

Social and educational technologies in professional education

Социально-воспитательные технологии в профессиональном образовании

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Abstract

The transformation of educational space has led to the renewal of requirements for students training. The modern goal of professional education is the formation of students' competence. In this regard, there is a need to find the most effective ways to develop students' competence. The purpose of the article is to analyze the experience of implementing social and educational technologies as an important component of the process of professional competence development. The article is devoted to the role of social and educational technologies employed to train students of higher professional educational institutions. The authors reveal the essence of educational technologies, their capabilities and significance for potential of future graduates. Social and educational technologies in the process of professional training of students perform the following functions: corrective, diagnostic and organizational. Against the background of professional competence development, these technologies perform such tasks as the development of moral qualities, orientation to universal values, the formation of humanistic views, skills of working with a team, leadership qualities, the formation of ideas about the importance of future professional activities,

Аннотация

Трансформация образовательного пространства привела к обновлению требований к подготовке студентов. Современной целью профессионального образования становится формирование компетентности обучающихся. В этой связи возникает потребность в нахождении наиболее эффективных способов, позволяющих развить компетенции студентов. Цель статьи заключается в анализе опыта реализации социально-воспитательных технологий как важной составляющей процесса формирования профессиональной компетентности. Статья посвящена рассмотрению роли социально-воспитательных технологий в подготовке студентов высших профессиональных образовательных учреждений. Авторы раскрывают сущность образовательных технологий, их возможности и значимость для раскрытия потенциала будущих выпускников. Определены функции социально-воспитательных технологий в процессе профессиональной подготовки студентов: корректирующие, диагностические, организационно-деятельностные, технологические, оценочные. На фоне формирования профессиональной

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planning skills, management of a group of people. Focusing on the fact that highly qualified specialists' training, according to the requirements of the state and society, should be versatile and include not only formation of professional skills, but also high moral and personal qualities that help in effective interaction provision, the authors of the article cite a study that allows to highlight the importance of social and educational technologies. The authors reveal process of social project implementation by students which is carried out in the framework of social project technologies. The possibilities of the social project allow introducing it into the activities of students of all courses of study to develop professional competence.

Key Words: competence, competence approach, social and educational technologies, innovative educational technologies, professional education.

Introduction

In connection with the emergence of new Federal state educational standards, higher education institutions strive to meet their requirements and select appropriate ways to prepare competitive graduates. (Smirnova et al., 2019). The most important issue in the field of higher education is the formation of student competence. (Smirnova et al., 2018). A modern graduate of a higher educational institution, meeting the requirements of society, must have a formed system of personal qualities and a set of professional knowledge, skills and abilities. At the present stage, in terms of reducing classroom load and increasing independent work of students, in terms of increasing volumes of information, development of scientific and technological progress, high schools are turning to the use of technology. It is technologies that allow us to achieve the most successful results in a shorter period of time within this framework (Ilyashenko et al., 2019a). Educational technology guarantees

компетентности данные технологии выполняют такие задачи как развитие нравственных качеств, ориентированность на общечеловеческие ценности, формирование гуманистических взглядов, навыков работы с коллективом, лидерских качеств, формирование представлений о значимости будущей профессиональной деятельности, умений планирования, управления деятельностью группы людей. Акцентируя внимание на том, что подготовка высококвалифицированного специалиста, согласно требованиям государства и общества, должна быть разносторонней и включать не только формирование профессиональных умений и навыков, но и высоких моральных и личностных качеств, которые помогают в организации результативного взаимодействия, авторы статьи приводят исследование, позволяющее выделить значимость социально-воспитательных технологий. Авторы раскрывают процесс реализации студентами социального проекта, осуществляемого в рамках социально-проектных технологий. Возможности социального проекта позволяют внедрить его в деятельность студентов всех курсов обучения для формирования профессиональной компетентности.

