Social Competence Formation of Students In the Process of Students Self-Government

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The topicality of the researched problem is in the fact that modern society needs educated, moral, pragmatic people who can make responsible decisions, who are able to cooperate, who is characterized by mobility, dynamism, constructive, who has a sense of responsibility for the fate of the country. Requirements for the modern school graduates are primarily concerned with the need to develop his social competence, cognitive competence, communicative information and reflective activity. The article briefly describes the conditions of the experimental work and results, aimed at the formation of social competence of students in the student government. As a result of the experimental work potential of student self-government as a factor of the formation of social competence of students were identified; a structural-functional model of social competence of students in the process of student government were developed; organizational and pedagogical conditions of effective formation of social competence of students in the process of student governments err implemented; criteria for the level of formation of social competence of students in the student self- government were defined. Materials of the article may be useful for the study of problems of competence among secondary school students, teachers, educators, who are responsible for the formation of students' competence, for refresher courses. Materials of the research can be used for developing guidelines for school staff which is involved in the formation of social competence of students.

Keywords: social competence, education, students, student self-government, formation.

INTRODUCTION

The topicality of the problem

Modern Russian society passes a period of social and economic transformation. This society requires changes in living conditions and changes in personal qualities, which is formed under these conditions. The changes apply to all spheres of society, which represents a dynamic self-organizing system, in which a special role is taken by education (Gabdrakhmanova & Egereva 2012; Latypov & Sabirova, 2013; Ivanov et al., 2015). Educational activity combines processes of education, training and personal development. This activity is aimed onto increasing the level of subjectivity of the person, ensuring its social competence. Today the school has become the most

important factor of humanization of social relations, the formation of new vital installations, personal development of independent thinking. Society needs educated, moral, pragmatic people who can make responsible decisions, who have the ability to cooperate, who have mobility, dynamism, constructive, who have sense of responsibility for the fate of the country. Requirements, which are applicable to modern graduate school, are primarily concerned with the need to develop his social competence, cognitive competence, communicative information and reflective activity (Biktagirova & Valeeva, 2013; Kalimullin & Gabdulchakov, 2014; Nasibullov, Kashapova & Shavaliyeva, 2015; Telegina, Galimova & Masalimova, 2015; Ashanin, 2012). They enable secondary school graduates to be competent not only in knowledge as in various academic disciplines, but also apply this actionable knowledge in everyday life and to be able to social interaction (Khuziakhmetov, 2004). Modern pupils need to prepare to become socially active member of society, who is competent in various spheres of life. Modern pupils have to gain experience and to be able to communicate effectively for building relationships with the social partners of the person (Khuziakhmetov, 2011; Yusupova, Podgorecki & Markova, 2015). Modern students need to be able to adequately respond to changes in life situation, to be emotionally sensitive and responsive (Khuziakhmetov, 2006; Zakirova, Gaysina & Zhumabaeva, 2015).

Modern approach to improving the quality of education is reflected in the federal state educational standards (complete) of general education. The approach expressed the need to establish main competencies and competencies of students (Zaripova et al., 2015).

The topicality of our research is confirmed by the following positions of the state:

1.Availability of programs for long-term socio-economic development of the Russian Federation.

2.The realization of the national education strategy that update the content of education and the development of new educational standards of competence orientation.

3. Formation of innovative practices, which are seeking ways of organizing "teenage school" and help its graduates for self-development and dialogic interaction with society (Khuziakhmetov & Gabdrakhmanova, 2011).

Explore Importance of the Problem

The problem of formation of social competence of students acquires social and national importance. High level of development will contribute their successful adaptation to professional activity (Gabdrakhmanova, 2013).

The difficulty of solving this important problem is exacerbated by the contradiction between the need of society as a socially competent, ready to self-development pupils and the lack of scientifically pedagogical conditions as well as educational technologies aimed at the formation of social competence of students.

Identification of contradictions revealed relevance of research and its problem: what is the structural and functional model of organizational and pedagogical conditions of students' social competence formation in the student self-government?

The choice of this research's topic was determined with the lack of theoretical and practical elaboration problems: "Formation of social competence of students in the process of student self-government."

