

On The Concept Of Social And Political Competence Of Students Of Pedagogical Specialties

Malkov Alexander Alexandrovich¹, Us Oksana Alexandrovna²

¹Kuban State University, Department of General and Social Pedagogy, Krasnodar, Russian Federation

²Candidate of Pedagogical Sciences, Associate Professor Kuban State University, Department of General and Social Pedagogy, Krasnodar, Russian Federation

Resume: The modern period of social development of civic education is distinguished by a low level of political competence. First of all, we are talking about the crisis of the political participation of citizens. This criterion forms the basis of the proposed concept of the formation of political competence, within the framework of which a special role is assigned to future secondary school teachers in working with students on the formation of political literacy and civic education. In the conditions of a multicultural Russian society, this problem becomes especially acute.

The aim of the study is to substantiate the concept of the formation of political competence among students of pedagogical specialties. The use of theoretical analysis of the literature and comparative analysis made it possible to note the insufficient development of the problem under study. The research results are important for civic education and the formation of political literacy among the younger generation.

Key words: competence, culture, personality quality, political competence, identity, civil rights, conviction, worldview.

Introduction. Significant attention in the world is paid to innovations and changes in most spheres of society. One of these areas is the level of higher education, which has a close relationship with other levels of education. The actual task of higher education is the formation of a demanded person with skills, the presence of which will allow him to take stable positions in society. In order to meet such a public demand and form such a person, it is necessary to modify the educational system. In the Russian Federation, this task is facing the future teaching staff and is reflected in educational standards. Their professional development in new conditions requires new approaches to the management and design of pedagogical processes, within which the functional of professional activity is significantly expanded, due to the need to perform new target functions (curator, mentor, manager, facilitator, scaffolder, etc.).

One of the qualities of future teachers is socio-political competence as a manifestation of the culture of professional pedagogical activity and activity, the criteria for the manifestation of which are

ambiguous. The social and political activity of teachers is presented as part of the professional activity of a teacher, the implementation of which is considered in the context of improving teaching and upbringing in schools through the study of social and political processes.

In the context of new approaches in the field of professional competencies, the pedagogical process is the leading link in the teacher's activity. Since the pedagogical activity of a modern teacher requires the development of new knowledge necessary for rethinking and implementing the pedagogical process on a scientific basis, it is proposed to connect the achievement of new qualities in the activities of teachers with the formation of social and political competence among students of pedagogical specialties. The extent to which a given problem is developed and addressed is highly dependent on the specific scientific approach used by scientists.

The analysis of the chosen research subject allows us to emphasize that socio-political competence is mainly defined as the professional quality of a person and part of a specialist's culture, which is necessary for its effective implementation in most types of pedagogical activity by future teachers based on a reflective approach. Its use means developing the focus of thinking on improving the design and implementation of the pedagogical process through self-realization and self-improvement in the socio-political activities of future teachers. There is a contradiction between the growing need for the socio-political competence of future teachers and the need to develop the conceptual basis for its formation in the course of the professional activities of teachers of pedagogical specialties. The early question was not deliberately studied by researchers.

Within the framework of this publication, the main purpose of the article is to determine the conceptual foundations of the formation of political competence among students of pedagogical specialties.

Methods. In the process of writing the article, the results of the research of domestic and foreign researchers were taken into account. The reliance on an integrative approach made it possible to substantiate the concept of the formation of political competence.

The problems of theoretical understanding of competence and social competence, in particular, as a psychological and pedagogical phenomenon, are paid attention in the works of I.A. Zimnaya, 2006; V.G. Onushkina, 2006; S.N. Bekirov, 2017; N.V. Gerova, 2020.

A.N. Leontiev's research, 1975; V.A. Ryzhko, 1985; Dyakova E.N., Sharukhina A.P., 2019; Dedova E.G., Kuksina R.P., 2020.

Specific conceptual aspects of the formation of political competence, political literacy and civic education are paid attention in the studies of A.V. Lubsky, 2017; T.M. Sharovoy, 2018; N. Hopkins, W. Coster, 2018; A. Beschasnaya, N. Sidorov, 2019.

