

The genesis of identification and development of the problem of formation of the social competence of the future teacher

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Paper received 25.08.17; Accepted for publication 30.08.17.

Abstract. The problem statement of the genesis of identification and development of the problem of formation of social competence of future teachers is that social competence is formed as a part of social and reflexive competence. The social reflection of the future teacher should be understood as a demonstration of social and reflexive competence that is an integral unity of the social and reflexive competence development during the implementation of potential types of professional and pedagogical activities that are related to the ability and willingness to accept society, to aware one's transforming role in it through the subject-to-subject interaction with students and other members of the educational process, and also to improve it effectively and constantly on the cyclic and reflexive basis.

Keywords: *competence, social competence, identification, development, personality, society, learning process, specialist, higher institution, future teacher.*

Such scholars as S. Bakhteyeva, A. Huseyeva, N. Kordintseva, A. Kozlova, N. Kormyagina and others made a great impact in the research of the social competence of the individual (a high schooler or a student). Their works are devoted to various aspects of the social competence formation of those who study.

The object of the study suggested is to describe at the general level the results of the study of genesis of the identification and development of the problem of forming the social competence of the future teacher as a component of the lower hierarchical order in the integral unity with the reflexive competence in reference to the socio-reflexive component as a demonstrative characteristic of the social reflection of the future teacher.

Social competence should be understood as the ability of a person to solve individual and collective problems effectively in the process of social interaction, due to personal qualities and level of awareness. K. Abulkhanova-Slavskaya, E. Eriksson, O. Lebedyev specified the factors that prompted the appearance of the social competence as a pedagogical and didactic phenomenon:

- the rate with which the educational information becomes outdated before the process of future specialist's education in a higher school is accomplished;

- the factors of globalization, which require from the individual the meaningful and productive interaction with people of different social and cultural preferences, nationalities, religion, mass education, and the need for lifelong learning.

I. Zymnya notes that "generally all competencies are social since they are emerged and formed in the society. They are social by their content, they appear in this society" [1, p. 11]. Other researchers have the same point of view. Thus, A. Mazurenko emphasizes that the complexity of social relations require the mastering of a wide spectrum of social knowledge and abilities related to one's attitude to the surrounding world, society, immediate circle [2, p. 86]. But I. Zymnya distinguishes the notion of social competence in the narrow sense, that is, those that characterize more closely the one's interaction with society, social environment, and other individuals, such as public health, civic, informational and technological, communication and social interaction competencies [1, pp. 12-13]. According to I. Zymnya, competencies that

are related to the interaction of a person and the social sphere consist of:

- the competence of social interaction: with society, community, co-workers, family; conflicts and their settlements; cooperation, tolerance, respect and perception of others (race, nationality, religion, status, role, gender), social mobility;

- the competence in communication: oral, written; dialogue, monologue, creation, and perception of the text, knowledge, and following of traditions, rituals, ethics; cross-cultural communication; business correspondence, case management, business language, foreign language communication, communicative tasks, the level of influence on the recipient.

S. Bakhteyeva and A. Huseyeva believe that social competence is an integral personal formation, which combines a valuable understanding of social reality, specific categorical social knowledge, acting as a guide to action, a subjective ability to self-determination and rule-making, personal ability to realize social technologies in the leading spheres of human activity.

V. Nikitin describes the social competence of a person as the ability of a person to effective and meaningful interaction with the surrounding world. M. Halahuzova and V. Bocharova believe that social competence as a pedagogical and sociological phenomenon is in the field of study of social pedagogy. They determine independently of each other the direct connection of social competence with social work, introducing the concept of "social assistance". According to V. Bocharova, the formation of the social competence of the teacher should be done in order to form a person that satisfies the requirements of modern society.

O. Kolobova considers the concept of social competence as the readiness of the future specialist's personality for a demanded and professionally competent action (solving social and professional tasks) on the basis of existing special skills: goal-setting, structuring, regulatory and practical skills. She specifies her analyses on the age of the formation of the individual's social competence, focusing on the graduates of the traditional university [5].

A. Shchukin narrows the social competence down to the ability to establish meaningful communicative relationships with others. It is defined by the presence of

needs, motives, a certain attitude towards communication partners, and self-esteem [6, p. 316]. Social competence requires a person's ability to navigate and manage the social situation.