Status of a problem

The basis of the study were philosophical, psychological and pedagogical concepts and theories of education, knowledge and development of a person: the humanistic ideas of child upbringing (Bodalev, 2003); theory of socialization of the

person, which is understood as the inclusion of the child in the system of social relations; system-role theory of education, according to which the formation of men as a person is the development of their system of objective social roles; systematic approach as the direction methodology of knowledge of social processes, which is based on the consideration of the object as a system; student-active approach to the organization of the pedagogical process, which involves a combination of public and private purposes.

The theoretical basis for the study contains: studies of the role of the social environment in development; the concept of integrity of the educational process; modern approaches to development and self-development in the conditions of a student-centered education and training; modern approaches to the determination of the content, forms and methods of educational work in the school; provisions relating to the socialization of students in the course of employment (Khuziakhmetov, 2012).

The hypothesis of the research

We have formulated the hypothesis of the study: the formation of social competence of students in the process of student self-government will be effective if: the potential of student self-government as a factor of the formation of social competence of students was identified; a structural-functional model of social competence of students in the process of student self-government was developed; organizational and pedagogical conditions of effective formation of social competence of students in the process of student self-government were identified, scientifically realized and implemented; criteria of the level of formation of social competence of students in the student self-government was defined.

MATERIALS AND METHODS

Objectives of the research

This hypothesis formed the following research objectives: 1) to identify the student self-government potential in the formation of social competence of students; 2) to develop and test a structural-functional model of social competence of students in the process of student self-government; 3) to identify, justify theoretically and experimentally verify the organizational and pedagogical conditions of formation of effective student social competence in the student self-government; 4) to determine the criteria for the level of formation of social competence of students in the student government.

Theoretical and empirical methods

The following research methods were used to achieve the objectives: theoretical - analysis of scientific and pedagogical literature on research, modeling method; empirical method - observation, pedagogical experiment, testing, questioning, conversation; mathematical methods of data processing.

Base research

Experimental base of our research were municipal budgetary educational institutions of the Kazan city, Republic of Tatarstan. 250 people were involved into the experiment.

Stages of research

The study was conducted in three stages:

At the first stage common approaches to solving the problems of research were developed. We studied the theoretical aspects of formation of social competence of students in the process of student self-government. We determined aim of the study, formulated its objectives, hypothesis; we developed the program and methods of forming experiment, diagnostic techniques to identify intermediate results of social competence formation of pupils in the process of student self-government.

In the second stage experimental work on the basis of which specifies a working hypothesis was carried out, a model of social competence of students by organizing student government in high school were developed and tested, criteria for evaluating the efficiency of formation of social competence of students conducted primary processing of experimental data were refined.

In the third stage and tested the basic characteristics of the stages of formation of social competence of students in the student self-government were identified and tested. We analyzed the effectiveness of the conditions of social competence formation of students.

Evaluation criteria

To determine the effectiveness of formation of social competence of pupils such criteria and indicators as the individual personality were tested (the ability to build their own hierarchy of values, the ability to independently support the choice of their behavior on the basis of arrangements freely chosen values, the ability to think logically, consistently, on their own); sociology (understanding of aim of assignments main areas of society, social institutions, relationships and norms of objectivity understanding of social reality, understanding the basic value of family, staff, labor, homeland, the state, the ability to carry out communication, economic, legal and other civilian technologies); vital futurological (the ability to simulate and optimal deadlock life scenarios based on knowledge of planning choices of professional and family life).

RESULTS

The potential of the student self-government

Analysis of the pedagogical literature on the topic of research has shown that there are several approaches to the definition of "social competence". In the meaning "social competence" we identified a person's ability to deliberate, purposeful, active actions aimed at addressing social problem situation.

The main ideas of formation of social competence of students in this study were the priority of formation of social competence in general education and the recognition of student government as an important factor in the formation of social competence of students. We consider formation of social competence as the social order. A retrospective analysis of student self-government allows to draw conclusions about what it has always been regarded by teachers as a means of education by involving students in the regulation of social relations. Development of the content and functions of student self-government in the modern school relates to the transformation of understanding of the meaning of upbringing and management, with the new humanistic approach to education, which are built on the basis of the educational system of schools.

