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**TÍTULO:** El desarrollo de la competencia social de estudiantes de especialidades pedagógicas en el proceso educativo de la universidad.

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**RESUMEN:** Este artículo está dedicado al desarrollo de la competencia social de estudiantes de especialidades pedagógicas. Revela el concepto de competencia social como un conjunto de conocimientos y habilidades necesarias para un futuro maestro para la interacción social, la adaptación en la sociedad y la contribución a la autorrealización y autodeterminación. Los autores describen los resultados del trabajo experimental, que confirmó la efectividad del complejo desarrollado de condiciones pedagógicas que garantizan el desarrollo de la competencia social de los estudiantes de especialidades pedagógicas.

**PALABRAS CLAVES:** Competencia, competencia social, desarrollo de la competencia social de los estudiantes

**TITLE:** The development of social competence of students of pedagogical specialties in the educational process of the university.

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**ABSTRACT:** This article is devoted to the development of social competence of students of pedagogical specialties. It reveals the concept of social competence as a complex of knowledge and skills necessary for a future teacher for social interaction, adaptation in society and contributing to self-realization and self-determination. The authors describe the results of experimental work, which confirmed the effectiveness of the developed complex of pedagogical conditions that ensure the development of social competence of students of pedagogical specialties.

**KEY WORDS:** competence, social competence, development of social competence of students

**INTRODUCTION.**

Modern developing society needs educated, enterprising people who can independently make decisions in a choice of situation, predicting their possible consequences; people capable of cooperation, distinguished by mobility, dynamism, constructiveness, and also possessing by a developed sense of responsibility for the fate of the country (Alekseeva, 2007).

In this context, one of the indicators of the quality of education is competence, which is determined not only by the sum of knowledge and skills, but above all, characterizes a person's ability to mobilize the knowledge and experience gained in a particular situation. Thus, the main tasks of education, including professional, is not only the formation of a holistic system of universal knowledge, capabilities and skills, but also an equipment of students by the experience of independent activity, personal responsibility and solving of problems in various spheres of life.

It is necessary to take into account that every person who comes into contact with people is included in social relations, and the more qualitatively he is prepared for them, the more successful his activity will be. Therefore, since the professional activity of a teacher is inextricably linked with society, the authors define the development of social competence of students of pedagogical specialties as a priority task of modern higher school (Baholskaya, 2017; Parrot and Leong, 2018; Rusman. 2013; Sears, 2018).

The urgency of the problem of social competence's development of students of pedagogical specialties is determined by the following contradictions:

- Between the need to develop the social competence of future teachers and the insufficient elaboration of theoretical aspects and effective practical ways and means of developing the social competence of students of pedagogical specialties.
- Between the requirement of practice for the scientific and methodological support of the process under study and the insufficient methodological and substantial development of the solution of this problem.

Thus, the needs of the personality, society, higher school and pedagogical science conflict with the current state of knowledge about the possibilities for developing the social competence of future teachers in higher school.

Historical and pedagogical analysis of various sources suggests to confirm that the upbringing of a person knowledgeable in life issues is reflected in the philosophical, sociological, and pedagogical concepts of many authors, beginning in deep antiquity. Evidence of this is found in the writings of Aristotle, Quintilian, Plato, Erasmus of Rotterdam, Socrates, in the works of A. Diesterweg, J. Rousseau, G. Spencer, and many Christian theologians. Intensively, the phenomenon of competence in foreign and domestic human knowledge begins to be studied in the 20th century.

Content-analysis of the literature allows us to conclude that the very concept of “competence” is interpreted by researchers ambiguously: as a quality of personality (A.W. Adolf, R.H. Panarin), as appropriate human behavior (J. Raven), as a level of education (G. N. Serikov, A. D. Shchekaturonov); as a system of knowledge, skills, values and motives (T. G. Brazhe, A. K. Markova, N. V. Kuzmina, M. A. Choshanov); as a characteristic of a person’s qualifications (E. B. Artsishevskaya, MK Kabardov) and others.

At the international level, the problem of competence is reflected in UNESCO materials, where a list of competencies that should be considered as the desired result of education is defined. In particular, in the report of the International Commission for Education for the XXI century, Jacques Delors identified the main (global) competencies on which education should be based: learning to be, learning to know, learning to do and learning to live together. Currently the classifications of competences, proposed by foreign and domestic researchers, may differ in terms of terminology, but almost always include social competence. This is natural, since it is associated with those individual characteristics and behaviors that make a person able to successfully build social relations, to adequately adapt to the social environment and effectively interact with the social environment.

Issues of development of social competence have become the subject of special consideration relatively recently - the largest number of works devoted to this issue, appears at the turn of the 20-21 centuries. So, D. Meichenbaum connects social competence with the fulfillment of a social role;

M. Shure considers social competence as the ability to solve emerging problems; social competence is a characteristic of a person who has reached the highest level of awareness of social problems and ways of interacting with society; social competence as a type of professional competence; social competence determines political correctness and protection of own rights and interests. But, perhaps, the most concise definition of social competence defining it as being able to live and work with people, with relatives, in a work collective, in a team.

