

Forming of social competence in the system of higher education of Russia

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Abstract. Methodological base of forming of bachelors education social competence model in compliance with the goals and means for achieving results of competence professional training in higher professional education have been covered in the article. The author specially analyzes normative and legal state of the problem of professional education quality increase. Organization of competence professional training of graduating students in compliance with goals and means (methods) of achieving results of competence professional training in higher professional education.

[Slessarev Y.V., Moissejev V.B., Vostroknutov E.V. **Forming of social competence in the system of higher education of Russia.** *Life Sci J* 2014;11(12s):384-387] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 82

Keywords: social competence, social environment, higher professional education, key competences.

Introduction

Today society needs qualified and professionally trained specialists capable of developing culture, economy and industry of a country. This problem arises in the countries of European Union. So it is not surprising that in recent years the countries of Europe and America are working hard on integration and organization of joint educational process. Changes resulted from integration and cooperation are fixed in the Single European act dated 1986, Maastricht treaty dated 1992, Amsterdam 1997 and Nice 2001 treaties [1, 2]. In 2002 Council of Europe proposed classification of key competences of a specialist. The following was specially noted in the structure of those: experience in information and communication technologies; capability to calculative thinking and knowledge of mathematics, science and technologies; business skills; interpersonal and general civil competences. So the main competences of a specialist are the following:

- **activity competences**, that support knowledge, skills and experience of work as an executive and administrator, manager, leader;
- **communicative competences**, that support knowledge, skills and experience of work with clients, in companies;
- **adaptive competences** for efficient work under uncertainty in constantly changing environment;
- **self-development competences**, necessary for adequate self-improvement;
- **professional competences**, that support knowledge, skills and experience of analysis, diagnostics and forecasting of subject field development under the present conditions of economy and social environment, generation and validation of

creative and innovative economic ideas and technologies, orientation on efficiency.

Quality of training in Russian higher school may be improved by deployment of Federal State Educational Standards (FSES) of multilevel system of Russian higher professional education (HPE). Principles of competence approach that are formulated in it support wide innovative possibilities that use Russian and European educational experience of specialists' training.

New FSES of HPE that have been developed by the Ministry of Education and Science of Russian Federation in 2008 fix wide academic liberties on the base of realization of competence approach for training of bachelor's and master's degrees holders. It is proved by the fact that one of instructions for higher educational instructions is "Possibilities of a higher educational instruction in forming of general cultural competences of graduate students should be defined in development of programs of bachelors training. Higher educational instruction should develop social and cultural environment, form conditions necessary for comprehensive development of personality". The same requirements are introduced in working out masters programs and realization of this form of training in higher educational institution [3].

Main body. The Federal State Educational Standard of Higher Professional Education of bachelor's training contains requirements for qualification of a bachelor and the main groups of competences. **General cultural competences** define requirements to the general culture of specialist with higher education. **Professional competences** define requirements to the basics of training with differentiation by types of activity. There are defined the competences of training and professional, research and development, educational and design,

organizational and technological, basic professional and other types of activity.

FSES of HPE developed for masters contains requirements for professional training and requirements for the results of mastering in main educational programs including development of general cultural competences and the complex of professional competences. Professional competences define the types of activities.

The whole set of competences of bachelor and master *defines the competence* as an integral quality of specialists with higher professional education. Provided there are a number of definitions of competences and expertise forming of *social competence* has great importance. Social competence should comprise social and personal qualities, social and state requirements that support effective functioning of graduate students in society. General cultural and professional competences defined by FSES of HPE are supposed to form social competences partially but support for personal efficiency of graduate students and state character of their activity support set the problem of regular forming of relevant social competences and social expertise.

According to working paper of the EC Committee on Education and Culture several terms comprise the concept of competence. These are constitutional bias (talent), aptitude (as personal feature), skills, experience. But in the document "Regulation of educational structures in Europe" concepts of "achievements in education" and "competences" are strictly differentiated. Achievements in education are what a student should learn, understand and be capable to demonstrate after training. Competences are dynamic combination of knowledge, comprehension, skills and aptitudes. Their educational sense (forming of an "ideal graduate student") is important part of educational programs [4, p.138-139].

The following classification of competences of a specialist (graduate student) is provided on the document "Regulation of educational structures in Europe":

- 1) instrumental competences – cognitive, methodological, technological and lingual ;
- 2) interpersonal – individual capabilities, social experience (social interaction and cooperation);
- 3) system – aptitudes and skills relating to systems as a whole (combining of comprehension, perception and knowledge; priority in acquiring of necessary instrumental and interpersonal competences) [5, 6].

