REVISTA **ESPACIOS**

Personal integration into society in the age of globalization and information technologies

Integración personal en la sociedad en la era de la globalización y las tecnologías de la información

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Content

ABSTRACT:

Introduction. Contemporary world needs socially effective professionals, who are ready to integrate themselves into modern reality, achieve new goals, improve their professional skills, make plans and be responsible for their choices. Research methods. The issue of individual social effectiveness (competitiveness) is an interdisciplinary one, which, in contrast to the issues of general and professional effectiveness, may be regarded as a relatively new trend. Approaches presented in modern literature allow formulating the basic description of the studied phenomenon and create a model comprising the following elements: 1) new skills and information, including data on current social reality; 2) psychological readiness and practical ability to interact with society, to form constructive relationship with relatives, colleagues, social organizations, etc. in various contexts; 3) a complex characteristic of an individual within the educational process; 4) the aim and the outcome of introducing special development programs in modern schools. Research results. Due to comparative analysis, the following components of social effectiveness were detected: personal, social, cognitive and axiological (value-related). Discussion. Active teaching methods were proved particularly fruitful in the process of developing social

RESUMEN:

Introducción. El mundo contemporáneo necesita profesionales socialmente efectivos, que estén listos para integrarse en la realidad moderna, alcanzar nuevos objetivos, mejorar sus habilidades profesionales, hacer planes y ser responsables de sus elecciones. Métodos de busqueda. El tema de la efectividad social individual (competitividad) es interdisciplinar, que, a diferencia de los problemas de eficacia general y profesional, puede considerarse como una tendencia relativamente nueva. Los enfoques presentados en la literatura moderna permiten formular la descripción básica del fenómeno estudiado y crear un modelo que comprenda los siguientes elementos: 1) nuevas habilidades e información, incluyendo datos sobre la realidad social actual; 2) preparación psicológica y capacidad práctica para interactuar con la sociedad, formar una relación constructiva con familiares, colegas, organizaciones sociales, etc. en diversos contextos; 3) una característica compleja de un individuo dentro del proceso educativo; 4) el objetivo y el resultado de la introducción de programas especiales de desarrollo en las escuelas modernas. Resultados de la investigacion. Debido al análisis comparativo, se detectaron los siguientes componentes de efectividad social: personal, social, cognitiva y axiológica

effectiveness. The author studied a manual "Simulated Company" at various educational levels as a system of operation techniques. Conclusion. It is highly recommended to regard individual social effectiveness within the competency approach including basic descriptions of competency, qualification and professionalism

Keywords: social effectiveness, active teaching methods, competency approach, manual Simulated Company, personal integration into society.

(relacionada con el valor). Discusión. Se demostró que los métodos de enseñanza activos son particularmente fructíferos en el proceso de desarrollo de la eficacia social. El autor estudió una "Compañía Simulada" manual en varios niveles educativos como un sistema de técnicas de operación. Conclusión. Se recomienda encarecidamente considerar la efectividad social individual dentro del enfoque de competencia, incluidas las descripciones básicas de competencia, calificación y profesionalismo.

Palabras clave: efectividad social, métodos de enseñanza activos, enfoque de competencia, compañía simulada manual, integración personal en la sociedad.

1. Introduction

The modernization of the education system had as a consequence changes in the education content, forms, methods and technologies, which caused a necessity to estimate the results of the education system functioning. In the pedagogical science and practice, talks about the quality suggest analyzing graduates' competences [Dmitrichenkova & Dolzhich, 2017; Milovanov et al., 2017; Sergeeva, Sinelnikov & Sukhodimtseva, 2018; Tatarinceva, Sokolova, Mrachenko et al., 2018]. *Social competency* is given special importance. It is considered to be one of the most significant indicators of specialists' professional competency in the sphere of economic, labor and social relations. Modern society urgently needs socially competent members, able to show high adaptability, ready for new tasks and innovations, interested in developing their professional efficiency, planning their future and ready to take responsibility. There is a need in specialists who are ready to accept new development concepts that suggest active interaction of the society members [Sergeeva & Nikitina, 2016; Sergeyeva, Ippolitova et al., 2018; Sukhodimtseva et al., 2018]. The society wants its competitive citizens to be able to influence the system of management and develop this attitude as a part of social conscience.

