socially significant situations that set the social context of the future life and activities of high school students and carry the educational potential. On the problems of contextual learning, a number of studies were carried out in the scientific and pedagogical school of A.A. Verbitsky (N.A. Bakshaeva, N.V. Borisova, T.D. Dubovitskaya, N.V. Zhukova, etc.). Works on the implementation of

project technology in school are widely presented (Yu.V. Gromyko, E.V. Zachesova, N.Yu. Pakhomova, E.S. Polat, L.B. Prokofyeva, G.K. Selevko, etc.).

German psychologists W. Pfingsten and R. Hintch interpret social competence as the possession of cognitive, emotional and motor behaviors that in certain situations lead to a long-term favorable correlation of positive and negative consequences.

H. Schroeder and M. Vorweg believe that the structure of social competence is permeated with the four properties or personality traits:

- 1) communication skills – communicative potential of the individual;
- 2) determination to create relationships – willingness to communicate;
- 3) influence – property, covering the ability of suggestion (the power of influence);
- 4) “I-concept” – a cognitive-emotional image, the core of which is self-esteem.

R. Ulrich developed the concept, which formulated seven characteristics of socially competent person. According to these researchers, a socially competent person has the following abilities:

1. To make decisions about themselves and strive to understand their own feelings and requirements.
2. To forget blocking unpleasant feelings and own uncertainty.
3. To imagine how to achieve the goal in the most effective way..
4. To understand properly the desires, expectations and demands of others, to weigh and take into account their rights.
5. To analyze the area defined by social structures and institutions, the role of their representatives and incorporate this knowledge into their own behavior.
6. To imagine how to behave in specific circumstances and times, taking into account other people, the limitations of social structures and their own requirements.
7. To be aware that social competence has nothing to do with aggression and involves respect for the rights and obligations of others.

The analysis of the literature allowed determining *competence* as an integral personal and professional quality of a person who has completed a certain level of education, expressed in readiness and ability on its basis for successful, productive, and effective activities, taking into account its social significance and social risks that may be associated with it; providing an opportunity for effective interaction with the outside world with the help of appropriate competencies.

The structure of any competence, according to most researchers, include: a) knowledge of the subject of activity; b) the ability to navigate in situations related to this subject; c) the ability to identify correctly their resources, the resources of others, to set tasks and find adequate solutions; d) experience with objects; e) developed intuition, reflection and empathy.

Proposed Methodology

The complexity of the process of formation of a person as a professional and a professional as a person and an active subject of life as a whole determines the invariant nature of the tasks arising in any community regardless of the prevailing cultural and historical conditions. For example, the level of competence of social leaders undoubtedly has a significant impact on the development of any community. Therefore, the analysis of the phenomenon of “competence”, its content, structure, role in the changing socio-cultural context is an urgent problem of social philosophy.

The nature and scale of the tasks that Russian society has been solving over the past decade reveal a certain specificity of competence formation, especially in the sphere of social competence, understood as the possession of methods of cooperation, joint activity, communication, as well as leadership and social responsibility for the results of their activities. First of all, we are talking about the impact of the syndrome of “socialist mentality”, which left a deep imprint on the motivations and social attitudes of generations of Russians. The existing non-directed mechanisms of “adaptive reactions” formation to the outgoing social conditions is rooted in the mass consciousness and contributes to the solution of the competence problem in professional and, perhaps, even more in non-professional activities.

Years of protracted “reforms” in many areas of life have led to the pervasive spread of the syndrome “wait and see”, which includes, on the one hand, passivity, conformity, mediocrity in public roles, and on the other hand, the natural desire for success, self-realization, and achievements in personal life. People refuse to take an active part in public life, because they do not see any real ways to change anything. Distrust of the authorities, critical attitude to official reports and at the same time willingness to believe gossip, rumors, and prophecies make the mass consciousness of Russians a favorable environment for the existence of various myths that can “make reality intelligible”. In this regard, the understanding of the role of urban culture (in particular - the cultural myth of the city) in the formation of socially competent personality is of particular relevance.

