

ARTICLE

FORMATION OF STUDENTS' SOCIAL COMPETENCE OF NON-LANGUAGE UNIVERSITIES IN THE PROCESS OF STUDYING THE ENGLISH LANGUAGE

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ABSTRACT

The article touches upon the problem of formation of social competence of future bachelors of education, defines this concept, considers the urgency of forming social competence among bachelors in the process of modernization of Russian education. It describes the experimental work on the study of the level of formation the social competence of students of non-linguistic universities in the process of learning English, consisting of ascertaining, formative, and control and evaluation stages. The authors emphasize that the social competence of the student is an integrative quality of the person, which enables him to successfully perform the social role of the student and carry out life activities in society, harmoniously and effectively combining their own positions and interests with the positions and interests of other members of society.

INTRODUCTION

KEY WORDS
social competence,
student, foreign
language, experiment,
learning activity.

Currently, the need to improve the higher education system is dictated by life, the requirements of society and production. In this regard, the federal state educational standard of higher professional education provides for the formation of not only the professional competencies of the graduate, but also the formation of general cultural competences, many of which are social competences. Sharing the point of view of I.A. Zimnyaya [1], we define competence through the possession and manifestation of competence.

Many domestic and foreign researchers (E.N. Borisenko [2], N.V. Kozlova [3], S.N. Krasnokutskaya [4], S.V. Sergeeva [5], J. Raven [6], S. Kaldi, E. Xafakos [7], T. Malti, S. Perren [8], L.A Owens, S. Johnston-Rodriguez [9], A. Zwaans [10], and others) addressed the problem of the formation of social competence in their scientific and methodological work.

A.A. Demchuk considers the development of social competence in a higher education institution as an important direction for improving the training of a future specialist, and substantiates the place of social competence as a leader in the structure of key competences of the individual, which are necessary for the socially productive activities of any modern specialist [11].

T.I. Samsonova believes that social competence is an integrative personal education, including knowledge, skills, abilities, and abilities, which is formed in the process of socialization and allows a person to adequately adapt to the social environment and effectively interact with the social environment. Social competence also implies knowledge of universal norms and values, customs, traditions, customs and laws in various spheres and areas of social life [12].

However, despite the fact that there is a fairly large number of publications on this topic, the problem of the formation of social competence is not completely resolved. Analysis of modern sociological, psychological and pedagogical literature (E.M. Avraamova, A.A. Shabunova, D.M. Loginov [13], Yu. B. Verpakhovskaya [14], S.S. Bahteeva [15], A.I. Gazizova [16]) indicates that students are not sufficiently prepared to interact with the changing social environment, about their lack of confidence in their own strengths and a low level of competence in solving the social problems they face.

Possessing social competence is the guarantor of successful adaptation of students to the dynamically changing conditions of society, ensures successful social, educational and future professional activities, which determines the relevance of the research topic.

The purpose of the study is to develop learning content aimed at the formation of social competence of students of non-linguistic universities in the process of learning English.

MATERIALS AND METHODS

The main research methods are: analysis of the literature, questioning, methods of statistical processing of experimental data, description, synthesis and systematization of the data obtained.

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The experiment was held in the Almet'yevsk branch of the KNRTU named after A.N. Tupolev – KAI and Naberezhnye Chelny Institute of KFU and it involved 95 people. Stages of research:

The first stage (2017) included the study of the problem of the formation of social competence in the scientific literature, the selection of experimental and control groups, and the determination of the initial level of formation of social competencies among students.

The second stage (2017-2018) consisted in conducting experimental work, namely in the development of the content of the academic discipline and the implementation of direct educational activities on the formation of social competencies.

At the third stage (2019), re-diagnostics of the level of formation of social competencies, processing and generalization of the results were carried out.

RESULTS AND DISCUSSION

The developed content of educational material in a foreign language, contributing to the formation of social competence is presented in [Table 1].

Table 1: Subjects of study materials

The language material studied in 1 course	The language material studied in 2 course
<ul style="list-style-type: none"> • Greeting, acquaintance, farewell • Biography, place of residence • Apology, offer of assistance, thanks • Request, order • Journey • Leisure, holidays, sports, hobbies • My country • English speaking countries and their culture • Education in Russia and abroad • Qualities of a competent engineer • Engineering • Famous inventors and inventions 	<ul style="list-style-type: none"> • Reporting about the past events • Advantages and disadvantages • Conclusions, explanations • News stories • Solving problem situations • Problems of the modern world • Environment • Types of Energy • Transport • Construction • Challenges for engineering • Computers. Internet Technologies. • Summary

The developed content of educational material is aimed at developing students' knowledge system about the history, traditions, culture of the state and society, as well as developing students skills to organize and maintain social and professional interaction, create a climate of trust, solve communicative tasks, anticipate and resolve conflict situations, show cooperation, tolerance, respect and acceptance of another. In the course of experimental work, students took part in the collective projects "My University – My Life", "The City I Love", "Great People of Russia", made reports at the scientific and practical conferences.

Considering the study of English and the formation of social competence in the learning process, it should be noted that role-playing and business games are the most appropriate technologies, as they help fill the lack of language environment and contribute to the formation of future engineers' skills and abilities of constructive interaction with people, information exchange, forecasting and conflict resolution.

