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TÍTULO: La Arquitectura y los problemas de innovación del agua dulce.

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RESUMEN: Este documento apuntó a la arquitectura y los problemas de las innovaciones de agua dulce. El análisis comparativo nos permitió determinar los componentes de la competencia social: componente personal, componente social, componente cognitivo, componente semántico de valor. En la formación de competencias sociales de los estudiantes, los métodos de enseñanza activos son los más populares. Consideramos el método de capacitación "firma educativa" aprobado en el proceso de investigación en diferentes niveles educativos como un conjunto sistematizado de métodos de simulación.

PALABRAS CLAVES: Competencia social, enfoques científicos, componentes, método de formación "Empresa educativa".

TITLE: The Architecture and the problems of innovations of fresh water.

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ABSTRACT: this paper aimed the architecture and the problems of innovations of fresh water. Comparative analysis allowed us to determine the components of social competency: personal component, social component, cognitive component, value-semantic component. In the social competency formation of students, active teaching methods are the most popular. We consider the method of training “educational firm” approved in the process of research at different educational levels as a systematized set of simulation methods. conclusion.

KEY WORDS: Social competency, scientific approaches, components, training method “Educational firm”.

INTRODUCTION.

Modern social environment has a significant impact on the process of personality formation, causing certain contradictions: on the one hand, socio-cultural modernization requires 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 person's growing up; the situation of uncertainty leads to deformation of personal development, disadaptation in society.

Modernization of the education system 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. In science and teaching practice, speaking about the quality of training, they began increasingly to analyze the formed competence of the graduate, among which a special place is given to social competency, which is evaluated as one of the most important indicators of professional competency of a specialist in the field of economic, labor, social relations. Modern society is in direct need of socially competent members who are able to show high adaptability, are ready for new challenges and innovations, interested in improving the efficiency of activities, planning for the future and ready to take responsibility.

We need specialists who are able to adopt new concepts of development, providing for active interaction of members of society. It is important for society that its competent citizens can influence the system of governance, and that such attitudes take their rightful place in the public consciousness. Social competency of the person implies that they, first of all, identify themselves as members of society; own moral and ethical standards, typical of society; are conscious of the need to focus all of their activities for the benefit of society; assume social responsibility for the consequences of their actions; collaborate with other members of society; are flexible to changing social roles; is ready to change and able to influence the process of change in interpersonal relationships; seek and is able to induce in society's interest to their professional and social activities; strive to match its professional and social status with individual and personal qualities.

The problem of formation of social competency has been studied recently in modern Russian psychological and pedagogical science. Manifestation of interest of sociologists, psychologists,

teachers to it is connected with those changes which at the end of the XX century occurred in the country, in the Russian society [4, 16].

DEVELOPMENT.

Research methodology.

The process of formation of human competence is complex and multifaceted, associated with the development of different competencies in nature and manifestations. The basis of the competency of the specialist is laid, first of all, with general and subject competences, which are “responsible” for the professionalism of the specialist, that is, how well he knows the substantive competences and is able to use them in practice in his professional activity.

Analysis of the literature allowed determining competency as the integral personal and professional quality of the person who completed the education to a certain degree, reflected in the willingness and ability on the basis to a successful, productive, and effective activities taking into account the social significance and social risks that can be associated with it; that allows effective interaction with the outside world with the appropriate competencies [7].

The composition of any competency, according to most researchers, includes: a) knowledge about 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 in dealing with objects; e) developed intuition, reflection and empathy [6].

However, the lack of a unified view of the essential meaning of the concept of “competency” generates different opinions on “social competency”. The problem of development of social competency of the individual is interdisciplinary in nature and unlike the problem of development of competence in general and professional competency in particular, the directions of formation of social competency began to be developed relatively recently. At the same time, it should be noted that in science the prerequisites for solving this problem were created. The studies of domestic and scientists,

revealing the essence and main characteristics of the phenomenon of social competence were important for the theoretical understanding of the studied problem; individual personal characteristics and psychological and pedagogical factors that determine the social competence of the student are studied: the conditions and factors of socialization and social adaptation; problems of personal self-determination, self-knowledge, various manifestations of social activity; the stages, steps, periods of social development of the child's personality are revealed [17-21].

Despite the relatively short period of study of the phenomenon of social competency in the psychological and pedagogical literature has already identified some approaches, through which we can identify the key characteristics that reveal the essence of this phenomenon and help to build its model: a) the totality of social knowledge, skills, awareness of the individual about social processes; b) social interaction, the ability and willingness of a person to it, the ability to build their relationships with other people and social organizations in real life; c) the integral quality of the person formed in the process of training and education; d) the purpose and result of the implementation of special development and educational programs of educational organizations [11].