In our study, we adhere to the position that *social competence* is social skills that allow a person to fulfill adequately the norms and rules of life in society. Therefore, meaningful social competence is often presented as an active, proactive and constructive position of a person in the life of society, their participation in the events taking place around and responsibility for it, their desire to improve the quality of their own life.

Thus, *social competence* is a personal education that integrates the social experience of a person at a certain age stage; cognitive, moral-value, personal qualities that allow a person to realize an active life position, taking responsibility for their activities and behavior.

Comparative analysis of the concept of “social competence” allowed us to determine the components of social competence: personal component, social component, cognitive component, value-semantic component.

Personal component includes the ability to gain knowledge about the world and yourself, take care of yourself and others, and build your relationships with society and people around you.

Social component includes the social experience gained over a lifetime in resolving various conflict situations.

Cognitive component is **social knowledge** (knowledge of human behavior; understanding the essence of statements and problems of other people; knowledge of ways to find the necessary information); **social abilities** (the ability to address their communication, to offer help, to attract the attention of the interlocutor, to show interest in the interlocutor, to empathize with them, to make contact and support them, to take the point of view of the interlocutor, to navigate in the social situation, to argue their opinion, to prevent and resolve conflict situations constructively, responsibly relate to their actions and statements, be tolerant to people, to prove and defend their point of view); **social skills** (constructive interaction with different people; maintaining communication; empathy in communication; determining the psychological state of the partner; building your communication with the situation; attentive attitude to the interlocutor; formulating their thoughts and expressing their point of view; control their behavior; bringing the case to the end).

The value-semantic component is represented by the value orientations of the personality, their ability to see and understand the surrounding reality, to orient in it, to realize its role and purpose, to be able to choose the target and semantic settings for their acts and actions, to make decisions.

Result Analysis

Increasing the requirements for the quality of training of graduates of secondary schools, colleges and universities requires the introduction of a competence approach to the organization of the educational process. Competence approach involves the formation of not only knowledge, abilities and skills, but also mastering the ways of action in different situations of life and activity, which is the social competence of a person. To acquire knowledge, abilities, skills and methods of action in the context of social life and activities, it is advisable to design the situation of social life and activities, that is, to use the contextual approach and technology of project training and education. In this case, the project should be both student (carried out by students on their own) and educational (carried out on the initiative and under the guidance of teachers-educators). Combining in the educational process of the basic principles of contextual learning and elements of the technology of project learning is the basis for the use of project-contextual approach in the secondary school practice. Projecting of learning situations of social life and activity in the educational process is possible through the use of role-playing project in the classroom and extracurricular learning and educational activities, based on the modeling of situations and designing the behavior of high school students in these situations. For successful design of social situations of life and activity in the educational organization special pedagogical conditions corresponding to the concept of competence approach and the principles of contextual training have to be created and developed, the most important of which are the following: modeling of a social life context in educational space; use of the motivational incentives encouraging students to master ways of socially oriented actions and acts; social and personal oriented educational culture; the developed personality of the teacher and their humanistic attitude to the student's personality; continuous professional self-development of teachers.

According to the study, at the formation of social competence of students active teaching methods are the most popular. They are divided into **non-simulation** (problem lecture, heuristic conversation, educational discussion, search laboratory work, etc.) and **simulation: non-gaming** (analysis of specific situations, solving situational problems, exercises-actions according to instructions, etc.) and **gaming** (simulation of activities on the simulator, role-playing, business game, moderation, etc.).