An important condition for the organization of student self-government is the presence at school socially significant activities in which students can satisfy their

psychosocial needs: communication, recognition, belonging, self-assertion, self-determination and others.

Thus, the process of student self-government becomes a factor in the formation of social competence of students, as well as ensuring his moral resistance to negative factors. We have identified the following potential student government in the formation of social competence of students: to update and develop their personal and social importance of quality; implement organizational and creative abilities; inclusion of students into diverse, meaningful, individual and collective activity, stimulates social activity; providing subjective involvement of students in the process of formation of social competence; the formation of students' ability to deliberate, purposeful, active actions aimed at addressing social problem situation.

Structural and functional model of social competence of students

For the most effective form of social competence of students in the process of student self-government was introduced specially developed model and a complex of organizational and educational activities to improve the efficiency of formation of social competence of students in the student self-government was held.

This model includes aims, objectives, principles, components, steps, conditions, forms, methods, means and expected results. The aim of this model is the social competence formation of students in the process of student self-government in accordance with the age and socio-cultural characteristics, stages of development of the individual. Its implementation involves, firstly, the solution of such problems as the development of social thinking (expanding social horizons and increase social intelligence), the formation of subjectivity of students, enriching the social experience of the individual; secondly, the inclusion of such components as the aim, the content and activity, performance.

In the proposed model the effectiveness of formation of social competence of pupils was determined laid and following criteria were indicated: individual personality; sociology; vital futurological.

The effectiveness of the model of formation of social competence of students in the process of student self-government is determined correctness laid in her opportunities for software development, psycho-pedagogical support, as well as diagnostic tools.

Organizational and pedagogical conditions

The process of formation of social competence of students in the student government came under certain organizational and pedagogical conditions.

The first condition is in the formation of socio-cultural educational space of formation of social competence of students. We understand the social space of the student, the degree of their knowledge, exploration and assign them the opportunities of the social environment on the basis of its subjective perception, the space of possible formation of social competence student that meets the needs of its contacts with the social world.

The second condition is the formation of subjective involvement of students in the process of establishing their social competence. Subjective involvement of students is considered by us as a complex pedagogical phenomenon of dynamic nature, which consists in a positive concentration consciousness of students as subjects of educational activity on the subject of self-important personal qualities.

The third condition is the development and implementation of a propaedeutic course of teacher training in the formation of social competence of students. The aim of the course lies into development of updated theoretical and practical knowledge of teachers on formation of students' social competence.

Table 1. Model of the formation of social competence of students

Aimed component	The aim: the formation of social competence of students in the student self-government	
	Objectives: - Development of social thinking; - Enriching social experience; - Formation of a subject; - The development of prospects of life	
	Principles: - The creation of a socio-cultural educational space of formation of social competence of students; - Formation of subjective involvement of students in the process of formation of social competence; - Development and implementation of a propaedeutic course of teacher training in the formation of social competence of students; - Implementation of complex aimed program of student government	
Meaningful component of activity	Organizational-pedagogical conditions: - The creation of a socio-cultural educational space of formation of social competence of students; - Formation of subjective involvement of students in the process of formation of social competence; - Development and implementation of a propaedeutic course of teacher training in the formation of social competence of students; - Implementation of complex aimed program of student government	INITIATION First stage: Formation of forming system, the organization of student self-government DIFFUSION The second stage: working out forming system, the development of student self-government CONSOLIDATION Third stage: Final of forming of the student self-government system INTEGRATION The fourth stage: Correction of the adequacy of forming system and student self-government
	Forms: discussions, debates; conferences; seminars and workshops, trainings; simulation, business, flash mob;	
	Methods: Reproductive Heuristic Problem Research	
	Means: Information Interactive Visual aids and others.	
Assessment and Effective level components	Levels: Low An Average High	Criteria: Individual personality Sociological Vital futurological
	RESULT: The highest level of development of social competence of students in the student self-government	

The fourth condition lies in implementation of complex target program of student government. Complex target program for the development of student government creates optimal conditions for the formation of social competence of students through the organization of student government and building a relationship of co-creation, mutual respect among participants in the educational process

The process and results of the experiment

Experimental work was carried out in three stages.

