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СОЦІАЛЬНА КОМПЕТЕНТНІСТЬ ЯК ОБ'ЄКТ РОЗВИТКУ В НАВЧАЛЬНОМУ ПРОЦЕСІ

Анотація. У статті Л.М.Калініної і І.М.Рябухи «Соціальна компетентність як об'єкт розвитку в навчальному процесі» актуалізована проблема реалізації змісту та технологій навчання ліцеїстів на засадах компетентнісної та результативної навчальної парадигми, Мета статті полягає у розкритті суті та специфіки феномену соціальної компетентності в контексті її розвитку в багатопрофільному ліцеї. Концептуально обгрунтовано та репрезентовано субмодель соціальної компетентності ліцеїста, визначено джерела її розвитку, наведено параметричну блок-схему визначення стану сформованості соціальної компетентності ліцеїста у навчально-виховному процесі. Перспективним напрямом для досліджень є управління розвитком соціальної компетентності суб'єктів у полікультурному освітньому середовищі.

Ключові слова: соціальна компетентність, джерела розвитку, ліцеїст, соціальний інтелект, компетентнісна освіта, компетентний, середовищний і діяльнісний наукові підходи.

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СОЦИАЛЬНАЯ КОМПЕТЕНТНОСТЬ КАК ОБЪЕКТ РАЗВИТИЯ В ПРОЦЕССЕ ОБУЧЕНИЯ

Аннотация. В статье Л.Н. Калининой и И.М.Рябухи «Социальная компетентность как объект развития в учебном процессе» рассмотрена

актуальная проблема реализации содержания и технологий обучения лицеистов в контексте компетентно-результативной учебной парадигмы. Целью статьи является рассмотрение сути и специфики феномена социальной компетентности в контексте ее развития в многопрофильном лицее. Представлена концептуально обоснованная субмодель социальной компетентности лицеиста, определены источники ее развития в учебном процессе, представленная параметрическая блок-схема определения состояния сформированности социальной компетентности лицеиста в учебно-воспитательном процессе. Перспективным направлением для исследования представляется управление развитием социальной компетентности субъектов в поликультурной образовательной среде.

Ключевые слова: социальная компетентность, источники развития, лицеист, социальный интеллект, компетентностное образование, компетентный, средовой и деятельностный научные подходы.

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SOCIAL COMPETENCE AS OBJECT OF DEVELOPMENT IN EDUCATIONAL PROCESS

Annotation. In the article of L.N. Kalinina and I.M. Ryabukha "Social competence as object of development in an educational process" the issue of the day of realization of maintenance and technologies of educating students in lyceum is considered in the context of competent and effective educational paradigm. The aim of the article is consideration of essence and specific of the phenomenon of social competence in the context of her development in a multi-field lyceum.

The conceptually reasonable submodel of social competence of student of lyceum is presented, the sources of this development are certain in an educational process, the presented self-reactance flow-chart of determination of the state of formed of social competence of student of lyceum is in an educational process.

Perspective direction for research is a management by development of social competence of subjects in a multicultural educational environment.

Keywords: social competence, source of development, lyceum student, social intellect, competence-oriented education, competent, environmental and activity scientific approaches.

Problem statement. Society, developing as a civil one, needs people capable to creative self-realization and co-operation in society; individuals able to productive cooperation in different social groups and teams. Therefore educational establishments, as open social-pedagogical systems and as components of society, are responsible for socialization of students and their social development on the basis of socially meaningful norms, social values and traditions [3; 4; 5; 6; 7; 13, p. 145].

Taking into account aforesaid, it is necessary to correct modern educational process in the lyceum of boarding type, to create conditions for development of social competence of its students.

Analysis of recent researches. Ideas, models and basic points of competence approach, methods of its introduction into practice of secondary education, theoretical comprehension of different approaches to analysis and understanding of competence essence as didactics' category of competency-based education are reflected in the works of modern Ukrainian and foreign scientists: I. Bekh, N. Bibik, I. Zimnya, L. Kalinina, V. Krayevskiy, D. Callahan, V. Lednyov, O. Lyashenko, N. Nichkalo, B. Oscarsson, M. Sadker, O. Savchenko, O. Sukhomlins'ka, O. Pometun, O. Topuzov, I. Ryabukha, Halazh, N. Chomsky, A. Khutorskoy, W. Hutmacher, S. Shishov, S. Sho and others [8; 10; 11; 12; 13; 14].

Philosophical fundamentals of individual social competence in the context of socialization, social development, social experience mastering, social subject-subject co-operation and interaction and others sociological and psychological approaches to solution of problem of lyceum student social competence forming

and development are represented in the works of G. Asmolov, A. Brushlinskiy, J. P. Dupuy, I. Zyazyun, L. Petrovs'ka, Ph. Perrenoud, O. Pryamikova, V. Romek, S. Selevko, L. Sokhan', H. Haste, V. Tsiba, V. Yadov.