Ключевые слова: инновационные образовательные технологии, компетенции, компетентностный подход, профессиональное образование, социально-воспитательные технологии.

the achievement of the set goals, because it involves a clear follow-up of a certain instruction, characterized by a step-by-step structure of activity (Vaganova et al., 2019a). Active implementation of technologies allows to improve the quality of the educational process by increasing the availability of information, developing students' independence, changing the dominant role of the teacher and the role of the student as an object of the educational process (today the teacher becomes a consultant and acts in cooperation with students, and they, in turn, become subjects of the educational process, responsible and creative) (Rakhimbayeva, et al 2019).

It is significant to say that modern educational technologies used in higher education cannot be used separately, they always interact with each other and the desire to separate them can lead to a loss of quality of training (Klinkov et al., 2019).

For example, interactive and information technologies are widely used in vocational education (Ivanova, et al 2019). Excluding them from training is a loss not only for students, but also for the entire higher education institution, leading to a loss of its competitiveness, since all advanced universities use electronic technologies (Ilyashenko, et al 2019b). Paying attention to innovative technologies that are actively used in the educational process only in the last few years, universities often retreat from the use of traditional technologies, which are also necessary in the modern educational process (Nikonova, et al 2019b). Students become more relevant as professionals and are in demand in the labor market interacting with modern educational technologies. In this article, we want to focus on the social and educational technologies that are integral in modern education (Ihnatenko, et al 2018). They contribute to the formation of the student's personality as a whole, and the formation of his professional competence.

Theoretical framework

The technologization of education has been going on for several years, so research in this area is developing quite actively. (Kamenez et al., 2019). In the most General form, technologization is a procedure of actions, operations, which ensures the achievement of predicted educational results (Sedykh et al., 2019). Someone defines technologization as the ordering of various roles of procedures that affect the success of achieving goals. Other authors formulate the definition as compliance with a certain algorithm for introducing educational technologies into the educational process (Nikonova et al., 2019a). Based on the analyzed definitions, we can say that in General, technologization is an activity that allows structuring educational processes in order to achieve specific results (Koshechko et al., 2018). Based on the last definition, we can say that technologization related to higher education cannot take place without the use of educational technologies, which are defined as a set of actions of the teacher and as the way in which the teacher builds the educational process on the basis of human and technical resources for the formation of students' competencies (Pichugina et al., 2019). Professional competence cannot be formed outside the social framework, without the cultural development of a person (Abramova et al., 2018). In this case, there is a relevance of social and educational technologies aimed at the comprehensive development of the student's personality (Makhometa et al., 2018). Personality is formed only in the social

framework (Vaganova et al., 2019c). Normal development of the future professional occurs in the conditions of parallel improvement of individual personal and professional qualities. Modern educational technologies: technology of self-presentation. Social and educational technologies allow us to achieve this effect. In the implementation of future professional activities, students should be able to use their experience and the experience of various researchers, including social (Vaganova et al., 2019e). To do this, the teacher must find a tool for introducing students to General cultural values. Social and educational technologies are such a tool (Markova et al., 2018). By interacting with other technologies, they can achieve positive results more quickly. These technologies include the student in the social context and ensure their assimilation of social norms (Chirva et al., 2018). Social and educational technologies include practical actions aimed at forming students' readiness to interact in a social environment that has an impact on their development (Vaganova, et al 2019d). The implementation of these technologies is based on the following principles: training should take place in cooperation (interacting, students exchange experience, thus there is a mutual learning, dialogue allows developing the ability to Express their point of view reasoned and listen to your opponent, taking into account all the details and come to cooperation on mutually beneficial terms) (Denysenko et al., 2018); taking into account the personal-oriented approach to learning (despite the training in cooperation, the process of competence formation should take place using technologies that individualize its preparation, that is, the teacher should help the student to track the gaps in learning and eliminate them in time. At the same time, the teacher does not give ready-made recommendations, but only directs the student) (Vaskovskaya et al., 2018); differentiated training (the teacher must provide for different levels of training, taking into account the level of capabilities of each student, his individual characteristics and the level of initial training) (Bulaeva et al., 2018); practical orientation of training (in order to form the competence of students, the student must be "immersed" in the conditions that will allow him to apply the acquired knowledge in practice); problem-based learning (tasks provided by the teacher must be of a problem nature, that is, students must adapt to tasks that may arise in real professional conditions, which activates their independence and creative component) (Garnevska et al., 2018).

