

The Formation and Development of Social Competence of Students of the Student Self-Government

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Abstract: The urgency of the problem under investigation is conditioned by the fact that the world is undergoing changes in all spheres of human activity. Our country is not an exception. Today, Russian society needs people with a sense of responsibility for the fate of the country, educated, able to cooperate, mobile, moral, pragmatic people who can make responsible decisions. The requirements for a modern school graduate are described in the federal state educational standards. They are related to the necessity of competence development. The study outlines the conditions of the experimental work and the results, aimed at the formation and development of social competence among of student self-government. The results of the experimental work, we revealed some of the student self-government features as one of the factors in the of student social competence formation and development; the structural model of student social competence formation and development was designed and implemented in the student self-government; the conditions for the effective of social competence formation and development are revealed; the criteria are determined according to which the level of student social competence is determined. The study materials may be useful to research the problems of secondary school student competence formation and development of competence of teachers, tutors, responsible for the formation and development of social competence among students and of the training course tutors. The materials of research may be used to develop the guidelines for school staff involved in the development of social competence among students.

Key words: Social competence, students, student self-government, formation, development

INTRODUCTION

The urgency of the problem: The modern Russian society which rapidly undergoes socio-economic transformation, feels the urgent need for the changes in the conditions of life and qualities of a person which is formed under these conditions. The changes occur in all areas of human activity, it is especially notable in the education system (Gabdrakhmanova and Egereva 2012). Today, Russian society needs people with a sense of responsibility for the fate of the country, educated, able to cooperate, mobile, moral, pragmatic people who can make responsible decisions. The requirements for the modern school graduate are described in the Federal State Educational Standard. They are related with the need to develop competences, particularly the competences of cognitive, communicative, information and reflective activity. These competencies enable the secondary school graduates to be competent in cognition, have the knowledge and skills of various academic subjects, to apply knowledge in life, be prepared for social interaction (Huziahmetov, 2004). A modern student has to prepare to become a socially active member of society, competent in various fields of human activity, to gain the experience of effective communication and to be able to develop the relations with social partners flexibly, to learn to respond

adequately to the changes in their lives, to be emotionally sensitive and responsive (Huziahmetov, 2004, 2005, 2011). Let's specify some of the state positions to confirm the relevance of our research:

- Today, the programs of a long-term social and economic development for RF are drawn up
- The Federal State Educational Standard (of full) general education demonstrates the modern approaches to improve the quality of education, which are expressed in need to establish the key competencies and the competencies of students
- The educational work is aimed on the self-development of a graduate and a dialogic interaction with others in society (Huziahmetov and Gabdrakhmanova, 2011)

Explore importance of the problem: The process of social competence formation and development among students has an important state value today, as a high level of social competence can contribute to successful adaptation to social conditions after graduation including the professional activity (Gabdrakhmanova, 2013).

Indeed, the state is interested in the social competent school graduates prepared for self-development but there is the lack of materials about science-based organizational

and pedagogical conditions, educational technologies used in the formation and the development of social competence among students.

The relevance of research and its problem was determined on the basis of this contradiction: what are the organizational and pedagogical conditions for the formation and development of social competence among students in the student self-government?

The specified problem is not developed in full and this conditioned the choice of research topic: “The formation and development of student social competence in student self-government”.

Status of a problem: The basis of the study were the philosophical, psychological and pedagogical concepts and theories of education, learning and personality development: the humanistic ideas of a child upbringing; theory of a person socialization, understood as the inclusion of a child in the system of social relations; system-role theory of education, according to which the formation of man as a person is the development of objective social role system; systematic approach as the trend in the methodology of social process cognition which is based on the examination of an object as a system; a personal-active approach to the organization of the pedagogical process which involves the combination of public and private purposes.

The theoretical basis of the study was made by the study of social environment role in the development; the concept of pedagogical process integrity; modern approaches to the development and self-development in terms of a student-centered education and training; modern approaches defining the content, forms and methods of educational work at a school; the provisions relating to the socialization of students in the course of employment (Huziahmetov, 2012).

The hypothesis of the study: We have formulated the hypothesis of the study: the formation and development of social competence among students in the student self-government will be contributed by some revealed possibilities of the student self-government as one of the factors in the formation and development of student social competence; a designed structural model of student social competence formation and development of in the student self-government; the conditions of effective formation and development of student social competence in student self-government.

