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**STUDENT'S SOCIAL COMPETENCE CONCEPT DEFINITION AND INTERPRETATION****ОПРЕДЕЛЕНИЕ И ТОЛКОВАНИЕ ПОНЯТИЯ СОЦИАЛЬНАЯ КОМПЕТЕНТНОСТЬ СТУДЕНТА****Ostapenko S.A. / Остапенко С.А.***s.ped.s. / к.пед.н.*

ORCID: 0000-0002-3915-4854

**Udovichenko H.V. / Удовіченко А.М.***s.ped.s. / к.пед.н.*

ORCID: 0000-0003-3731-0857

*Donetsk National University of Economics and Trade, Kryvyi Rih, Tramvayna, 16, 50005**Донецкий национальный университет экономики і торгівлі  
імені Михаїла Туган-Барановського, Кривий Ріг. Трамвайная, 16, 50005*

**Abstract.** *The purpose of the article is on the basis of a comprehensive analysis of the scientific literature to make an explication of the term "social competence of the student"; indicate the factors that prompted the genesis of social competence as a pedagogical and didactic phenomenon. It should be noted that in the positioning of the concepts of "competence" and "competency" we do not observe a single approach of scientists. The analysis and generalization of pedagogical approaches provides us with a basis for defining the social competence of the student as an integrated complex phenomenon that combines an adequate understanding of social reality at macro and micro levels, knowledge, focus on partnerships and cooperation with others, personal reflection, ability to social creativity.*

**Key words:** *competence, social competence, factor, abilities, contiguous*

**Introduction**

A large number of scientific works of domestic and foreign researchers are devoted to the problem of individual's various competencies building. The interest in this area of research is obviously due to the fact that the real situation of training in higher education does not meet modern requirements. Changes and improvements in the organizational and methodological framework of education in higher education institutions, determined by the involvement of Ukrainian educational system in European processes, have revealed significant gaps in the quality of training of future professionals. Among the many issues of theoretical and practical nature, issues related to the processes of socialization of young people in an educational, professional environment need to be urgently addressed. And these questions put "on the agenda" the problem of modern students' social competence building.

The purpose of the article is on the basis of a comprehensive analysis of the scientific literature to make an explication of the term "social competence of the student"; indicate the factors that prompted the genesis of social competence as a pedagogical and didactic phenomenon.

A number of monographs and dissertations (S. Bahteva, A. Guseva, N. Kodintseva, N. Kormyagina, O. Kozlova and others) are devoted to various aspects of learners' social competence building. Before analyzing the common and different in the modern interpretation of this term by scientists, let's clarify the definition of "competency" and "competenc" as ascending.



## Presentation of the research results

It should be noted that in the positioning of the concepts of "competence" and "competency" we do not observe a single approach of scientists.

If competency can be considered as a set of knowledge, skills, abilities obtained during training, which form a meaningful component of such training, then competence, according to A. Shchukin, means *properties, qualities of personality that determine his ability to perform activities based on obtained knowledge. and skills and abilities formed on their basis* [13, p.117]. For our study, this definition is the core. As O. Surygin notes, competence is a range of issues which someone is good at, has knowledge and experience. Competence is a property of the individual, which is based on competency [9].

The study of the genesis of the problem of individual's social competence building directs us to the study of the problem of dialectical unity of individual and collective, corporate in the formation of personality, including the personality of the future specialist (U. Knip, A. Mudrik, N. Rozhkov), ideas of social and pedagogical interaction. participants of the pedagogical process (O. Bodalyov, V. Kan-Kalik, G. Kovalev, O. Tsokur and others).

According to K. Abul'hanova-Slavskaya, E. Eriksson, O. Lebedev [1], social competence is understood as the ability of a person to solve problems (individual and collective) effectively in the process of interaction with society, due to personal qualities and level of awareness. Among the factors that prompted the occurrence of social competence as a pedagogical, didactic phenomenon, scientists define:

- aging of educational information before the completion of the training process of the future specialist in higher education;
- factors of globalization, which require from the individual fruitful productive interaction with people of different socio-cultural preferences, nationalities, religions, mass of education, the need for lifelong learning.

The views of modern researchers such as S. Bahteeva and A. Guseva coincide in the fact that social competence is an integral personal formation, which combines a valuable understanding of social reality, categorical specific social knowledge, acting as a guide to activities, subjective ability to self-determination and rule-making, personal ability to implement social technologies in the main spheres of human activity.