Comparative analysis of the use of simulation methods of training revealed their advantages (the activity nature of training, the organization of collective mental activity, the

use of the group as a means of developing individuality, etc.) and disadvantages (inefficient use when working with a large audience of students, requires a lot of time in preparation for the lesson, etc.). This helped to identify features of the application of simulation teaching methods in the formation of economic competencies: relate to the competence model of the graduate, the need of improvement of pedagogical skill of the teacher, application of system of simulation teaching methods “Educational firm”. Tested in the research process at different educational levels teaching method “Educational firm” is considered as a systematic set of simulation techniques and has all the features inherent to the methods (the specific form and control of students’ cognitive activity; specific knowledge assimilation by students; the management and exchange of educational information among students and teachers; stimulation and motivation of educational and cognitive activity of students; monitor the effectiveness of the educational process).

This method of teaching provides the teacher with opportunities:

– *in the organization of the educational process* — to design elements of educational activities in the workplace; to create an imitation of the future real professional activity of the student; to combine learning objectives with commercial objectives; to show students in practice interpersonal relationships in market conditions, etc.;

– *in the formulation of pedagogical training goals* — to reduce significantly the gap between the education process and the requirements of the labor market; to establish new relationships between students and teachers; to form and develop personal qualities of students in professional, managerial and ethical plans; to increase the motivation of students for the chosen specialty; to gain experience in a team, etc.;

– *in the solution of pedagogical tasks* — to improve the quality of training competitive in the labor market specialist with a certain level of economic competence; to increase their ability to adapt to new types and conditions of professional activity; to motivate students to improve constantly professional skills, to instill the skills of rapid orientation in the flow of information, etc.

The algorithm for the development of the simulation method “Educational firm” includes the following steps:

– creation of an “Educational firm”, which considers the presentation of the selected firm (activities, name, logo, motto, structure, etc.) and analysis of the environment in which the firm will operate (research of supply and demand of goods, competitive advantages, SWOT analysis);

- the functioning of the “Educational firm”, where there is recruitment (orders, personal files, etc.), monitoring the performance of professional activities (job descriptions, certification and rotation of personnel), the establishment of partnerships (accounting documents on travel expenses, cooperation agreements);
- creation of the automated workplace.

The algorithm of development of the simulation method “Educational firm” establishes the correlation between the pedagogical goals of each stage and the applied teaching methods. Moreover, the first two stages of the algorithm (the creation of an “Educational firm” and the functioning of “Educational firm”) are invariant and are common to all specialties of the vocational education system. The third stage is variable and focused on a specific specialty.

Conclusion

Education turning to personal orientation means the adoption of the provision according to which everyone has the necessary educational potential; the main thing is to help them realize this potential, i.e. to provide pedagogical support to the individual at the stage of their social development. The process of pedagogical support is interpreted as assistance to the subject of development in the formation of the orientation field, in which the subject himself is responsible for the actions.

In our study, we take the position of Kondratova T.S., who, under *pedagogical support* understands the professional interaction of teachers and other professionals (psychologists, doctors, etc.) aimed at the personal sphere of a teenager with pedagogical transformation of holistic development situation, providing the increase of personal resources needed for social activities; the formation of relations, manifested in personality, values and philosophical attitudes; providing the opportunity to gain experience of social interaction, allowing a person to be the subject of social action, adequately fulfilling the norms and rules of life in society.

Pedagogical support is based on the creation of personality-oriented pedagogical situations associated with the design of such a way of life of students, which is adequate to the nature of the personal development of the individual and is based on the technologies of active social learning (discussions, trainings, business games); social design in order to form a growing person as a subject of social action. Interactive interaction provides formation of new experience and its theoretical understanding through application, allows carrying out transfer

of ways of the organization of activity, to receive new experience of activity, communication, feelings.

Modern education is addressed to the personal educational potential of a person in order to activate this quality of the student for the effective social development of the individual in the conditions of informatization and globalization of society. For activation and efficiency of this process the pedagogical support which is constructed on creation of conflict situations in walls of educational audience, which students will face in real life, is intended. Interactive interaction, carried out with the help of case-technologies, is designed to form a virtual practical experience with recommended options for action in each specific situation.

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