MATERIALS AND METHODS

Objectives of the study: This hypothesis led to the formulation of the following research objectives:

- To identify the opportunities of the student self-government which contribute to the formation and development of student social competence
- To build the model for the formation and development of social competence among students in the student self-government
- To identify and verify experimentally the organizational and educational environment which contribute to the formation and development of social competence among students in student self-government
- To determine the criteria of student social competence formation level in the student self-government

Theoretical and empirical methods: In order to achieve the determined objectives, the following research methods were used: theoretical ones; modeling method, the analysis of scientific and educational literature concerning the problem of study; empirical ones; pedagogical experiment, observation, questioning, testing, conversation; mathematical methods.

Base of the study: The experimental base of the study was the municipal budgetary educational institutions of Tatarstan Republic in Kazan. The experiment involved 210 people.

Stages of study

The study consisted of three phases: The first stage included the study of literature, theoretical aspects of student social competence formation and development in the student self-government, the approaches to research problems solution were determined, the goal, objectives, hypothesis were formulated, the program was drawn up, the methods of the developing experiment were developed, the diagnostic methods revealing the results of student social competence development at the student self-government were determined.

During the second stage an experimental work was organized and carried out, the model of social competence formation and development in the student self-government was tested, the criteria for the effectiveness evaluation concerning the development of student social competence were cleared.

The third stage included the analysis of conditions efficiency concerning the formation and development of social competence in the student self-government.

Evaluation criteria: In order to evaluate the results of student social competence formation and development such criteria and indicators as an individual personal one (the ability to think logically, sequentially, the ability to create the order of personal values, to justify their behavior); sociological one (the ability to accept the

valuable bases of motherland, state, family, team consciously, to understand the purpose of social institutions, attitudes, norms, to understand the social reality, etc.); social one (the ability to develop the scenarios of your life (professional and family life)).

RESULTS

Potential abilities of the student self-government: After the analysis of the pedagogical literature on the topic of research, we highlighted different approaches to the definition of “social competence” term. In social competence, we put attention to the ability of a person to actions that are deliberate, targeted, active and directed at the resolution of a social issue.

The recognition of student self-government as an important factor in the formation and development of social competence among students is the main idea in our study. The development of social competence is regarded by us as a social order. After the performance of a student self-government retrospective analysis, we come to the following conclusion: the student self-government is considered as the means of education as a social-oriented activity where students may meet their psychosocial needs in recognition, belonging, communication, self-assertion, self-determination, etc.

Thus, the student self-government becomes the factor in the formation and development of student social competence. We highlighted some potential possibilities of student self-government in the formation

and development of student social competence: the development of personal and socially significant qualities; the development of organizational and creative abilities; the inclusion of students in individual and collective activity, diverse and meaningful one; the exercise in the actions that are deliberate, targeted, active and directed to a social issue resolution.

The structural model of student social competence formation and development in the student self-government: A developed structural model was implemented and the complex of organizational and educational activities was held designed to improve the efficiency of student social competence formation in student self-government for the most effective formation and development of student social competence in the student self-government.

The designed model includes goal, objectives, principles, components, steps, conditions, forms, methods, means and expected results. The purpose of this model is the formation and the development of social competence among students in student self-government. Its implementation is possible at the solution of such tasks as the development of social thinking, the formation of subjectivity, the enrichment of social experience, the development of life prospects; secondly, the inclusion of such components as the target, activity and content, assessment and performance ones. The model of student social competence formation and development includes the following criteria and indicators: individual and personal; sociological; life one (Table 1).

Table 1: Model of student social competence formation and development at the student self-government

Parameters	Descriptive points	Formation points
Target component	Tasks: The development of social thinking; the enrichment of social experience; the enrichment of social experience; The formation of subjectivity; the development of life prospects	Principles: Consistency and continuity; conformity with nature conformity with culture; individual orientation practical orientation
Content and activity component	Organizational and pedagogical conditions: The creation of socio-cultural educational environment of student social competence formation and development The subject inclusion of students in the process of their own social competence development The development and implementation of a teacher training course for the formation and development of student social competence The development and implementation of a student self-government program Forms: conference; seminars and workshops, trainings; simulation, business, plot-role-playing games; discussions, debates; practical training, etc. Methods: Reproductive; problematic; exploratory; heuristic	Initiation: First step: The development of a forming system, the organization of a student self-government Diffusion: Second step: The forming system practice, the development of student self-government Consolidation: Third step: Final drawing up of a forming system and student self-government system Integration: Fourth step: The correction of the forming system and the student self-government system adequacy
Evaluative resulting component	Levels: Low; average; high	Criteria: Individual and personal; sociological; life

Result: the developed social competence of students in the student self-government; Purpose: formation and development of student social competence in the student self-government

Organizational and pedagogical conditions: The formation and development of student social competence in student self-government occurred under certain organizational and pedagogical conditions.