Social competency implies that the person, first of all, considers him-/herself to be a society member; possesses the system of ethical and moral standards typical for the society; recognizes the necessity to orient all his/her activity on the benefit of the society; takes social responsibility for the consequences of his/her actions [Bourina & Dunaeva, 2017; Micheeva, Popova & Ignashina, 2017; Sergeeva, Komarovskaya et al., 2018]; interacts with other society members; is prepared for a flexible role shift; is ready for changes and able to influence the process of changes in interpersonal relationships; strives and is able to gain public interest in his/her professional and social activity [Mukhin et al., 2017; Wang et al., 2017; Sergeeva, Sokolova et al., 2018; Samokhin et al., 2018]; aspires to balance his/her professional and social status with individual characteristics.

2. Research methods

Literature analysis allowed defining *competency* as an integral personal-professional quality of an individual who has completed a certain level of education, which: 1) is expressed through the individual's preparedness and ability for a successful, productive and effective activity, with its social significance and social risks taken into consideration, on the basis of the received education; 2) ensures efficient interaction with the surrounding world with the help of corresponding competences [Tatarinceva, Sergeeva et al., 2018; Neverkovich et al., 2018].

Most researchers agree that the content of any competency contains: a) knowledge about the activity; b) the skill of flexibility within the situations of this activity; c) the skill to estimate one's own resources and the others' resources, to set tasks and find their adequate solutions; d) the experience of operations with tools; e) developed intuition, reflection and empathy [Sergeeva, Flyagina et al., 2017].

Despite rather a short period of scientific interest in the social competency phenomenon, several approaches have been established in pedagogical literature by now, which allow

determining key characteristics revealing the essence of this phenomenon and can help to build its model: a) a complex of social knowledge, skills, personal awareness of social processes; b) social interaction, personal ability and readiness for it, the skill to build relationships with other people and social organizations in the real life and work situations; c) a personality's integral characteristic, which is formed in the process of education; d) the goal and the result of implementing special developing and educating programs in educational establishments [Tatarinceva, Sokolova, Sergeeva et al., 2018].

In Russia, assistance in the social competency development is still insufficient, despite the fact that in educational institutions, the infrastructure of support services has been actively developed in the past time, conceptual bases and variable models of their activity have been elaborated, a methodical base of pedagogical support has been accumulated and a special mechanism of interaction between the participants of the educational process – i.e. support aimed at students' personal development – is being built. The pedagogical support model of teenager social competency development has not been elaborated yet, the support services are not equipped with social technologies of educational environment enhancement focused on social competency development.

In foreign science, more attention is given to the problem of social competency. In their definitions, the range of components included in the structure of social competency is rather large: the ability of an individual to solve different problematic situations effectively and adequately; an individual's everyday efficiency in his/her interaction with their environment; achieving certain social goals under specific social conditions, with appropriate means used and positive progress made, etc.

The German psychologists W. Pfingsten and R. Hintsch define social competency as a command of cognitive, emotional and motor behavior modes, which in certain situations lead to a long-term advantageous correlation of positive and negative consequences [Sergeeva, Bedenko et al., 2018].

H. Schröder and M. Vorwerg believe that the structure of social competency comprises four personal properties: 1) sociability – an individual's communicative potential; 2) determination to create relationships – readiness for communication; 3) influence – the property including the ability to persuade (the power of influence); 4) "ego-conception" – cognitive-emotional image the center of which is self-esteem [Sergeeva, Bedenko et al., 2018].

In our research, we adhere to the position that *social competency* can be defined as social skills which allow a person to adequately follow the norms and rules of the society life. That is the reason why from the content point of view *social competency* is often seen as an active, self-motivated and constructive personal position in the society life, participation in the current events and personal responsibility for it, the desire to improve one's personal life. Thus, *social competency* is a personal property which integrates personal social experience on a certain age level; cognitive, moral-ethic, personal characteristics which allow realizing an active life position and taking responsibility for the activity and behavior.

3. Research results

The comparative analysis of the notion *social competency* allowed us to establish the components of social competency: the personal component, the social component, the cognitive component, the axiological component.