Social and educational technologies in the process of professional training of students perform the following functions: corrective, diagnostic and organizational (Andrienko, et al 2019a). Against the background of professional competence development, these technologies perform such tasks as the development of moral qualities, orientation to universal values, the formation of humanistic views, skills of working with a team, leadership qualities, the formation of ideas about the importance of future professional activities, planning skills, management of a group of people (Markova et al., 2019).

Methodology

As part of the study, we conducted a survey among students studying in the direction of "Vocational training (by industry) "How do You assess the results of interaction with your classmates in the process of completing tasks? "No." Students themselves assess the level of interaction with their classmates in the process of solving the tasks set by the teacher as average, since most take part in solving problems, try to argue their position, but do not want to act as leaders of the entire process. Next, the students were provided with several statements that they should agree or disagree with (Kobernyk et al., 2018). The statements concerned their responsibility to participate in collective activities, their desire to participate in this interaction, and the identification of leadership qualities. The students' responses were differentiated by several levels: high, medium, and low. The results of the first survey were as follows. Most of the students had a low level of competence formation. They did not seek to participate in the interaction to solve educational problems, it was difficult for them to negotiate with their classmates and build a reasoned position was difficult. 40% of students had a low level of competence formation, 36% - average, only 24% of students had a high level. After the survey, a social project was implemented in the preparation of students, in which all respondents participated. After that, a second survey was conducted. Students noted the positive impact of social and educational technologies and expressed a desire to participate in such projects in the future training. Only 12% of students had a low level of competence formation after social design. This is 28% lower than the figures revealed in the first survey. A high level was observed in 38% of students. The average level is 50% of students.

Results and discussion

Social and educational technologies in the framework of higher education institutions are implemented as follows. Teachers provide students with the opportunity to participate in social design, collective creative activities, volunteering, and discussions. Social design is aimed at creating a real product (by students) which is of practical value (Vaganova, et al 2019b). The teacher sets the situations that need to be resolved by performing a specific sequence of actions (Vaganova, et al 2019f). At the first stage, students identify a problem that involves studying the opinions of various researchers. Further, at the second stage of project development, the problem is investigated by analyzing additional information from various Internet sources. The direction of the project is determined correctly if the problem is important for society, if the scale of the project corresponds to the capabilities of students, if the relevance of the project is confirmed by statistical data. The third stage defines the goals and objectives of the project. The main requirements at this stage are: achievement of the goal must be carried out within the established time frame, within the project; students must have the appropriate material and technical base, organizational conditions. At the fourth stage, an idea is developed, which is reflected in the form of a specific action plan. Here the responsibilities are distributed among the project team members, each of whom is responsible for the implementation of a particular part of the project. During the time allotted for the project, students develop the project. The results of the project are presented in the form of a presentation and a report. The slides should reflect the execution process itself, its main stages, key points, and the results of each stage. In this process, students actively interact, attract the opinions of various experts and society to this project, conduct surveys, learn not only to express their opinions in a reasoned way, but also to listen to their opponents and ask questions correctly. The design involves not only the experience of the teachers who control this process, but also the experience of the students themselves, which makes it more intense and interesting. Thus, within the framework of social and educational technologies, volunteer movements appear, and the project acquires a greater social orientation, develops personal and professional qualities of students and is aimed at improving any sphere of society. The task of the teacher in this process is to create comfortable conditions for the interaction of students, situations of success, removal of emotional stress. This project helps

students to realize the importance of their future profession for society, to realize its value and the need for continuous self-improvement to increase their contribution to its development, and therefore to the development of the entire state.

Socio-educational technologies in formation of competence of future teachers of vocational training contribute to developing skills in group interaction, implementation of joint activities based on mutual respect and achieving results that are valuable not only for actors but also for

society. As part of the study, we conducted a survey among students studying in the direction of "Vocational training (by industry) "" How do you assess the results of interaction with your classmates in the process of completing tasks? "No." Students themselves assess the level of interaction with their classmates in the process of solving the tasks set by the teacher as average, since most take part in solving problems, try to argue their position, but do not want to act as leaders of the entire process. Several responses were suggested, as shown in table 1.