On ascertaining stage of the experiment we determined control and experimental groups. 250 high school pupils from the educational institutions of various types were involved in the experiment. The total number of subjects was 250 (experimental group - 125 students, the control group - 125 students). Indicators diagnostics of baseline forming social competence of students was held with the help of chosen criteria. In the diagnosis of the level of formation of social competence of students consider that every quality is formed in relation to its

overall development, motivation activities, improvement of social outlook and skillfully. On the development of the student's personality and its individual qualities we are judged by how the pupil refers to the activity, the results of self-training and self-education. Significant differences between the results of diagnostics in both of the control and experimental groups were not found.

On the forming stage of the experiment we worked on the introduction in the educational process of educational institutions of the formation conditions of students social competence of the student self-government was carried out.

On the control stage we carried out a work on comparison of the raw data. Comparative analysis of the data revealed a positive trend in the quality of self-assessment of students in the experimental group in the process of training and education. This trend reflected the level of whole social fitness.

Comparative analysis showed that in the beginning of the experiment, the experimental group of 125 people 20% of them had relatively high levels of social competence, 65.6% - average level and 14.5% - a low level, and at the end of experiment the same 125 people already had 26.4% - a correspondingly high level, 62.4% - average level only, 11.2% - a low level. In the control group of 125 people before the beginning of the experiment 24% of the students had a high level, 67.2% - average level and 8% - low level, at the end of the experiment 24.8% of students had a high level, 67.2% - average level and 8% - low level.

Thus, indicators of the level of formation of social competence of students in the control group remained almost unchanged, but in the experimental group the effect of increasing of the quality is obvious - there have been positive changes in the development of socially important skills and students' ability to solve problems of a social nature.

After going through the system of student self-government, which has been realized, graduates professionally fulfill and assert themselves. They acquire communicative experience of social activities, form skills creatively to solve problems in the professional field, predict trajectory of career growth.

DISCUSSIONS

In recent years a number on specific aspects of the formation of social competence of students were researched. A work of Yu. E. Ufimtseva (2006) describes the different approaches to the formation of social competence of students. In work of Y. Korotin (2011) the impact of the content of training courses on the formation of social competence of students was examined. Integration of social and personal in a single model of "socially mature personality" is considered by A. N. Khuziakhmetov 2012), which is capable of social interaction, self-development and self-government. This article discusses the development of social competence of pupils in the process of student government.

The need to form of social competence of students lies on society's necessity for socially active members with a stable personality significant positions. The members have to be able freely orient in a complex of socio-economic and political situation, to be able to make decisions and achieve results in accordance with the intended purpose. They have to take responsibility for their actions and they have not prejudice to the rights and freedoms of others, as well as the need to stimulate the internal activity of the person, which is understood as an aim and the value of the educational process, and the need to make the learning area of self-identification of the person. The realization of students' professional potential in the future will depend on social competence, optimization and emotional state of relations with society.

The successful development of student self-government forms the social competence of students. Now this self-government pedagogically transits from

student government - the total administrative control over it - into increasing of social activity area of students' culture. Students have to be aware of the fact, that they are members of this government. They have to know their rights of subjectivity, to know the statement parity among all participants: students, teachers, parents, trustees, etc.

Socio-cultural educational environment contributes the formation of social competence of pupils in the student self-government. It allows us to select the point of application of psycho-pedagogical influence through its features: the place of social activities for the socialization of students, the development of his subjective social bonds and relations; multifunctional complex social environment; zone of assignment by students of interacting with the social environment on the basis of its subjective perception.

CONCLUSION

As a result of experimental work, the level of social competence of students in the student self-government has increased through the use of: identifying potential of student self-government as a factor of the formation of social competence of students; development and implementation of the structural-functional model of social competence formation of students in the process of student self-government; identifying and implementation of organizational and pedagogical conditions of social competence formation of students in the student self-government. The proposed pedagogical conditions are effective.

This research does not cover all aspects of the problem. Further study of the research may be linked to the development of pedagogical technologies as well as to more effectively formation of social competence of students in the process of student self-government.

RECOMMENDATIONS

The materials of this article may be useful for the study of problems of competent formation among secondary school pupils, teachers, educators, who are responsible for the formation of in students' competence, for executives of refresher courses. Materials research can be used to develop guidelines for school staff, which is involved in the formation of social competence of students.

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