Also in their study, the authors of the article rely on the work of researchers. However, it should be noted that at present social competence as a pedagogical category has not been studied deeply enough and the conditions for its development are not fully defined, especially among students planning to link their professional activities with the education system. This circumstance determined the choice of the topic of the article.

The development of social competence of students of pedagogical specialties in the educational process of the university will be effective if the following pedagogical conditions are observed:

1. Creating of an educational environment at the university that promotes to the formation of students' social competence through the use of interactive teaching methods.
2. Formation of a favorable socio-psychological climate in the student group.
3. The development of reflection of future teachers in the process of learning activities.

## **DEVELOPMENT.**

### **Methodology.**

The work is based on the following methods: theoretical (analysis, generalization method, systematization, synthesis, and modeling) and empirical (conversation, observation, quantitative and qualitative analysis of research results, generalization of pedagogical experience, testing).

## **Results and Discussion.**

Understanding as competence, the integral quality of a person, manifested in its readiness for activity, independence and success, have established that the competence of the personality, first, unites in itself the intellectual and practical component of education; secondly, it has an integrative nature, because it incorporates knowledge and experience relating to various spheres of culture and activity (informational, legal, etc.).

The competence of the personality has a certain structure, the components of which are related to the ability of a person to solve various problems in everyday, professional or social life. The authors clarified that social competence implies: the availability of knowledge about basic norms and behavioral standards adopted in society; readiness for the rapid mastering of innovation; the ability to put yourself in the place of another person, to look at the situation through his eyes; the ability to assess how certain actions can be perceived by a communication partner.

The authors of the article, after analyzing of modern psychological and pedagogical research, identified the following components of social competence:

1. Political and socio-economic competence: presence of your own opinion on political and socio-economic processes, the desire to participate in them.
2. Socio-communicative competence: the ability to collective action, skills of interpersonal communication, the ability to non-violently resolve conflicts, adherence to ethical values.
3. Polycultural competence: the ability to perceive diversity and intercultural differences and interact in a multicultural (multi-ethnic, multi-religious) society, respect of other cultural characteristics, customs and traditions, interest in a foreign culture, the ability to see in it an area of enrichment of personal experience.
4. Information and instrumental competence: possession by modern information technologies, the ability to collect and analyze information, focus on the critical assessment of information.

5. Individual-personal competence: the ability to self-education and self-development; the desire for personal growth, the ability to adapt to new situations, the desire for a healthy lifestyle (Goncharov, 2004).

The essential characteristics identified as a result of analyzing various interpretations of the concepts “social competence” allowed the authors to formulate the following definition of the concept “social competence of the future teacher” - this is his ability and willingness to solve problems of interaction with subjects of the educational process using his own knowledge, learning, life experience, values and inclinations.

For our research social and pedagogical characteristics of students, are important, which, in our opinion, create certain prerequisites for the successful development of social competence of modern students. These characteristics include:

- The desire for a more complete identification and development of their personal capabilities, which is expressed in relation to creativity, independence, self-realization, to their own life position - activity in relation to the future; a significant increase of independence and autonomy in judgment and self-esteem.
- High criticality in assessing oneself, one's responsibility in a certain situation, criticizing the behavior of people around him.
- The desire to expand their own social relations and social connections, the development of new social roles.
- Increase of indicators such as self-esteem, perseverance and tenacity in achieving of goals, the desire to overcome difficulties in their path, etc.
- Development of readiness to take responsibility for participation in current events, to analyze their role in situations of social interaction, which is associated with the formation of the internal locus of control.

- A qualitative shift in social development associated with the transition from profound self-knowledge and the knowledge of surrounding people to personal self-determination.

Within the framework of the research's problem, the authors developed a complex of pedagogical conditions ensuring the development of social competence among students of pedagogical specialties; consider it in more details (Zimnyaya, 2003; Kalinina, 2001; Nikitina, 2002; Petrovskaya, 1989; Raven, 2002; Rastyannikov et al. 2002; Selevko, 2004; Suslova and Ershova, 1998; Hinsh, 2005; Yakovleva, 1994; Bakholskaya et al. 2018):

1. The first pedagogical condition is associated with the creation of an educational environment at the university, contributing to the formation of students' social competence through the use of interactive teaching methods.

The interactive model of teaching is aimed at organization of comfortable learning conditions in which all students actively interact with each other. In the process of teaching psychological and pedagogical disciplines, the authors of the study used such interactive teaching methods as:

- Brainstorming. The purpose of which is to include all members of the group in the work, to activate their creative potential, and which is valuable for our research, to develop the ability to express one's point of view and listen to opponents.
- The project method is focused on independent work in combination with group organization of activities, which allows to students to acquire communication skills and abilities (the ability to work with different people, use broad human contacts, and understand different points of view on one problem). In addition to communication between students, in the process of working on a project, there is a close personal interaction based on the principles of equal partnership, with a simultaneous absence of dictate from the teacher and a sufficient degree of autonomy for the student.