The diversity of approaches to the component composition of socio-political competence has been investigated in B. Urban, G.C.D.S. Joubert, 2017; S.N. Bekirov, 2017; I. Zakharova, 2018; S. Sharov, 2019; N.V. Gerova, 2020).

The term "social and political competence" is distinguished by a rich semantic field, which indicates its certain evolution, and is represented by the following concepts: "competence", "social competence", "political competence", "political literacy", "political skill", "political orientation", "political culture", "political participation", "political identity", "political values", "system of worldviews and beliefs", "political consciousness", "participatory competence", "reflexive competence", "relation capital", "Human capital", "client capital", "intellectual capital", "digital competence".

Results. A necessary prerequisite for the design of a pedagogical system for the formation of socio-political competence among students of pedagogical specialties is the reliance on the existing points of view of scientists within the framework of the approaches presented by them. Taking into account the above, the solution of this applied problem seems possible by substantiating the concept, reflecting the core of scientific theory [7], which is based on views on the problem posed and the determination of the methodology necessary for its solution. Also, the concept should reflect the essence of the formation of socio-political competence, its basic structural elements, as well as the organizational and technological aspects of solving this problem. From the point of view of a general scientific approach, the concept combines the logical-epistemological, socio-cultural and applied aspects of the formation of socio-political competence [12]. An integrative approach was used to design the concept.

Table 1. Theoretical approaches to the concept of "conception"

Term author	Definition of the concept
Tulkibaeva N.N.	A set of key provisions that reveal the essence, content and features of the studied pedagogical phenomenon [14]
Mikhailova O.V.	The concept as a system of views involves the definition of the characteristics of the main attributes of the studied phenomenon (phenomenon, process), its goals and objectives, forms and methods of planning, organizational and methodological support, management, monitoring of the results of the implementation of activities [11]
I.F. Medvedev	The concept allows to define theoretical foundations of the studied phenomenon, to define conditions and requirements ensuring development, to substantiate meaningful, active and organizational aspects of the studied phenomenon [10]

The proposed concept of the formation of social and political competence among students of pedagogical specialties structurally consists of conceptual-theoretical, methodological and technological-recommendatory parts.

Within the conceptual and theoretical part, it was taken into account that the formation of socio-political competence among students of pedagogical specialties should be considered as a significant activity for society and individuals, during which they are socialized, show personal qualities and develop, accumulate practical and moral experience of behavior.

At the same time, the formation of political competence among students of pedagogical specialties is considered, on the one hand, as a system, on the other, as a process of its qualitative changes. For this, it is important to ensure the readiness of students of pedagogical specialties to fulfill a socio-political role.

The substantiation of the methodological foundations of the concept is based on the fact that the formation of socio-political competence is a problem of a professional and ethical nature, establishing norms and principles of behavior, requiring the formation of socio-political orientations and active participation, regulated by formal and moral requirements [9]. The combination of moral, professional and other qualities necessary for interaction forms the socio-political image of the future teacher, and forms the foundation for professional and status relations that characterize interaction with the educational system, parents of schoolchildren, students and stakeholders.

The professionalism of the future teacher in the field of social and political relations will be manifested in qualitative changes and his attitude to active social and political participation in educational, management, household, intracollective and cultural, leisure and extracurricular activities. For this, students of pedagogical specialties in these areas of communication must have self-control of internal states (intellect, emotions, feelings and motivation). Taken together, this structure forms the moral and psychological readiness of future teachers (discipline, skill, creativity and self-development) to perform professional tasks.

In the process of substantiating the concept, the following approaches to the methodology were used:

1. The key role in determining the degree of achievement of the goal of forming social and political competence is played by performance, which characterizes the degree of achievement of the set result. Its value makes it possible to determine the effectiveness of the activity on the formation of socio-political competence among students of pedagogical specialties. The goal of its formation may not always coincide with the final result, but their comparison allows us to assess the dynamics of the development of the process and assess its impact on such aspects of the future teacher's activities as social and political participation in educational, leadership, household, intracollective and cultural-leisure and extracurricular activities. In the context of goal-setting, this will allow monitoring the formation of social and political competence among students of pedagogical specialties, as a result of

which social and political competence will manifest itself as an integral quality of the personality of a future teacher. In order to increase the effectiveness of the formation of social and political competence, it is necessary that the subjects of this activity continuously improve their professional skills. The most important performance criterion is the political participation of citizens.