Description of the flowchart of educational process that leads to forming key competences of

future specialists in the course of studying of a certain discipline on the base of social order should be given in the context of system approach. Education environment for modern disciplines should be also defined in the context of system approach. For example, there are the following components of educational environment of graphic disciplines study: educational means, control means, communication means, comprehension process automation means [7, c.131]. Rather realization of close and tactical educational goals than identifying results is realized in it. Forming of general and professional competences being one of the main strategic goals they are developed exactly in the process of studying of necessary disciplines and they really forms criteria allowing concluding if the base for these competences has been formed as a result of getting a certain knowledge. Getting knowledge is what base for competences is developed from. Their further development goes on in the process of labour activity in chosen or similar specialty.

On the other hand necessary complex "knowledge – skills – experience" together with aptitudes will probably remain in proposed schemes of competence approach and the content of concepts "competence" and "experience" themselves. It is what not only educational programs but employees' requirements for specialists for long time have been complying for.

To our mind, using of I.A. Zimnyaya model [8] as methodological base allows forming the structure of analogous competences and the system of their assessment as results of training. Necessary criteria of development of this structure and assessment of indicators of formed qualities results have been already set in the newest state educational standards for bachelors and masters training in the system of higher professional education. This structure should contain the following units:

– Intellectual unit that supports social and professional competence. Development of intellectual activity is necessary for forming intellectual readiness for constant improvement of knowledge as well as creative approach to professional activity.

– Personality unit that supports forming of necessary professionally important qualities and development of creativity i.e. capability to settle nonstandard situations. To our mind, forming of the basics of professional pedagogic culture should play important role in this unit. It further transfers to development of stable and progressive professional and even corporate culture in social unit.

– Social unit that supports life activity and competitiveness of each specialist in educational services market. To our mind, key competences with regard to pedagogical activity should include

accumulation and communication of cultural patterns, regulation if the process of socialization of a student's personality, i.e. what support fulfillment of main social functions of educational system as social institution.

– Professional unit should be related with readiness to fulfill professional duties in any rapidly changing conditions as well as readiness to constant improvement of knowledge and experience level, to development of basics for new professional competences [9, 10].

Higher professional education should be focused not only on forming of special knowledge and experience but on general development of student's personality, on development of a certain qualities necessary for life in society i.e. competences. Considering fundamental importance of this approach it should be characterized in details. Main characteristics of competence approach to specialist training are the following:

2. general social and personal importance of developed knowledge, experience, skills, qualities and methods of efficient activity;
3. clear definition of goals of professional and personal improvement expressed in behavioral and assessment terms;
4. revealing of priority competences that are also goals of personality development;
5. forming of competences as an aggregate of semantic orientations based on comprehension of national and global culture;
6. clear system of assessment criteria that may be processed with statistical methods;
7. pedagogical support for developing personality and creation of “success zone” for it;
8. individualization of strategy selection program for goal achievement;
9. development of situations for complex testing of ability of future specialists to use knowledge in practice and to gain valuable experience;
10. integral characteristics of personality manifestations related to its capability to improve available knowledge, skills and ways of activity by the course of socialization and accumulating of live activity experience.

Conclusions

The progress of science and technology leads to deepening of the main contradiction of specialists' training the is the lack of correspondence of the level of professional qualification of a specialist and his\her personal professional potential and requirements of society and employees.

Poorly developed social competence of specialists eventually affects their professional vocational fitness. Many young specialists that have

successfully graduated from educational institutions have no well developed skills of social interaction with team, partners, do not know basic rules of cooperation, could not or cannot be respectful and tolerant to the others. Graduate students' readiness for cooperation with other people, ability to find generally acceptable solutions in complicated situations is not developed. So it is not surprising that in the very beginning of professional activity young specialists have a number of destructive conflicts with colleagues, they often have a feeling of social isolation. As the results of stating experimental profiles have shown most students are not motivated on acquiring of skills of social interaction with others. It results in one of the pressing pedagogical problems of today higher professional education that is definition of structure, content of social competence, development of the method of forming of components of social competence in the process of specialists' training.

Scientific literature study and experience of teams of higher educational institutions have shown that as usual only the sources of individual components of social competence of a specialist are being formed in higher educational institutions. Moreover this process is spontaneous and episodic. So it is necessary to make the process of specialists' social competence forming ordered, systematical.

To solve this problem it is necessary to define scientific prerequisites of development of a model for pedagogical system that allows revising components of existing system of specialists' training in accordance with the requirements of newly introduced system constituent element that is social competence, to carry out experimental testing of efficiency of revised system and deploy obtained positive results of the research in pedagogical practice.

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7/25/2014