- Game teaching methods. The influence of the game on the development of skills of social competence of students lies in the fact that, thanks to the game imitation and role reincarnation, they become familiar with the norms and patterns of behavior and relationships that become models for their own behavior. The game and educational activity of students of the school performs the following functions: communicative (mastering the dialectic of communication); diagnostic (self-knowledge during the game); correction function (making positive changes in the structure of personal indicators); socialization (inclusion in the system of social relations); inter-ethnic communication (assimilation of social and cultural values common for all people). Therefore, we believe that the use of game-based learning methods (simulation games, business games, operating games) contributes to the acquisition of all the skills necessary for the formation of social competence by students (Shure, 1981).

2. The second pedagogical condition implies the formation of a favorable socio-psychological climate in the student group.

Socio-psychological climate is an emotional coloring of psychological connections of members of a collective, arising on the basis of their closeness, sympathy, coincidence of characters, interests, inclinations. This is a stable condition of the student group, a relatively stable and typical emotional mood for it, which reflects the real situation of intra-group interaction and interpersonal relations. Work on the establishment of a favorable socio-psychological climate in the academic groups of students of pedagogical specialties was carried out by us in three areas: work on a social climate (related to the guaranteed observance of all the rights and duties of students and with the help of their awareness of the goals and objectives of their future professional activity), work on the moral climate (clarification and, if necessary, adjustment of students' moral values) and work on the psychological climate (with informal relations between students who are in direct contact with each other). The following techniques were used for this: definition and correction of the informal structure of the

student group and its level of cohesion; studying the causes of conflicts in a group and teaching students how to solve them constructively; development of student communication skills; finding common interests and formation of the traditions of the group; development of tolerance and empathic abilities of students (Wellhofer 2004).

3. The third pedagogical condition provides the development of reflection of future teachers in the process of training activities.

Reflection refers to the methods of self-education and means the process of thinking of the individual about what is happening in his own mind. Reflection involves not only the cognition of the person himself in a certain situation or in a certain period, but also clarification of attitudes of others towards oneself, as well as the development of ideas about the changes that may occur. Exactly in the process of reflection the program of self-development is created. Self-development programming is a volitional act of a person, which allows the achieving the greatest success in his professional activity. The development of the reflection of students of pedagogical specialties was carried out using such techniques as: self-portrait writing and self-characterization, drawing up of reflective graphic cards of classes, conducting of self-diagnostics of pedagogical abilities, etc (Meichenbaum et al. 1981).

The experimental work, which tests the advanced hypothesis, was carried out in the natural conditions of the educational process of the university in 2016 - 2018. Participants in the pedagogical experiment were students of 1-3 courses of pedagogical specialties. A total of 112 people took part in the experiment, divided into control and experimental groups. The experimental group tested the effectiveness of the conditions for the development of social competence of future teachers.

We evaluated such criteria of students' social competence as: awareness of the need to expand their own social skills, ability to actualize their personal experience in relation to a specific social situation, readiness to accept personal responsibility for choosing their own behavior in a situation of social interaction, tolerance and communicative competence (Harold and Bernard, 1965).

The obtained results allow to us to conclude that the pedagogical conditions proposed by us contribute to the effective formation of social competence of students of pedagogical specialties, since the coefficient of effectiveness of such a criterion as awareness of the need to expand their own social skills in the experimental group was 1.6; the ability to actualize their personal experience in relation to a specific social situation increased by 38%; the level of readiness to accept personal responsibility for the choice of their own behavior in a situation of social interaction increased by 24%.

Positive changes in the development of such students' qualities as tolerance and communicative competence were established. No changes were recorded in the control group (Janice, 1976).

## **CONCLUSIONS.**

Summing up the results of the research, the following can be noted:

- ✚ Currently, social competence is viewed as a complex, multidimensional, multi-component phenomenon. This is an integrative personal education, including knowledge, skills, attainments and abilities that are formed in the process of socialization and allow to a person to adequately adapt to the social environment and effectively interact with the social environment.
- ✚ The theoretical significance of the carried-out study lies in the fact that it identifies and theoretically justifies ways of developing the social competence of students of pedagogical specialties in the educational process of the university.
- ✚ The practical significance of the study lies in the fact that it reveals the content of the process of formation of social competence of future teachers; the complex of pedagogical conditions, contributing to the development of social competence of students of pedagogical specialties, has been identified, tested and experimentally verified.

All the above carries the following inference that the development of social competence in students of pedagogical specialties will be effective in the implementation of the following complex pedagogical conditions: creation of an educational environment at the university, contributing to the formation of students' social competence through the use of interactive teaching methods; formation of a favorable socio-psychological climate in the student group; development of reflection of future teachers in the process of learning activities, which confirms the hypothesis put forward by the authors.

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