Close to the above is essentially the definition of social competence, which provides V. Nikitin, for whom human social competence is building sociality as a person's ability to interact with the outside world effectively and productively [8]. M. Galaguzova and V. Bocharova believe that social competence as a pedagogical and sociological phenomenon is in the social pedagogy research field and define independently the direct connection of social competence with social work, introducing the concept of "social assistance" [11, p. 14]. According to V. Bocharova, it is necessary to form the social competence of a teacher "in order to form a personality adequate to the requirements of modern society" [11, p. 14].

The activity aspect of the phenomenon under study is emphasized by O. Kolobova, who considers the concept of social competence as the readiness of the future specialist to demand and professionally competent action (solving socio-



professional problems) on the basis of existing special skills: goal setting, structuring, regulatory and practical. The scientist analyzes the age specifics of the social competence building, focusing her research on graduates of classical university [3].

For the modern Russian educator and linguist A. Shchukin, social competence is the ability to establish fruitful communicative relationships with other subjects and is determined by needs, motives, a certain attitude to communication partners, as well as self-esteem [13, p. 316]. Social competence requires from a person to be able to navigate in a social situation and manage it.

Ukrainian researchers N. Bibik, L. Vashchenko, O. Lokshina, O. Ovcharuk emphasize the abilities that are decisive for social competence [2, p. 85]. They state that social competence involves the following abilities:

- analyze the mechanisms of functioning of social institutions of society, determining their own place in them, and design strategies for their lives, taking into account the interests and needs of different social groups, individuals in accordance with social norms and rules of Ukrainian society and other factors;
- cooperate with various partners in the group and team productively, perform various roles and functions in the team, show initiative, maintain and manage their own relationships with others;
- apply technologies of transformation and constructive resolution of conflicts, reaching consensus, take responsibility for decisions and their implementation;
- jointly define the goals of activities, plan, develop and implement social projects and strategies of individual and collective actions;
- determine the purpose of communication, apply effective communication strategies depending on the situation, be able to adjust emotionally to communicate with others [2, p.85].

Exploring the specifics of building social competence of students of economic and managerial specialties, N. Kormyagina writes that social competence plays a leading role where people interact, cooperate with each other (in the family, school, institute, industry, society as a whole). It decisively determines the success of the work of a leader, teacher, people whose future profession is defined as socionic (the one that is aimed at communication and interaction with others). The scientist believes lack of social competence produces pedantry, inability to control oneself, inflated demands (on oneself and others), etc. [5].

N. Lyakhova expresses an interesting view on the essence of social competence: the scientist studies the social competence of students of higher pedagogical educational institution and concludes that the social competence of a student can be interpreted as a conscious, adequate, positive attitude to oneself and others based on the implementation in the interaction of balance (equilibrium) between cooperation and confrontation. The content of social competence includes self-acceptance, adequate assessment of one's personality, self-control of behaviour and activity, personal reflection, acceptance of another person, recognition of his subjectivity, respect for others, communicative reflection [7].

The Russian researcher S. Racheva [10] connects the stable functioning of social



institutions, effective development and improvement of all spheres of human activity with the purposeful formation of a young person's social competence, seeing in it the tools of social regulation. When social competence is lacking, it is difficult for young people to adapt to the social environment, they, the scientist believes, are not able to "just perceive and evaluate it (environment) adequately, because, on the one hand, young people's need for self-determination, self-affirmation, self-improvement are stimulated by transformations occurring in society, and on the other – are limited by the lack of social support to determine their own place in the system of socio-professional relations" [10, p.5]. We do not fully share this statement, because we believe that the excessive social care of young people, hidden behind the rhetoric of "support" in reality is embodied in the inhibition of innovation, restraint of reformist tendencies.

Researchers of the history of social work K. Kuzmin and B. Sutyurin define social competence as a complex phenomenon in which human knowledge is organically combined. This knowledge is necessary for expanding one's worldview and for appropriate actions to change the conditions of one's existence in society and others, ways to implement the acquired knowledge to help others and means of forming a mentality [6].

L. Kryvshenko and N. Weindorf-Sysoyeva emphasize the activity-target aspects of social competence, believing that it is human social competence that is embodied in the directed practical and informational support of the processes of creative formation of individuality in a particular society, its social interaction.

Let's pay research attention to those types of competencies that are related to social one.

Exploring professional competence, V. Turchaninova interprets it as an integral quality of a specialist, characterized by the presence of special knowledge, skills, personal qualities, focus on social activities that determine the perception and effective implementation of powers that together represent competence [3].

