RESEARCH ARTICLES

Formation of students' social competence in the context of additional vocational education

Formación de la competencia social de los estudiantes en el contexto de la formación profesional adicional

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Summary

The article is devoted to the urgent problem of the formation of students' social competence while receiving additional vocational education. The study highlights the specifics of the examination of this phenomenon in modern science and the significance of the development of students' social competence. The article also emphasizes the fact that the development of the given asset is especially effective within the training activity in addition to the traditional educational environment of a university, in particular, in the context of the various forms of additional vocational education. The research is aimed at studying the specifics of the formation of students' social competence while receiving additional vocational education. To achieve the goal of the research, an experiment aimed at studying the state and dynamics of students' social competence was developed and carried out. The research methodology and its algorithm were selected, which include a complex psychological and pedagogical experiment and tracking the state and dynamics of social competence before and after the formative influence. The study was carried out at the Department of Social Pedagogy of the Institute of Foreign Languages of the Peoples' Friendship University of Russia. The study involved 40 students; the sample was representative in terms of gender and other characteristics. The results of the study allow concluding that training is an effective method for the formation of students' social competence in the context of additional vocational education. The results of the experiment and their interpretation confirm this hypothesis.

Keywords: competence, personality socialization, social competence, higher education.

Resumen

El artículo está dedicado al problema urgente de la formación de la competencia social de los estudiantes mientras reciben educación vocacional adicional. El estudio destaca los aspectos específicos del examen de este fenómeno en la ciencia moderna y la importancia del desarrollo de la competencia social de los estudiantes. El artículo también enfatiza el hecho de que el desarrollo del activo dado es especialmente efectivo dentro de la actividad formativa además del ambiente educativo tradicional de una universidad, en particular, en el contexto de las diversas formas de educación vocacional adicional. La investigación tiene como objetivo estudiar los aspectos específicos de la formación de la competencia social de los estudiantes mientras reciben educación vocacional adicional. Para lograr el objetivo de la investigación, se desarrolló y llevó a cabo un experimento dirigido a estudiar el estado y la dinámica de la competencia social de los estudiantes. Se seleccionó la metodología de investigación y su algoritmo, que incluyen un experimento psicológico y pedagógico complejo y el seguimiento del estado y la dinámica de la competencia social antes y después de la influencia formativa. El estudio se llevó a cabo en el Departamento de Pedagogía Social del Instituto de Lenguas Extranjeras de la Universidad de la Amistad de los Pueblos de Rusia. El estudio involucró a 40 estudiantes; la muestra fue representativa en términos de género y otras características. Los resultados del estudio permiten concluir que la formación es un método eficaz para la formación de la competencia social de los estudiantes en el contexto de la formación profesional adicional. Los resultados del experimento y su interpretación confirman esta hipótesis.

Palabras clave: competencia, socialización de la personalidad, competencia social, educación superior.

Introducción

The educational process in a modern university is extremely complex and energy-intensive, especially for students, because of the complicated procedures for monitoring progress and the partial transition to distance learning. This is because today, students, especially freshmen, face

difficulties in their adaptation to the environmental conditions, stress factors, and social interaction (Kunitsyna, Kazarinova, 2008; Dolzhich, Dmitrichenkova, 2018; Zimnyaya, 2010).

The importance of the given topic is in the fact that social competence, being at the same time the indicator and the basis of the development of socially-oriented skills, acts as one of the most important elements of the development of general cultural competencies that Today are necessary for any professions (Belyaeva, 2005; Tekucheva, Gromova, 2016).

Thus, the research problem is the following: what is the theoretical foundation for the formation of students' social competence and what are the characteristics of a specialist in organizing work with young people in the formation of students' social competence while receiving additional vocational education?

The possible solution to this problem is the study of the features of the formation of students' social competence, which can be carried out both with and without the help of traditional forms, in particular, within additional vocational education (Khutorskoi, 2019).

Literature review

There is no single definition of the concept of "social competence". Several researchers examine the concept of social competence concerning the system of social knowledge and skills (V.N. Kunitsyna, N.A. Goncharova, I.A. Zimnyaya, and others). V.V. Tsvetkov, N.I. Belotserkovets, and E.V. Koblyanskaya highlight that the role of social competence is in the adaptation to society and the effective fulfillment of social roles (Definition and selection of competences (DESECO)…, 2002; Vasbieva et al., 2018; Sharonova, Trubnikova, Sokolova, 2018; Blinova, Dugina, Zabolotskikh, 2018).