The first condition is the creation of socio-cultural educational environment in which the social competence of students will be formed and developed. Socio-cultural space is considered by us as a harmonious union of culture and education which has an impact on the thinking of a man and the acquisition of behavior types relevant to the modern world by a man. The socio-cultural values are assigned initially then a person is transformed on their basis, it becomes able to assess what is happening, only then the projecting and self realization is possible.

The second condition is the subject inclusion of students in the process of their own social competence establishment, i.e., the direction of the student consciousness during the learning activities concerning the self-development of personal qualities.

The third condition is the development and implementation of a teacher training course to the formation and development of student social competence.

The fourth condition is the development and the implementation of the student self-government development program. This program creates conditions for the development of student self-government which promotes the development of student social competence via the development of co-creation, mutual respect relationship among the participants of the educational process.

Experiment course and results: Experimental research was carried out in three stages. During the stating stage of the experiment, we determined the control and experimental groups. Total 210 students of various Kazan educational institutions were involved in our experiment: the experimental group included 105 students, the control group included 105 students. Using the criteria and indicators selected by us, we defined the baseline of developed social competence among students. During the diagnosis, we considered that all personality traits are formed in close connection with the general development of a person with the motives of activity, the acquired knowledge and skills. The degree of a person development may be observed by a student relation to his own activities. There were no significant differences between the control and experimental groups.

During the developing stage of the experiment the work concerning the change of educational process at

educational institutions by introducing the conditions of student social competence formation and the development of student social competence in student self-government.

The resulting work concerning the comparison of the obtained data was carried out during the control stage. The conducted comparative analysis of the obtained data allowed to reveal a positive change in the student quality self-assessments within the experimental group during the learning and education process reflecting the general level of social competence.

The comparative analysis showed that at the beginning of the experiment, within the experimental group of 105 people 22% had a high level of social competence, 63.6% an average level and 14.4% a low level and according to the results of the experiment among the same 105 people 28.4% had a high level, 64.4% an average level, 8.2% a low level. The control group of 105 people before the experiment had 24% of students with a high level, 63% with an average level and 13% with low level and at the end of the experiment 26.8% of students had a high level 61.2%, an average level and 12% low level. Thus, according to the results we found that more significant positive changes occurred in the experimental group than in the control group.

After the student self-government, the graduates assert themselves and realized themselves as they acquired communicative experience, the ability to build the relations with the social partners flexibly and to solve the problems in that sphere creatively and to predict the trajectory of their career.

DISCUSSION

In recent years, a number of studies was performed devoted to specific aspects of student social competence development. The research written by Ufimtseva (2006) describes different approaches to the development of student social competence. The research by Korotina (2011) considers the impact of training course content on the formation of student social competence development. The integration of social and individual personal in a single model of "socially mature person" is considered by Huziahmetov (2006) which is able to create an environment of social interaction, self-development and self-government. This study examines the formation and development of student social competence in the student self-government.

The need to create the conditions for the formation and development of student social competence is conditioned by the need of society. Today, active members of society with an active lifestyle, oriented in a

complex socio-economic and political situation are required. The ability to set goals, implement them, take responsibility for their affairs and actions, to respect others, to be able to do the training by the sphere of self-affirmation, design and to implement self-realization program are also necessary. The implementation of a young man professional capacity depends mainly on his social competence.

The successful development of student self-government which contributes to the formation and development of social competence occurs, only if the area of social activity of students is expanding, the awareness of his real right of subjectivity and the approval of parity between all the participants: students, teachers, parents, etc. takes place.

The educational space of a secondary school contributes to the formation and development of student social competence in the student self-government, creates the conditions for student social activities, subjective social connections and relationships in which students experiment with the ways of social environment interaction on the basis of subjective perception.

CONCLUSION

After the experimental research, the formation and development of social competence among students in student self-government became more efficient through the use of some of the features concerning student self-government as the factor of student social formation and development; the constructed model of student social competence formation and development in the student self-government; identified organizational and pedagogical conditions of student social competence formation and development in student self-government.

The performed study does not settle all aspects of the problem. Its further study may be associated with the development of pedagogical technologies which allow to carry out the formation and development of social competence of students in student self-government more effectively.

RECOMMENDATIONS

The study materials may be useful to research the problems of secondary school student competence

formation and development of competence, of teachers, tutors, responsible for the formation and development of social competence among students and of the training course tutors. The materials of research may be used to develop the guidelines for school staff involved in the development of social competence among students.

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