Formulation of article objectives (problem). To expose essence and specific character of of social competence phenomenon in the context of its development in a multifield lyceum.

The main part. Study and analysis of scientific works show that there are different types of social competence – social-psychological, sociocultural, social-professional, social-labour, social-linguistic, social-communicative, existential, civil – representing a forming sphere, providing realization of social and socially-public activity; and they are just in aspect reflected in philosophy, social philosophy, sociology, pedagogics, linguistics, sociolinguistics, linguodidactics in the context of our research subject. Thus, grounding on the analysis of essence and concepts of the social competence types we can understand them sustatially and structurally interconnected. Considering them to be the «cells of the coordinate directed space of social reality», we shall designate schematically their connection as the centred circle with research concept «social competence of lyceum student» in the centre.

Sharing the point of view of the most Ukrainian educationalists, we examine the social competence of lyceum students as a characteristic of educational process' result and as difficult integral formation of personality; holistic and dynamic system of cognitive, activity and personality features.

Social competence of lyceum student (SCLS) we shall understand as integral property of personality, represented by the system of personal traits and features, capabilities and socially meaningful faculties providing accordance of individual to his social group and determines the achievement of successful realization of own and publicly meaningful aims in heterogeneous society.

Keeping to logic of scientific search we shall find out the structure of the concept «social competence» in the marked context. Application of competence approach made it possible not only to consider concept «social competence of a

lyceum student» in the procedure-personal field but also provided taking into account of most parameters of lyceum students' studies result and their general development. Such approach allows us to examine SCLS as constituent of educational process and as its result in such aspects: studies, education, communication and self-realization. In accordance with it the structure of the indicated concept can be designated schematically as a two-dimensional matrix (table.1).

Table 1

Matrix of structure of concept «social competence of a lyceum student»

Procedural plane	Effective plane
Cognition of Universe and self-cognition	Knowledge, abilities, skills
Activity in all of its kinds	Experience
Communication, co-operation with surroundings	Values, relations

Adhering to the views of J. Raven [12, p. 157] that competence consists of cognitive and highly emotional components, experience and habits, we shall distinguish such components in the content of SCLS:

- cognitive, related to self-cognition and cognition of other people, ability to understand features, interests, necessities, notice the changes of mood, emotional condition;
- motivational that includes attitude to another human being as to the greatest value, display of kindness, attention, help, caring, mercy;
- activity, related to the choice of communication methods, scenarios of co-operation and standards of behaviour adequate to the situation.

Summarizing scientific work [9; 14], of home and foreign scientists, and also points that a man is the subject of communication, cognition and labour (according to the theory of B. Ananyev), and personality appears in the relation system toward himself, other people, society, labour (according to the theory V. Myasishchev) [3], we shall determine that three constituents are included in the structure of social

competence of a lyceum student containing, in their turn, such elements: 1) personal – traits and qualities of an individual; 2) activity – capabilities, potential readiness of personality; 3) cognitive – socially necessary knowledge, abilities and skills. Obviously these approaches to the structuring of the notion «social competence» almost agree with each other. We shall recreate the components' generalized combination in the content-structural submodel of SCLS, and interconnections of all parameters we shall represent in such a way (table 2).

Table 2.

Flow-chart of content-structural submodel of social competence of a lyceum student

Social competence of a lyceum student						
Cognitive constituent			Activity constituent		Personal constituent	
Knowledge	Ability	Skills	Experience	Capabilities	Psychophysiological qualities	Traits
1) About yourself: character traits, state of health, features of development	To understand the world and place in it, to analyse, to do estimations	Pan-educational	To develop and realize the personal plans (projects) for the future		Social intellect	World view position
	To formulate	Communication	To protect own interests		Mental abilities	Flexibility
	Determine the personal roles in society, to design, to foresee	Keeping of capacity for work	To undertake responsibility		Value orientations	Social status, social activity
	To work out problems and tasks		To apply knowledge			Insistence
2) About other people and methods of their co-operation	To work in a team, co-operate	Mutual understanding	To cooperate, to carry out different social roles		Persuasion and relation	Empathiveness
	to communicate		To care of rights, interests and necessities of others			Communicability
3) About the	To do choice		To act in		Motivation of	Mobility

surrounding world:			accordance with a situation	activity	
methods of activity and methods of correction of errors	To take decision and be responsible for them	To operate autonomously	To design strategies of development of own life		Responsibility (for yourself and for others)
	To be responsible for yourself	Reflections			Openness to the world

We shall make more detailed consideration of the parameters of social competence of a lyceum student indicated in the submodel.