Thus, according to V.N. Kunitsyna, social competence is a system of complex social abilities and interaction skills that make it possible to adapt quickly and adequately, make decisions competently, considering the prevailing conditions (Kunitsyna, Kazarinova, 2008). An important role in solving the problem of developing the students' social competence is played by additional vocational education institutions. The theoretical foundations of additional vocational education are examined in the works by such scientists as A.K. Brudnov, E.V. Bondarevskaya, V.P. Golovanov, L.G. Loginova, R.A Litvak, O.E. Lebedev, and others (Gorev et al., 2018; Bírová et al., 2018; Volkova, Panchenko, 2018).

Today, additional vocational education is a significant part of both the pedagogical process and youth policy in general. In this regard, V.G. Kazanskaya also notes that the "sense of adulthood" contains a conflict situation of the needs of a growing child and the capabilities and abilities at the moment (Kazanskaya, 2008).

The most detailed research devoted to the "sense of adulthood" of older adolescents and young people was carried out by D.B. Elkonin. The author considers the given phenomenon to be important in terms of personality development and notes that the emerging "sense of adulthood" leads to various difficulties and a protracted crisis of the coming-of-age period if the attitude of adults towards a child does not change.

N.M. Dolgikh suggests using psychological and pedagogical activities to develop students' social competence according to a personal-activity approach (Dolgikh, 2009). The given approach is synthetic and is based, on the one hand, on the activity primacy as an indicator of efficiency and on the main way of considering processes on the one hand and focusing on personality traits and inclinations as an important factor on the other hand.

In terms of the above-mentioned approach, one of the most effective methods for the formation of the students' social competence while receiving additional vocational education is

socio-psychological training, which includes not only the development of certain skills and abilities but also the correction of the participants' attitudes (Rychen, Salganik, 2013). The training creates the opportunity to live through certain life situations and contributes to the adaptation and development of the students' social competence.

Students are in constant development; they need more and more information about life and themselves. At the same time, they change themselves and their attitude to themselves and the world at every stage of self-discovery. The development process is spiral, and each subsequent round adds new elements to the previous one. Self-discovery of a student as an attempt to answer the question "Who am I?" is a creation of the identity (self-identity, self-integrity, and subjectivity in the changing social conditions of life); it is a meeting with oneself, one's character, values, and meanings. "Who am I? In what way am I special? How am I different from others? What is important to me? What is important in my life? How can I rely on myself? What is my attitude towards the world and other people? What is my reason for being?" (Zur Entwicklung nationaler Bildungstanards, 2003).

Students can find answers to these fundamental questions by participating in socio-psychological training, since their experience is mainly emotional, and they adopt certain values and meanings. This process is a necessary condition for them to acquire inner harmony, psychological maturity, and social competence.

Methods

The study was carried out at the Department of Social Pedagogy of the Institute of Foreign Languages of the Peoples' Friendship University of Russia. The study involved 40 students. The goal of the empirical research was to reveal the effectiveness of training techniques in the development of students' social competence.

The topic of the training should be relevant for students so that their participation is driven by their natural interest. Youth is the most sensitive period for the conscious formation of students' interest in themselves, their inner world, ways of building relationships with others, as well as for the formation of a system of values and a worldview.

The research is aimed at studying the specifics of the formation of students' social competence while receiving additional vocational education.

The following diagnostic techniques were used:

- "Social Competence Scale" (A.M. Prikhozhan) aimed at examining the level of the development of social competence;

- "Questionnaire of the social-psychological adaptation" (C. Rogers, R. Dymond);

- "General communicative tolerance" (V.V. Boyko);

- Thomas-Kilmann Conflict Mode Instrument.

The research is carried out according to the algorithm typical for psychological and pedagogical research, presented in Table 1.

Table 1. The experiment algorithm

Algorithm
1) ascertaining stage;
2) formative stage;
3) control stage.

Results

Let us highlight the key results of the ascertaining stage of the research. The results of the ascertaining stage showed that students had a average level of social competence and related parameters, and a high level of their formation was almost absent.

At the formative stage, we developed a set of activities for the development of social competence, which includes various forms and methods for the work with students aimed at developing social competence. They were mainly training and pedagogical monitoring and feedback technologies for permanent assessment of progress.

The control experiment was aimed at studying the effectiveness of the implemented program. With the help of repeated diagnostics, the following results were obtained.

Basing on the results of the research according to the "Social Competence Scale" (A.M. Prikhozhan), we concluded that 79% of students have a high and average level of general social competence. In other words, the students' social competence, in general, corresponds to their age. 21% of the students have a low level of general social competence, and the development of social competence slightly lags. These indicators are more than 40% higher than the indicators obtained at the ascertaining stage, which indicates the high degree of efficiency of the measures, which were implemented during the formative stage of the study.

Sub-scales analysis showed the following results.

The sub-scale "Independence": the coefficient of social competence is normal among 92% of the students, the coefficient of social competence slightly deviates from the standard among 8% of the students.