N. Bibik and other Ukrainian scholars emphasize the abilities that are crucial for social competence, they underline that social competence involves the following abilities:

- to analyze the mechanisms of the functioning of social institutions of society, defining their own place in them, and to design strategies of their life taking into account the interests and needs of different social groups, individuals, in accordance with social norms and rules existing in the Ukrainian society, and other factors;

- to work successfully with different partners in the group and team, to perform various roles and functions in the team, to be proactive, to maintain and manage their own relationships with others;

- to apply technologies of transformation and constructive conflict resolution, to reach a consensus, to take responsibility for the taken decisions and their implementation;

- to define goals, to plan, to develop and implement social projects and strategies of individual and collective actions jointly;

- to determine the purpose of communication, to apply effective communication strategies depending on the situation, to be able to adjust emotionally to communication with others [7, p. 85].

Researching the specifics of the formation of students' social competence in economic and managerial specialist area, N. Kormyahina notes that social competence is at the forefront of spheres where people interact, cooperate with each other (in the family, school, institute, industry, society as a whole). It determines the success of the work of the head, teacher, people whose future profession is defined as socialistic (in fact, which is aimed at communicating and interacting with others). It is believed that lack of social competence produces pedantry, inability to possess oneself, exaggerated demands (to oneself and others), etc. [8].

N. Lyakhova understands the essence of social competence of a student as the one that can be interpreted as a conscious, adequate, positive attitude of a person to oneself and others, which is based on the interaction of balance between cooperation and confrontation. The content of social competence includes self-acceptance, an adequate self-feeling, self-control of behavior and activities, personal reflection, the acceptance of others, recognition of their subjectivity, respectful attitude to others, communicative reflection [9].

S. Racheva associates the stable functioning of public institutions and efficient development and improvement of all spheres of human activity with the purposeful formation of social competence of a young person, considering one to be a tool for public and social regulation. If young people are lack of social competence, it becomes difficult for them to adapt to the social environment, they cannot easily perceive and evaluate the environment as, on the one hand, the need of young people in self-determination, the desire for self-esteem and self-improvement are inspired by transformations in society, and, on the other hand, they are limited to the lack of

social support in determining their own place in the system of social and professional relationships [10, p. 5].

Exploring the history of social work, K. Kuzmin and B. Sutyurin define social competence as a complex phenomenon in which human knowledge needed to expand their own understanding of the world and for the appropriate actions to change the conditions of existence in society for them and others, ways of implementation of knowledge received to help others, and means of mentality formation are organically combined. [11]

L. Krivshenko and N. Vaindorf-Sysoyeva emphasize the activity and purpose aspects of the social competence, considering that the social competence of a person is realized in the practical and informational support of the processes of creative development of individual in a particular society, promotes self-organization and self-realization of the individual in different living spaces of one's social interaction.

Vim Slot and Khan Spaniard define a number of commitments to a particular age group in their model of social competence. The main measurement parameter is a commitment. Commitments are demands that are made by the society to the individual. Competence is the balance between age-related tasks and the presence of basic skills necessary to solve essential problems [13, p. 69]. The commitments of the individual for each period of age, which means the need for a differentiated and flexible approach to the study, formation, and measurement of social competence of the individual. It should be noted that this model is very popular when using questionnaires for teenagers and their parents, for the application of a visual psychological diagnosis of the formation of a level of social competence, but does not allow determining the level of cognitive and motivational components of the social competence formation.

Social competence is a multifaceted characteristic of an individual, which is multi-component and covers the whole complex and depth of the functioning of the individual in society. An individual is a purely social creature and the format of social competence covers both social motives, knowledge, skills necessary for successful interaction with the surrounding social environment, as well as the state of health and self-acceptance of the personality of oneself in an ever-changing society. From this perspective, social competence implies both an adequate level of ability to build partnerships, cooperative capabilities, as well as a sufficient level of conformity in order not to violate the requirements of society. Social competence requires a person to be principal, to be able to defend one's own opinion, to withstand undesirable influence on the one hand, and to be tolerant, to be able to adapt, and moreover, to act effectively in ever-changing social conditions on the other hand. Social competence requires both rather high level of optimism that raise a belief in the success of a seemingly unrealistic and hopeless action as well as the sufficient level of pessimism that allows to really appreciate oneself and one's knowledge in order to avoid excessive euphoria and, most importantly, to eliminate gaps in knowledge and skills that slow down the action. Social competence requires both the preservation of the proprium as well as the ability not to neglect, but to respect social norms and the rights of other people. All these mean that the phenomenon of the social competence

has a situational nature. Thus, the formation, identification, and development of social competence is the revelation of the life potential of the individual.

According to O. Pryamikova, social competence as an aspect of individual consciousness is responsible for building the social relations of all levels by an individual, from the family to politics. Social competence is a set of alternative components necessary for the realization of one's goals in society, partly tested on one's own experience.