Table 1. Survey of students to assess the level of interaction in the team

Question	Answer
I actively participate in the resolution of educational issues	Yes / no
It's not difficult for me to resolve conflicts	Yes / no
I easily take responsibility for completing assignments	Yes / no
I build my answers reasonably	Yes / no
I can listen to the opinions of my opponents	Yes / no
If I do not like my opponent's position, I am not restrained and can raise your voice	Yes / no
When I participate in teamwork, I do not try to take a leading position	Yes / no

Students' answers were differentiated into several levels: high, medium, low. Indicators that are characteristic for different levels are indicated in table 2. These tables show the

formation of competence, which is important for future teachers of vocational training "the ability to design and organize communicative interactions and manage communication".

Table 2. Indicators of the level of competency formation

Level characteristic	Level
Student actively taking a part in solving educational problems , it is not difficult to resolve conflict situations , it is easy to assume responsibility for performing tasks builds their answers with arguments, the mind is to listen to the views of their opponents , to show restraint in response to the incorrect comments from classmates	High
The student takes part in resolving educational issues, there are difficulties in resolving conflict situations , he assumes responsibility for completing assignments, tries to argue his answers , knows how to listen to the opinions of his opponents, shows restraint in response to incorrect comments from classmates	Middle
The student tries to distance himself from participation in solving educational problems, often he himself is the cause of conflict situations, does not show responsibility, listens to the opinions of his opponents, does not bring weighty arguments in his favor	Low

The level of competence formation was checked before and after the students completed the social project. Our study revealed the following results.

Figure 1 shows the results of students before the project is implemented. Our study revealed the following results.

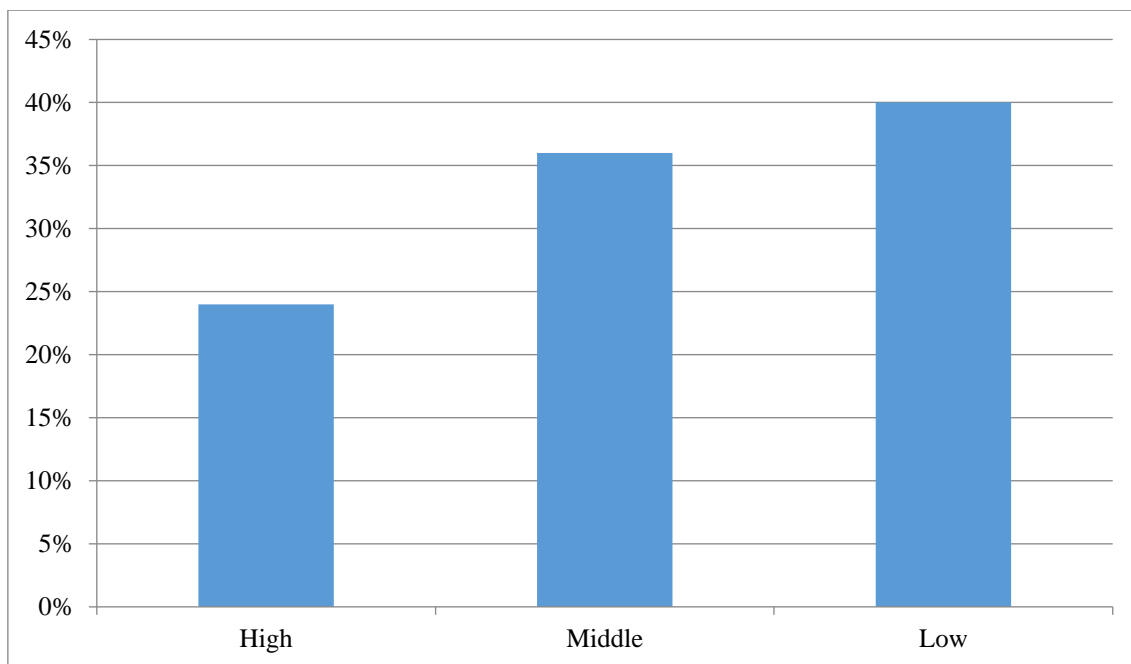


Fig. 1. Results of the level of competence formation before the implementation of the social project

We can see that the majority of students had a low level of competence formation. They did not seek to participate in the interaction to solve educational problems, it was difficult for them to negotiate with their classmates and build a reasoned position was difficult. 40% of students had a low level of competence formation, 36% -

average, only 24% of students had a high level. The social project as implementation of social and educational technologies allowed bringing students to a higher level. The results of competence formation after the project implementation are shown in figure 2.