The unresolved issues include: the structure of social competency and features of its development at different levels of education; search for effective conditions, mechanisms and means of development of social competency; modeling and design of pedagogical conditions in an educational organization in which the individual will receive full assistance in the development of social competency [12].

In spite of the fact that recently in educational organizations of Russia the infrastructure of maintenance service is actively developing, conceptual bases and variable models of its activity are made, the methodical base of maintenance of trained is acquired, the special mechanism of interaction of participants of educational process develops – the maintenance aimed at assistance to personal development of pupils, the help in development of social competence remains insufficiently provided.

The model of pedagogical support of development of social competency of teenagers from positions of the personally oriented education is practically not developed, the maintenance service is not equipped with the social technologies of enrichment of the educational environment helping social competency development.

In the studies of foreign authors, much more attention is paid to the problem of social competency. In their proposed definitions, the “spread” of the components included in the structure of social competency is very significant:

- The ability of an individual to solve effectively and adequately the various problem situations he or she faces.
- Daily efficiency of an individual in interaction with his environment.
- Achievement of appropriate social goals in specific social conditions, using appropriate means, while achieving positive changes in development.
- The ability to use the resources of the social environment and personal resources in order to achieve good results in development.
- The ability to be involved effectively in complex interpersonal interactions, using and understanding other people effectively, etc.

German psychologists W. Pflingsten and R. Hinth interpret social competency as the possession of cognitive, emotional and motor ways of behavior, which in certain situations lead to a long-term favorable correlation of positive and negative consequences [15].

H. Schroeder and M. Vorweg believe that the structure of social competency permeates the four properties or personality traits:

- 1) Communication skills – communicative potential of the individual.
- 2) Determination to build relationships – willingness to communicate.
- 3) Influence – a property that encompasses the power of suggestion (power of influence).

4) “I-concept” – cognitive and emotional image, the core of which is self-respect [13].

R. Ulrich developed the concept, which formulated seven characteristics of a socially competent person [10]. According to these researchers, a socially competent person has the following abilities:

1. To make decisions about yourself and strive to understand your own feelings and requirements.

2. To forget blocking unpleasant feelings and their own insecurities.

3. To Imagine how to achieve the goal in the most effective way.

4. To understand correctly the desires, expectations and demands of other people, weigh and consider their rights.

5. To analyze the area determined by social structures and institutions, the role of their representatives and incorporate this knowledge into their own behavior.

6. To imagine how to behave, taking into account the specific circumstances and time, taking into account other people, the limitations of social structures and their own requirements.

7. To be aware that social competency has nothing to do with aggressiveness and implies respect for the rights and duties of others.

In our research, we adhere to the position that social competency is social skills that allow a person to fulfill adequately the norms and rules of life in society. Therefore, meaningful social competency is often presented as an active, proactive and constructive position of a person in the life of society, his participation in the events taking place around him and his responsibility for it, his desire to improve the quality of his own life [8].

Thus, social competency is the personal formation integrating social experience of the person at a certain age stage; cognitive, moral and value, personal qualities allowing the person realizing an active life position, assuming responsibility for the activity and behavior [4].

Results and discussion.

Comparative analysis of the concept of “social competency” [3, 9] allowed us to determine the components of social competency: personal component, social component, cognitive component, value-semantic component.

The personal component includes the ability to obtain knowledge about the world and yourself, take care of yourself and others, to build their relationships with society and other people.

The social component includes the social experience gained during life in resolving various conflict situations.

The cognitive component is the social knowledge (the knowledge of the characteristics of human behavior; understanding of the statements and concerns of others; knowledge of the ways of finding the necessary information); social skills (ability to address their communication, to offer their help, to attract the attention of the interlocutor, to show interest in the interlocutor, to empathize with him, to make contact and support him, to take the point of view of the interlocutor, to navigate the social situation, to argue their opinion, to prevent and solve conflict situations constructively, treat their actions and statements responsibly, be tolerant of people, to prove and defend their point of view); social abilities (constructive interaction with different people; maintaining communication; empathy in the community; determining the psychological state of the partner; building their communication taking into account 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 its actions and deeds, to make decisions.

The appeal of education to personal orientation means the adoption of a provision according to which each person has the necessary educational potential; the main thing is to help him to realize this potential, i.e. to provide pedagogical support to the individual at the stage of his social development. The process of pedagogical support is interpreted as assistance to the subject of development in the formation of the orientation field, responsible for the actions of the subject.