1. In the element «knowledge» we have distinguished fundamental information that gives students an opportunity to understand basic conformities to law of the social mode and co-operation of society members and different public structures in standard and non-standard situations. Leaning on the «four posts» defined by Jacques Delors in the lecture of international commission on education for XXI century «Education: the hidden treasure» (in 1996): to learn to cognize, to learn to do, to learn to live together, to learn to live [2, p. 37], we shall distinguish such positions: knowledge about yourself, other people and surrounding world as the basis of what an individual must «learn to do in order to get not only professional qualification, but, in more wide context, – a competence that gives an opportunity to get along at different numerous situations and work in a group» [2, p. 37].

It should be noticed that synthesis of the given individually-personal qualities and socially meaningful features of an individual, to our mind, presents basis of experience of the special type, necessary for successful realization of a person in society. It is experience of vision of the world and yourself in the world, experience allowing not only to carry out personal functions, to master norms and rules of social co-operation but also to perform selfdevelopment being in harmony and dialogic connection with the world, to perform selfrealization successfully.

2. In the element «ability» such socially meaningful personal qualities of a lyceum students are distinguished:

- understanding of activity aim (in the first turn – educational-cognitive), values and convictions of others;
- the independent founding of information in any situation;
- analysis of objects, relations and phenomena, selection of the main one (characteristic signs), establishing of cause-and-effect connections;
- formulation of problems and prognoses (in particular in relation to the results of own activity), conclusions;
- estimation of situations (educational in particular), accordance of selected facilities and methods to the aims and results of activity;
- choice of the variant adequate to the situation (to the problem);
- determination of limits of action of subjects and social structures (estimation of competence sphere);
- autonomous action in different life situations;
- individual decision-making and responsibility for it;
- planning of activity, prognostication of its results and foresight of consequences;
- satisfaction of own necessities and desires, necessities of others leaning on public norms (the use of different facilities for solving of life situations).

3. In the element «skills» we shall pay attention to such elements of cognitive and practical character: paneducational – those that are the basis of many types of educational-cognitive and practically orienter activity (writing, calculating, reading, listening); interpersonal communication (manner of speaking, listening, understanding); maintenance of the health and keeping of level of capacity; reflections.

4. To the group of elements of «capability» and «experience» such positions are included:

- implementation of functions of state citizen, realization of different social roles (family and society member, student, consumer and others like that);

- perception of itself as a part of general society and a certain social group with all privileges and duties (to function in socially heterogeneous society);
- application of knowledge – subject (academic and profile) and pan-subject, languages and symbols;
- the successful co-operation with others – an adequate estimation of reality, comparison of yourself with others, collaboration, conflicts solving;
- realization of own plans – an action in a definite situations and general context.

5. To the element «Psychophysiological qualities» of personal component of SCLS we have taken: mental abilities; social intellect; value orientations – for yourself (sense and way of life), for society; attitude toward subjects and objects of surroundings, public activity and social development; convictions as display of emotionally-volitional sphere of personality; motivation to socially meaningful activity.

6. In an element «personality traits» we have distinguished:

- initiativeness (public activity), social flexibility and mobility, empathiveness (tolerance), communicability, responsibility.

It should be marked that such structure of social competence of a lyceum student includes psychophysiological and activity descriptions of a student, development and actualization of that – transfer from the potential stage «capacity» to the actual stage «readiness» – will allow to be successfully realized in society (the nearest and remote ones). To our mind, following such chart it is comfortably to carry out monitoring of activity (educational-cognitive, publicly-active, creative) of a student as a full-fledged member of society, that attained the sufficient level of realization of mechanisms of own behavior management and worked out the own methods of co-operating with society for the achievement of balance between the necessities and requirements of social reality.

Thus, social competence of a lyceum student, presented in the given method, shows itself in adequacy of co-operating with age-mates, adults, groups, collective, society; it is based on knowledge of general sociocultural norms and rules and

knowledge about how these rules can be used in definite situation of co-operating with surroundings; it is reflected in possessing abilities and skills of integration in society through the mechanisms of self-regulation (state of capacity); it can be seen in capabilities to control behaviour and be responsible for it; it is exhibited through the willingness to search the ways of safe solving of temporal problems through actualization of personal resources.

Having the aim of simplification of evaluation procedure of the state of moulded social competence of a lyceum student, we shall do such generalization of parameters of SCLS in accordance with the content-structural submodel (table. 3) offered by us.

Table 3

Parametric flow-chart of determination of the state of moulded social competence of a lyceum student

Cognitive constituent	Personal constituent	Activity constituent
<ul style="list-style-type: none"> - knowledge - ability - skills - experience 	<ul style="list-style-type: none"> - mental development - social intellect - general and special capabilities - value orientations - convictions and relation - motivation of activity 	<ul style="list-style-type: none"> - social status - social role

Among the parameters, presented in this flow-chart, we shall distinguish concept «social intellect», as it provides realization of natural capabilities of students (in aggregate with mental intellect) success of their educational-cognitive activity and social integration.