One of the goals of experimental work was to teach students how to use international e-mail projects in teaching writing (as a language of communication in the computer network Internet). The results of the experiments showed that building a practical lesson using e-mail allows activating independent activities of students, taking into account their interests, life experience and individual characteristics, ensures the availability of language learning, and as a result – the quality of knowledge.

In addition, this stage of the study also indicates that when creating a positive emotional background in the course of networking, students learn to express their communicative intention in writing, send and receive large amounts of information, analyze and systematize it.

At the initial and final stages of the study, a self-assessment questionnaire of social competence level was used, consisting of diagnostic signs reflecting the content of social competence components, namely individual-personal, sociological, and life-futurological [3]. The coefficient of the level of formation of social competence was calculated by the formula:

$$K = \frac{a (+2) + b (+1) + c (0) + d (-1) + e (-2)}{H}$$

where

K is the coefficient of self-esteem

- a – the number of answers with a solid positive assessment of "yes" (+2 points)
- b – the number of answers with a positive rating of "rather yes than no" (+1 point)
- c – the number of answers with a doubting, undefined estimate "I cannot say" (0 points)
- d – the number of answers with an almost negative assessment of "rather no, than yes" (-1 point)
- e – the number of responses with a firmly negative "no" (- 2 points)
- H – the number of diagnostic features: knowledge and skills, properties and qualities of the individual.

Based on the specified criteria of self-esteem, in each questionnaire the degrees of formation of the whole set of skills, properties, and personality traits, reflecting the content of the components of the structure of social competence, were highlighted. Low level was considered if the coefficient was from (-0.7) to (-2), medium – from (-0.6) to (+0.7), high – from (+0.7) to (+2).

The diagnostics of students from the experimental and control groups before the experiment revealed approximately the same level of formation of their social competence (see [Table 2]).

Table 2: The level of social competence of students before and after the experiment

Levels of social competence	Experimental group 95 people		Control group 95 people	
	before	after	before	after
Tall	20%	67%	15%	13%
Average	27%	33%	45%	87%
Low	53%	–	40%	–

A comparative analysis showed that if at the beginning of the experiment in the experimental group of 95 people 20% of them had a relatively high level of social competence, 27% had an average level and 57% had a low level, then according to the results of the experiment from the same 95 people already 67 % of them had a high level, respectively, 33% – medium and 0% – low. In the control group of 95 people, 15% had high levels before the experiment, 45% had medium level and 40% had low, then at the end of the experiment high level had 13% of people, 87% – average and 0% – low.

The coefficient of formation of the level of social competence of students for each of the components is presented in [Table 3].

Table 3: The coefficient of formation of the level of social competence of students

Components of the structure of social competence	EG		CG	
	Coef. before	Coef. after	Coef. before	Coef. after
<i>Individual Personality Component</i>				
I am able to independently build a hierarchy of values	0,7	1,1	0,2	1,1
I can independently justify the choice of my opinion	0,1	1,7	0,1	1,2
I know how to think logically, consistently, independently	-0,9	1,7	-0,1	0,9
Know the technique of expression of thought, language literacy	-1,1	1,1	0,8	0,2
I own mental self-government and self-regulation of my emotional state	-0,1	0,9	-0,1	0,7
Possess psychosexual literacy and health technologies	0,4	1,3	0	0,2
<i>Sociological component</i>				
I understand the value basis of family, collective, labor, state, profession, specialty	-0,6	1,7	-0,2	0,9
I understand the objectivity of social reality	0,2	1,3	0,1	0,3
I understand the targeted purposes of the main spheres of society, social institutions, relations and norms	-1,1	1,1	-0,7	0,5
I am able to carry out communicative, economic, legal and other civil technologies.	-0,7	0,9	0,6	0,1
<i>Vital futuristic component</i>				
I am able to simulate optimal and dead-end scenarios based on knowledge of the technique of planning various options for professional and family life	-0,1	1,5	0,7	0,3

The obtained results indicate a significant increase in the level of formation of social competence among students of the experimental group. In this way we can conclude that these differences in the level of formation of the competence under study were achieved thanks to the special work organized in the experimental group on its formation.

Experimental work on the study of the level of formation of social competencies of students from 1 to 2 courses was carried out in stages (ascertaining, formative, and control and evaluative stages).

Before starting work, the students had no significant differences in the signs of the levels of formation of social competencies that we were interested in. Upon completion of the experimental period, changes in the level of formation of social competencies among students of the experimental group were revealed in a positive direction.

It was achieved thanks to the developed content of educational material and the special work organized in the experimental group on the formation of social competence.

The use of innovative technologies in the classroom in a foreign language, including business games, role-playing, international e-mail projects contributes to the awareness of students of the direct connection of social competence with the requirements of future professional activities.

CONCLUSIONS

The study showed that the development and implementation of a set of pedagogical conditions, including the content of subjects of educational material, forms of organizing classes in a foreign language contribute to improving the quality level of social and moral culture, professional intellectual thinking, increasing self-esteem, in general, the formation of individual personality, sociological and vital-futurological components of social competence. It is emphasized that language training has a positive effect on the formation of social competence of students of non-linguistic universities.

CONFLICT OF INTEREST

There is no conflict of interest.

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