In our study, we adhere to the position of Kondratova T. S., who under the pedagogical support understands the professional interaction of teaching staff and other professionals (psychologists, physicians, etc.), aimed at the personal sphere of the teenager with the pedagogical transformation of the integral situation of development, providing an increase in personal resources necessary for social activities; the formation of relations, manifested in personal qualities, values and worldview; providing an opportunity to gain experience of social interaction, allowing a person being a subject of social action, fulfilling adequately the norms and rules of life in society [5].

Pedagogical support is built 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 personal development of the individual and is based on the technologies of active social learning (discussions, trainings, business games); social design to form a growing person as a subject of social action. Interactive interaction provides the formation of new experience and its theoretical understanding through the application, allows carrying out the transfer of ways of organizing activities, getting new experience, communication, feelings.

According to the research, active teaching methods are the most popular in the formation of students' social competency [2, 14]. They are divided into non-simulation (problem lecture, heuristic conversation, educational discussion, search laboratory work, etc.) and simulation: non-game (analysis of specific situations, solving situational problems, exercises-actions according to

instructions, etc.) and game (simulation of activity on the simulator, role-playing, business game, moderation, etc.).

Comparative analysis of the use of simulation methods of training revealed their advantages (activity character of training, 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 allowed us to identify the features of the use of simulation methods of training in the formation of economic competencies: correlation with the competence model of the graduate, the need to improve the pedagogical skills of the teacher, the use of simulation methods of training “Educational firm” [11].

Tested in the process of research at different educational levels, the method of training “Educational firm” is considered by us as a systematic set of simulation methods and has all the features inherent in the methods (certain form and management of cognitive activity of students; specific assimilation of knowledge of students; management and exchange of cognitive information between students and teachers; stimulation and motivation of educational and cognitive activity of students; control over the effectiveness of the educational process).

This method of training provides opportunities for the teacher:

- 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 setting pedagogical learning goals – to reduce significantly the gap between the process of education 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 the teamwork, etc.

– In solving pedagogical problems – to improve the quality of training specialist competitive in the labor market with a certain level of economic competency; to improve its ability to adapt to new types and conditions of professional activity; to motivate students to improve constantly professional skills, to instill skills of rapid orientation in the flow of information, etc.

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

– Creation of “Educational firm”, where the presentation of the selected company (activities, name, logo, motto, structure, etc.) and analysis of the environment in which the company will operate (research of demand and supply of goods, competitive advantages, SWOT-analysis) are considered;

– Functioning of the “Educational firm” where recruitment is carried out (orders, personal files, etc.), monitoring the performance of professional activities (job descriptions, certification and rotation of personnel), the establishment of partnerships (accounting documents for travel expenses, cooperation agreements).

– Creation of an automated workplace.

The algorithm for the development of the simulation method “Educational firm” establishes the relationship between the pedagogical objectives of each stage and the applied methods of training.

Moreover, the first two stages of the algorithm (the creation of “Educational firm” and the operation 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.

CONCLUSIONS.

Increasing the requirements for the quality of training of graduates of secondary schools, colleges and universities requires the introduction of a competence-based approach to the organization of the educational process.

Competence approach involves the formation of not only knowledge, skills and abilities, but also mastering the ways of action in different situations of life and work, which is the social competency of the person. To master the knowledge, 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. At the same time, the design should be both student (carried out by students independently) and educational (carried out on the initiative and under the guidance of teachers-educators).

Combining in the educational process the basic principles of contextual learning and elements of project learning technology is the basis for the use in the practice of high school project-context approach. Designing in the educational process of training situations of social life and activity is possible through the use of in-class and extracurricular training and educational activities of role-playing design, based on the modeling of situations and designing the behavior of high school students in these situations.

For the successful design of social situations of life and activity in an educational organization, special pedagogical conditions should be created and developed that correspond to the concept of a comprehensive approach and the principles of contextual learning, the most important of which are the following: modeling the context of social life in the educational space; the use of motivational incentives that encourage students to master the methods of socially oriented actions and deeds; socially-personally oriented educational culture; developed personality of the teacher and his

humanistic attitude to the personality of the student; continuous professional self-development of teachers.

Prospects of research in the direction of formation of social competency are to find innovative forms and technologies for effective interaction of social institutions of education in the development of social competency of students; to identify the impact of spontaneous socialization, the presence of pedagogical risks in the development of social competency of the individual.

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