Social competence may be divided into two parts:

1) things that are perceived by an individual, accepted as a result of reflection, understanding, correlation;

2) things that are learned by an individual at the level of stereotypes and accepted as a guide to action [12, pp. 40-41].

The base morpheme of the term "competence" is the initial stem "compete", which means "know", "reach", "can", "answer".

According to S. Bahteyeva, these definitions reflect the essence of social competence in general terms:

- "know" - knowledge necessary for the implementation of social technologies; values that determine the use of knowledge and skills;

- "can" - means not only means of realization of knowledge but also the ability of a person of free and conscious self-determination both in the inner spiritual experience and in the external social reality;

- "achieve" - the ability to achieve the goals set within the law, morals, culture;

- "to respond" - the activity and behavior of the person meet the requirements of the state, society, family, professions, etc. Such responsibility is manifested in the ability of the individual to follow one's duties, rights, powers at the appropriate social and cultural levels [4, p. 18].

Some psychological and pedagogical research works reveal problems of formation of individual's professionalism, one's professional (including teaching) skills, development of personal qualities in the process of education and self-development in terms of higher educational institutions and lifelong learning. All these problems are synthesized in the "meta-competence" in the comprehensive notion. In this context, it is important to mention I. Zyazyun's point of view that "the focus of the competence approach is the relationship of expectations of future or realized professional activity with the functional characteristics of the subjects of this activity. Obviously, the "set" of competencies is not accidental, with all completeness and consistency it should reflect the total amount of tasks that may need to be solved in the course of professional activity; it should direct to "meta-competence" as an integral characteristics of a specialist who has necessary capabilities for solving a variety of professional tasks (in the context of the ongoing research of professional pedagogical activity). [3, p. 43-44]. So,

meta-competence should be understood as the highest level of the professionalism achieved by a specialist that is based on acmeological principles (creativity as the most important way to achieve the highest level of professionalism, turning one's focus towards improving the society, etc.); a synergetic approach (self-organization of different systems, the formation of professional skills in an interdisciplinary context, nonlinear approach to mastering the cultural experience of society, the phenomenon of self-transmission etc.); axiological methodology (formation of value orientations, of the variety of mindset points that include universal moral principles ideological guidance range for the consideration of and positive ethical modern age guidelines); andragogical approach (explains the development of professional skills throughout life, improving one's own professionalism at all stages of life). That means that within the competence approach and its theoretical foundations the categorical identity of other approaches enables us to approach in a consistent manner to understanding the essence of the concepts of professional competence of experts and personal professionalism.

In view of this, according to the results of research we may confirm that the genesis of the identification and development of problems of formation of social competence of future teachers, is the component of a lower hierarchical order in the integral unity of reflexive competence relating to social and reflexive competence as signs of social reflection expression of a future teacher. Social reflection of a future teacher – is the expression of social and reflexive competence as an integral unity of the social and reflexive competencies development during the implementation of potential types of professional and pedagogical activities related to the ability and willingness to accept society, aware of one's transformative role in it through the subject-to-subject interrelation with students and other members of the educational process, and improve it effectively and constantly on the cyclic and reflexive basis.

Social competence is defined as an integral personal formation, which combines valuable understanding of social reality, categorical specific social knowledge, acting as a guide to the activities (S. Bakhteyeva and A. Huseva); personal readiness of the future specialist for the demanded and professionally competent action on the basis of the existing special skills (O. Kolobova); the ability to establish meaningful communicative relationships with other subjects (A. Shchukina); complex phenomenon, which combines seamlessly human knowledge needed to expand one's own understanding of the mindset and for the appropriate action to change the conditions of existence in society for oneself and others, ways to implement the knowledge obtained to help others and means of forming the mentality (K. Kuzmin and B. Sutyryn).

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Генезис становления и развития проблемы формирования социальной компетентности будущего учителя

Т. Л. Опалюк

Аннотация. Актуальность исследования генезиса становления и развития проблемы формирования социальной компетентности будущего учителя заключается в том, что социальная компетентность формируется как составляющая социально-рефлексивной компетентности. Социальную рефлексию будущего учителя понимаем как проявление социально-рефлексивной компетентности, которая является интегральным единством развития социальной и рефлексивной компетентностей при реализации потенциально возможных видов профессионально-педагогической деятельности, что касается способности и готовности воспринимать социум, осознавать свою преобразовательную роль в нем через субъект-субъектное взаимодействие с учениками и другими участниками образовательного процесса, а также эффективно на циклично-рефлексивной основе константно ее совершенствовать.

Ключевые слова: компетентность, социальная компетентность, становление, развитие, личность, социум, процесс обучения, специалист, высшая школа, будущий учитель.