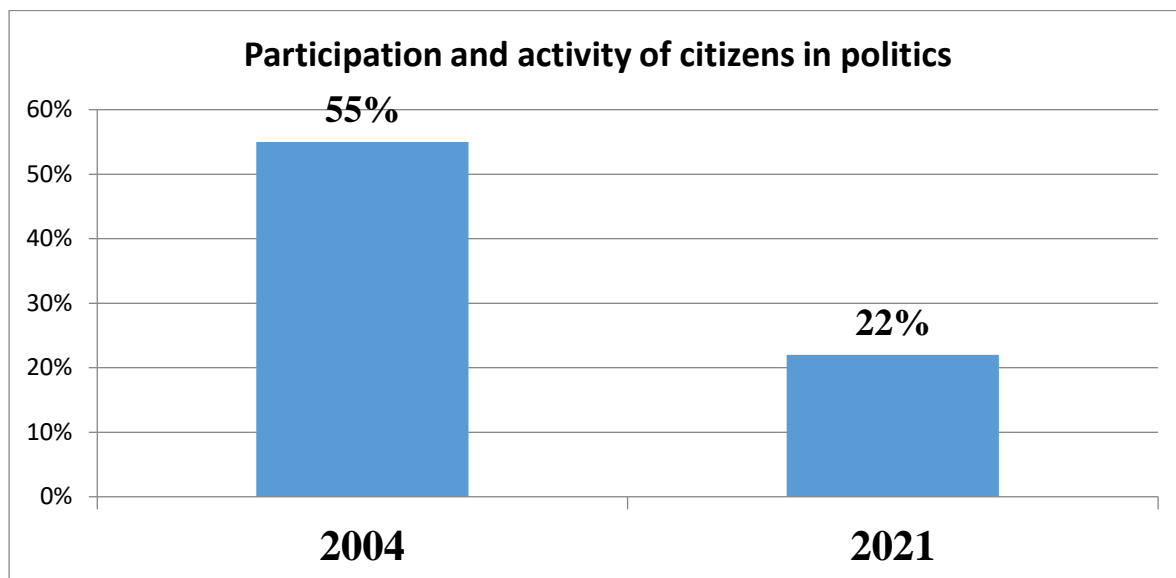


Fig. 1 - The effectiveness of political participation and activity of Russian citizens: dynamics over 17 years [Source: 7]

An analysis of public opinion shows that over the past 17 years there has been a significant decrease in the level of political participation and activity of Russian citizens, that is, low performance.

2. Of great importance is the quality of the process of forming the socio-political competence of future teachers, which influences the consumption of resources to achieve the set goals. Quality also affects efficiency, and determines the need to improve the quality of educational activities, interactions with students of pedagogical specialties.

3.3. An analysis of the quality of the formation of socio-political competence among students of pedagogical specialties shows that this activity should be aimed at substantiating the goals of this activity, monitoring the situation, diagnosing deviations in behavior that do not meet moral requirements and educational standards, and choosing forms and methods for forming socio-political competence. Accordingly, the ratio of the quality of the organization of the process of forming socio-political competence to its final result will characterize the effectiveness of the work done.

The theory of personality and the provisions on the structural components of personality quality are the foundation for the design of the educational environment and the improvement of pedagogical culture. For this, it is necessary to ensure the growth of professional skills among the teaching staff and supervisors of student groups in the organization and formation of social and political competence. The

formation of social and political competence as a personal quality of students of pedagogical specialties should take into account the requirements of legislation, ethics, educational standards that determine target competencies and regulate educational work.

When constructing the concept, it is necessary to take into account that the management of the system of formation of socio-political competence among students of pedagogical specialties is aimed at achieving a state of efficiency in matters of functioning and qualitative changes in this system. To this end, it is necessary to provide support for the focused activities of faculty and curators in the formation of socio-political competence. The implementation of this technology is seen as possible through the selection of procedures for managing the system of forming socio-political competence, including assessing the real state of the object, making informed decisions, planning socio-political events in various types of professional activities of teachers, targeting, helping to achieve the necessary result, monitoring changes and adjusting the results obtained if necessary.