In the most generalized kind social intellect is understood as integral intellectual ability of personality, that determines success of its communication and social adaptation, that combines and regulates the cognitive processes related to the reflection of social objects (a person as partner for a communication or group of people) [1]. To the processes forming this concept social sensitiveness, social perception, social memory and social thinking are taken.

Social intellect is cognitive basis of social competence, as it assumes ability of a man to forecast the actions of other people in different life situations taking into account their verbal and nonverbal displays, to understand and adequately estimate yourself and your actions, actions in relation to surrounding. It provides understanding of acts and actions, use of language, and also nonverbal behaviour (gestures, mimicry) of people, adequacy and efficiency of interpersonal co-operation, combining and regulating the cognitive processes related to the reflection of social objects. Social intellect determines apparent for this very time, neuropsychic state and social environment factors, level of adequacy and success of social co-operation, and also allows to save it in the conditions that require concentration of energy and resistance to emotional forces, to psychological discomfort in stress, emergencies, crises of personality [1].

In ontogenesis social intellect develops later than emotional constituent of communicative capabilities – empathy. Its forming is stimulated with beginning of school studies, when, with the widening of round of relations, a child develops sensitiveness, socially perceptual capabilities, ability to empathize without direct perception of feelings, ability to accept the point of view of another person, defend the own opinion. As social intellect contains different psychological and pedagogical categories describing mental and practical activity of personality, we shall consider it as the fundamental parameter (measure that reflects essence) of social competence.

Conclusions. It is found out, that world science does not have yet common point of view in relation to essence of the phenomenon «social competence of a student» and only in some cases there takes place search of methods of development of the social thinking and social maturity of teen-students.

It is ascertained that the normatively-legal base of the system of secondary education contains insufficiently clear requirements to forming and development of SCLS during educational process at secondary educational establishments, there are no recommendations concerning introduction of the programmatic-methodical provision and reasonable criteria of social development evaluation of lyceum

students and social competence as its base. It grounds for a conclusion, that scientific development of the outlined problem required the system detailed study and that is why it was chosen as the subject of investigation.

Author's determination of social competence of a lyceum student is formulated in accordance with the norms and values accepted by society. It is integral characteristic of personality, aggregate of personality traits and qualities, abilities and capabilities that provide accordance of individual to his social category («activists», «passive», «aside» «leader», according to valid methodology of sociometry of student's collectives by O. Kirichuk), determines the achievement of own, socially meaningful aims (chosen independently and determined outwardly) and successful self-realization in heterogeneous society. The notion «social competence of a lyceum student» is difficult, multi-layered and multicomponent, dynamic; in time, under the action of different factors its content and structure change.

The presented content-structural submodel of SCLS shows that the directed changes (development) should take place in accordance with the psychological laws of personality development of an individual and conformities to law of mastering of activity, in particular educational-cognitive and creative in their co-operation. The offered matrix of structure of SCLS allows to specify the task of development of social competence of a lyceum students and define the result of lyceum educational process in such categories, as: knowledge, ability, skills, experience, values and motivation; to define the types of leading activity of lyceum students.

Among the structural elements of social competence of a lyceum student we have distinguished: knowledge as instruments of activity, life skills, special ways of thinking, communicative-organizational capabilities, ability to realize, estimate and be responsible for the consequences of the actions. Taking it into account, mastering of knowledge about the sociocultural norms of society, gaining proficiency in social roles and norms of interpersonal relations, piling up of social and life experience are defined as the main ways of developing social competence.

In author's interpretation development of social competence of a lyceum student is understood as the purposeful pedagogical guided process of changes of parameters of social competence due to creation by the subjects of educational process organizationally-didactic and socialpsychological conditions for achievement of new quality level of its state that takes place within such development stages: potential, axiological, transforming. Generalizing scientific approaches concerning classification of degrees of social competence development, the level of moulded social competence of a lyceum student we shall consider as the functional state that can be determined by means of chosen criteria.

The source of development of social competence of lyceum students are contradictions between the outer and internal world of personality; between the level of aspirations of personality to certain social roles or desirable social activity and the real personal and social environmental possibilities for their self-realization. Motive force of development is motivation of students' achievements as measure of accordance of their necessities to possibilities, expectations and real achievements in educational-communicative, publicly useful and personality-role-play spheres.

Foundation for development of social competence of a lyceum student is defined to be mastering of certain type of activity; the planes of development – cognitive (cognition of itself and the world), spiritual (forming of values, motivation, persuasions) and creative (display of creative work in different types of activity) constituents; priority approaches – personality oriented, environmental and activity.

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