The subscale "Self-confidence": the coefficient of social competence is normal among 62% of the students (8 people), the coefficient of social competence slightly deviates from the standard among 38% of the students.

The subscale "The attitude to their duties": the coefficient of social competence, in general, corresponds to the age of students (100% of students).

The subscale "Communication development": the coefficient of social competence is normal among 92% of the students (12 people), the coefficient of social competence slightly deviates from the standard among 8% of the students (1 person).

The subscale "Organization, development of arbitrariness": the coefficient of social competence is normal among 77% of the students, the coefficient of social competence slightly deviates from the standard among 23% of the students.

The subscale "Interest in social life": the coefficient of social competence, in general, corresponds to the age of students (100% of students or 13 people).

Thus, the obtained data on subscales make it possible to qualitatively analyze the "leading" and "lagging" areas of social competence and to create an appropriate program for the formation of social competence.

The following research results were obtained after applying "Questionnaire of the social-psychological adaptation" (C. Rogers, R. Dymond).

The subscale "Adjustment": 31% of the students have a average level, 69% of the students have a high level. Thus, we can conclude that the majority of the students can adapt to the conditions of interaction with people in the system of interpersonal relations. The desire for the coincidence of goals that are achieved in the process of communication has also increased.

The subscale "Self-esteem": 62% of the students have a high level, 38% of the students have a average level. Thus, we can conclude that the students have positive self-esteem and image of their personal qualities, self-satisfaction.

The subscale "Evaluation of others": 69% of the students have a high level, 31% of the students have a average level. This suggests that in general, students are satisfied with the communication, interaction, and collaboration with other people.

The subscale "Emotional comfort": 38% of the students have a high level, 54% of the students have a low level, 8% of the student has a low level. In general, the students did not feel anxiety, concern, pessimism, or dissatisfaction with the surrounding reality.

The subscale "Integrity" (the ability to take responsibility): 38% of the students have a high level, 62% of the students have a average level. This indicates that the students are demanding of themselves, know how to manage their behavior and actions.

The subscale "Domination": 100% of the students have a average level, in other words, they desire to influence others, but at the same time to be subordinate in some situations. Personally significant tasks are often solved at the expense of others.

The subscale "Avoidance of problems": 100% of the students has a average level. This indicates that students try to avoid problem situations and conflicts, but, sometimes, there appear problems and conflicts that are difficult to solve.

Figure 1 presents the results obtained after applying "General communicative tolerance" (V.V. Boyko).

It is worth noting that medium and high levels of communicative tolerance prevail. This means that the students have become more tolerant and have begun to adapt to the characters and habits of others.
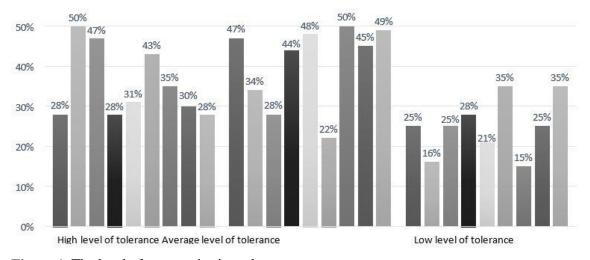

Figure 1. The level of communicative tolerance

The following research results were obtained after applying the Thomas-Kilmann Conflict Mode Instrument.

The analysis of the results has revealed that 8% of students tend to use such mode for responding to conflict situations as competing, in which an individual pursues one's concerns at the other person's expense.

53% of students tend to use such mode for responding to conflict situations as collaborating, which involves an attempt to work with others to find some solution that fully satisfies their concerns. 15% of students tend to use such mode for responding to conflict situations as accommodating, which is either the forced or the voluntary neglection of one's concerns to satisfy the concerns of the other person.

15% of the students tend to use such mode for responding to conflict situations as avoiding. This mode is used when the students lack time, energy, or interest for solving the problem. 9% of students tend to use such mode for responding to conflict situations as compromising, which is characterized by a mutually acceptable solution that partially satisfies both parties.

Conclusion

Considering all the above mentioned, we conclude that students are characterized by such mode for responding to conflict situations as collaborating, which involves an attempt to work with others to find some solution that fully satisfies their concerns.

The results obtained at the control stage allow us to state a high degree of efficiency of the measures, which were implemented during the formative stage.

As a result of our work, we can state positive changes. During the experiment, the level of social competence increased, which is confirmed by the results of the control stage of the study.

The students began to understand how positive interaction occurs in society. It was also noticed that in the process of co-operation they helped and interacted with each other.

For further research, in our opinion, it is important to examine certain techniques for the development of the students' social competence on the one hand and to examine the interconnections between social competence and its influence on the factors of the educational environment of the university on the other hand.

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Authors' contribution: The authors have participated in the research process, in the writing of the work and in the analysis of the documents.

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