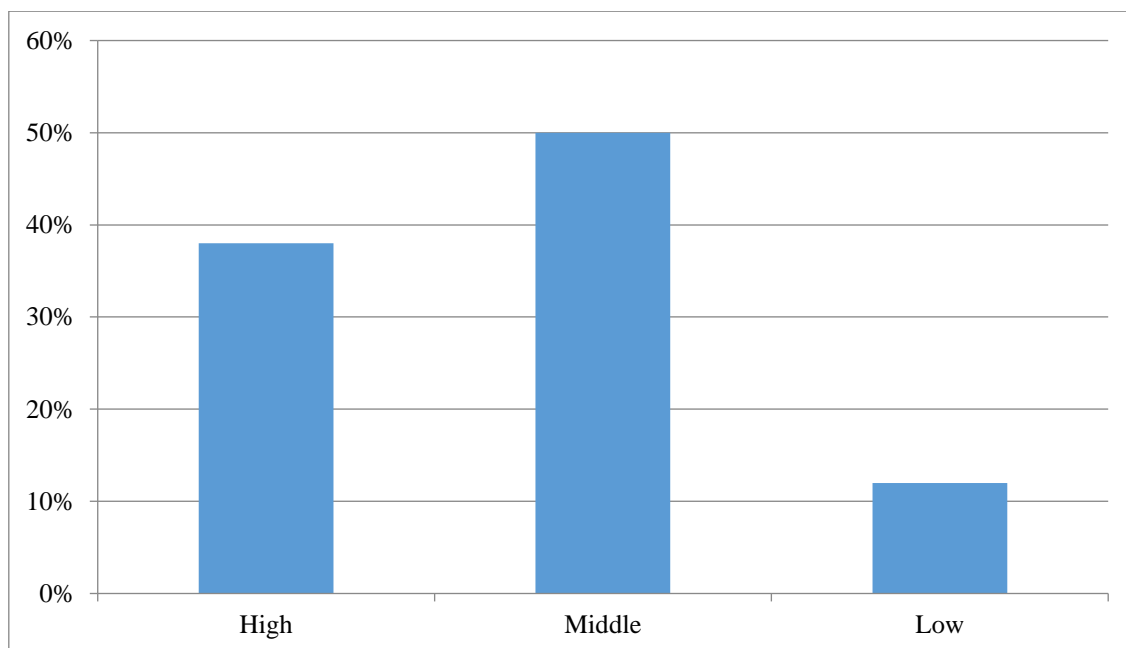


Fig. 2. The results of statistical processing of students' answers as part of our study to the second question

The results of our study, shown in the figure, showed that only 12% of students had a low level of competence formation after social design. This is 28% lower than the figures revealed in the first survey. A high level was observed in 38% of students. The average level is 50% of students. They noted that social and educational technologies allowed them to learn how to build relationships in the process of implementing a social project.

Conclusions

We analyzed the experience of implementing social and educational technologies as an important component of professional competence development. Students carried out a joint social project to improve the level of formation of the competence "the ability to design and organize communication interactions and communication management", which is important for the implementation of professional activities of future teachers of vocational training. The results of the survey of students to check the formation of competence showed that before the introduction of the project as an important component of social and educational technologies, most of the respondents had a low level of competence formation. They noted that it is difficult for them to build a reasoned response and organize effective interaction in the group. A low percentage of students were willing to take on the responsibility of a leader. Many students did not realize the value of interaction in building their own competence. However, the implementation of the project allowed increasing the level of students' competence, after which many of them expressed a desire to participate in further social projects. The conducted research makes it possible to draw a conclusion about the need for further introduction of social and educational technologies in students' of higher schools professional training.

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