The personal componentincludes the ability to gain knowledge about the world and oneself, to take care of oneself and of others, to build relations with the society and surrounding people. ***The social component***includes social experience accumulated in the course of life while solving different conflict situations. ***The cognitive component***comprises *social knowledge* (knowledge of other peoples' behavioral peculiarities; understanding the core of peoples' sayings and their problems; knowledge of the ways of gaining necessary information); *social abilities* (ability to address communication, offer help, attract the listener's attention, show interest in the listener, empathize with the listener, get in contact with him/her and support them, understand the listener's point of view, have a clear vision

of the situation, argue in favor of one's own point of view, prevent and handle with conflict situations, take responsibility for one's own actions and sayings, be tolerant with people, prove one's own opinion and hold one's ground); *social skills* (constructive interaction with different people, maintaining communication, sympathy in communication; understanding the psychological state of the other side; building communication considering the situation; being attentive to the listener; formulating one's own ideas and speaking one's own point of view; control over one's own behavior). **The axiological component** is represented in personal axiological accents, in the ability to see and understand the surrounding reality and have a clear vision of it, to realize one's own role and mission, to be able to choose goal and content attitudes for actions and behavior, to take decisions.

In our research, we take T.S. Kondratova's opinion, who understands *pedagogical support* as: 1) professional interaction of teachers and other specialists (psychologists, doctors, etc.) which is aimed at a teenager's personality with the purpose of pedagogical modification of the whole situation of development in order to enhance his/her personal resources necessary for social activity; 2) building relations which are reflected in personal qualities and axiological attitudes; 3) providing the possibility to receive experience of social interaction, which helps a person to become a subject of social actions and adequately follow the norms and rules of the society life [Sergeeva & Nikitina, 2016; Ju et. al., 2017].

Pedagogical support is based on creating personality oriented pedagogical situations that are connected with the projection of such a way of the individual's life which is appropriate to the nature of his/her personal development and is based on the technologies of active social teaching (discussions, trainings, business games) with the purpose of developing a subject of social activity [Mikheeva, 2016; Mukhin, Mishatkina & Sokolova, 2017]. Interactive engagement provides new experience and its theoretical insight through usage, allows adopting ways of activity organization and receiving new communicational and emotional experience.

4. Discussion

The active teaching methods, which were proved to be the most relevant, are divided into **non- operation** (problem lecture, heuristic talk, teaching discussion, research laboratory work, etc.) and **operation**: *non-simulation* (the analysis ofreal situations, solving situational tasks, fulfilling action exercises in accordance with guidelines, etc.) and *simulation* (simulation activity on simulators, taking and playing roles, business game, moderation, etc.).

The comparative analysis of operation teaching methods usage established their advantages (active teaching, collective thinking and action, teamwork as a tool of personal development, etc.) and disadvantages (ineffectiveness when used in large audiences; time-consuming; etc.). It allowed us to specify the usage of operation methods in developing economic competences: correlation with the graduate competency model, the necessity to develop teachers' pedagogical mastery, the usage of the manual *Simulated Company* [Sergeeva, Komarovskaya et al., 2018; Sergeeva, Bedenko et al., 2018]. We consider the manual *Simulated Company,* which was tested in the course of the research on different educational levels, to be a systemized complex of operation methods and have all characteristics typical of the methods.

The algorithm of developing the operation manual *Simulated Company* fortifies the found correlation between pedagogical goals at each stage and the used pedagogical methods. The first two stages of the algorithm (creation of the *Simulated Company* and functioning of the *Simulated Company*) are invariant and common for all specialties of professional education. The third stage is variable and oriented on a competitive specialty.

The algorithm suggests the following stages:

– creation of the *Simulated Company,* which includes the presentation of the company (kinds of the company activity, name, logotype, moto, structure, etc.) and the analysis of the environment in which the company will function (the survey of goods demand and supply, competitive advantages, SWOT-analysis);

– functioning of the *Simulated Company*, which implies personnel recruitment (orders, personal files, etc.), control over professional activity (job descriptions, appraisals, staff turnover), building partnerships (bookkeeping documents on business trips expenses, agreements about collaboration);

– creating an automation-equipped working place.

5. Conclusion

In order to gain knowledge, abilities, skills and action patterns it is advisable to project real life and work situations, i.e. to use the context approach and the technology of project teaching and educating. The projecting should go both from the side of a student (i.e. be realized by a student on his/her own) and a teacher (initiated, realized and supervised by a teacher). Combining the main principles of contextual teaching and elements of the technology of project teaching is the basis for the project-context approach usage in the teaching process of secondary school.

Projecting situations of social life and activity is possible to realize by means of role-play projecting based on situation modelling and behavior projecting in these situations. For successful projecting of social life and work situations, special pedagogical conditions must be created and developed in educational institutions, which match with the concept of the competency-based approach and principles of contextual teaching.

The research perspectives in the field of social competency development involve the study of the influential capacity of wild socialization and pedagogical risks in the process of social competency development; the search of innovative forms and technologies for an effective interaction of social educating institutions in the studied process.

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