The subject of many psychological studies is socio-psychological competence (A. Astahov, A. Rybakova, L. Podoliak, I. Yurchenko), which is interpreted as:

- as the ability to carry out professional activities and communication effectively, guaranteed to achieve a positive result in interaction with clients (at the lowest cost on both sides and in the short term) (A. Rybakova [12]);
- as the ability of an individual to interact effectively with others in the system of interpersonal relationships (A. Astahov E. Ramatsevich).

It is determined that the formation of this type of competence is influenced by the content of educational activities, which should be as close as possible to professional, actualization of internal activity of students, use of different methods of psychological training, personal interest of teachers in the educational process and a high level of readiness for professional activity, which is defined as an integrated indicator of successful professional development of a specialist in the process of learning in higher education [12].

Linguodidactics explores socio-cultural competence and competency – "a set of knowledge about the country of the language under study, national and cultural features of social and linguistic behaviour of native speakers (competency) and the



ability to use such knowledge in communication, following habits, rules of behaviour, etiquette, social conditions and stereotypes of native speakers' behaviour (competence)" [1, p. 316]. The content of such competence is presented by linguists in the form of four components:

- a) socio-cultural knowledge;
- b) the experience of communication (choosing the appropriate style of communication, the correct interpretation of cultural phenomena);
- c) personal attitude to the facts of foreign culture (including the ability of a person to overcome and resolve socio-cultural conflicts in communication);
- d) ability to apply ways to use the language [13].

The phenomenon of social-perceptual competence is studied by scientist A. Fatihova [4]. In her research, the scientist, based on the recommendations of A. Markova, characterizes it as a complex personal formation that is developed in the process of professionalization, determines the representation in the mind of personality traits, behaviour, emotional state, and the ability to structure knowledge, perceiving the personality of the talker adequately. The effectiveness of actions aimed at building this type of competence, the scientist associates with the use personality-oriented technologies in the holistic process of training, the priority of subject-subjective relationships, the development of reflective personality, engagement of students in the socially active learning context.

Thus, as it can be seen, axiological, praxiological and personality-oriented approaches (directions) are chosen as the basis for allocation of features of the definition of "social competence" by leading domestic and foreign scientists. This allocation is quite relative, because the definitions of social competence provided by scientists, are often combined and activity, axiological, personal factors are intersected.

### **Conclusions**

The analysis and generalization of the above approaches provides us with a basis for defining the *social competence of the student as an integrated complex phenomenon that combines an adequate understanding of social reality at macro and micro levels, knowledge, focus on partnerships and cooperation with others, personal reflection, ability to social creativity.*

Adequate understanding of social reality at the macro level boils down to understanding, individual balanced, reasoned judgment about the main social processes and events taking place in the country, our region, and the requirement to understand social reality at the macro level reflects the nature of students' relationships with the immediate environment. The general definition of social competence is concretized in the course of concretization and description of the structure of the phenomenon under study.

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***Аннотация.** Цель статьи – на основе комплексного анализа научной литературы дать экспликацию термина «социальная компетентность студента»; указаны факторы, способствовавшие возникновению социальной компетентности как педагогического и дидактического феномена. Отмечено, что в позиционировании понятий «компетенция» и «компетентность» не наблюдается единого подхода ученых. Компетенцию можно рассматривать как совокупность знаний, навыков, умений, полученных в процессе обучения, которые составляют значимый компонент такого обучения, тогда под компетентностью понимаются свойства, качества личности, определяющие его способность выполнять деятельность на основе полученных знаний и сформированные на их основе навыки и умения. Изучение генезиса проблемы формирования социальной компетентности личности направляет нас к изучению проблемы диалектического единства индивидуального и коллективного, корпоративного в формировании личности, в том числе личности будущего специалиста, идей социально-педагогического взаимодействия участники педагогического процесса. Анализ и обобщение вышеперечисленных подходов дает нам основу для определения социальной компетентности студента как интегрированного комплексного явления, сочетающего в себе адекватное понимание социальной реальности на макро и микроуровнях, знания, ориентацию на партнерство и сотрудничество с другими, личная рефлексия, способность к социальному творчеству. Адекватное понимание социальной реальности на макроуровне сводится к пониманию, индивидуальному взвешенному,*



*аргументированному суждению об основных социальных процессах и событиях, происходящих в стране, нашем регионе, а требование понимания социальной реальности на макроуровне отражает природу отношения студентов с ближайшим окружением.*

**Ключевые слова:** компетентность, социальная компетентность, фактор, способности, смежность

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