In substantiating the concept of formation of socio-political competence, the technology and recommendation part takes into account the following provisions:

1. The designed model for the implementation of pedagogical conditions for the formation of socio-political competence of students of pedagogical specialties took into account at its core the target program, whose activities are related to the tasks of political, moral, legal, ethical and other types of education.

2. The content of the daily agenda related to the solution by future teachers of issues of educational, leadership, household, intracollective and cultural-leisure, and extracurricular activities should include a socio-political dominant.

3. This is in general terms the initial concept of the formation of socio-political competence among students of pedagogical specialties.

Discussion.

The analysis of the research results of Russian and foreign scientists made it possible to establish that the substantiation of the concept of the formation of social and political competence among students of pedagogical specialties is poorly presented in the scientific literature. In the scientific space, this issue is insufficiently covered. At the same time, a fragmentary idea of certain conceptual aspects is contained in a number of studies.

An important feature of professional competencies pays attention. The Russian academician V.G. Onushkin (2006). The scientist attributes literacy to the most important learning outcomes, the conceptual foundations of which are important for lifelong education. At the same time V.G. Onushkin points to a hierarchical relationship between the phenomena of "literacy", "qualification" and "competence", which characterize different degrees of development of the ability to perform successfully, that is, they are transitional qualitative states of such abilities. Scientific interest is aroused

by the scientist's idea that the term "competence" is often used to refer to persons with professional and social status [12]. However, unlike the term "qualification," neutral in meaning, the term "competence" carries the moral and ethical content of professional relations (duty, responsibility), and is characterized as the quality of the personality of the subject of activity, which implies the ability to make decisions in accordance with moral requirements and formal standards in systems of division of labor. This approach responds to the proposed methodological framework of the proposed concept. It is of scientific interest that the scientist cites the activities of the politician and teacher of the school as subjects of specialized activities in the social system of division of labor.

The concept of political literacy is also reflected in the research of English scientists Neil Hopkins and Will Coster (2018). According to the authors of the publication, this concept is especially important in times of political and social conflict. To this end, a special role is assigned to school teachers in raising citizenship among students. It is specified that by means of possession, knowledge, skills and values can be made effective public life. To this end, a national training program is operating in the UK. The authors of the article warn that even at the school level, belief systems and worldviews related to political literacy (liberalism, democracy, authoritarianism) cannot differ in a neutral nature, that is, they lead to a violation of students' tolerance for socio-cultural, racial, national differences. That is, such educational activities can potentially provoke social conflicts in the student environment on the basis of differences. Hopkins N. and Coster W. pay attention to the consequences of the implementation of the national educational program on the formation of political literacy, the results of the implementation of which differed from the goals pursued: the political orientation of young people towards the problems of civic education is characterized by greater individualization, which is reflected in the low culture (competence) of political participation, that is, the effectiveness of the educational program is low. Therefore, there is a real problem: teachers are required to play the role of a facilitator who can facilitate the conflict-free assimilation of fundamental British values by the multicultural class community [18]. Currently, such political inclusion is not possible in the student environment, as students identify themselves as disadvantaged social groups that have nothing to do with the dominant majority. Using political literacy in the face of such internal political barriers is counterproductive and pointless. The basis of the socio-political conflict in England is the existing relationship between rights, identity and culture. Socio-political norms and traditions to this day contrast with the ideas of social justice. To overcome this deficiency, Hopkins N. and Coster W. propose to revive the Institute of Levellers (equalizers) - a socio-political movement that existed in the 17th century in England, which fought for social justice and its rights, prohibited by laws and censorship.

Its main purpose was to disseminate banned political literature on civic education and to fight for the political rights of the people during the Civil War in England. It must be admitted in a similar way on the territory of tsarist Russia acted at one time that V.I. Lenin, speaking out against the current

government. The movement he led was engaged in the dissemination of prohibited literature among the working class, in particular the newspaper *Iskra*, which in fact spread the idea of increasing political competence and literacy in the struggle for the rights of citizens. And he drew some ideas for political education abroad. Just like the English "levelers", the Soviet revolutionaries followed the same path, equalizing everyone in political rights, taking them away from someone, and adding them to someone else. In the process of writing this paragraph, the author draws attention only to the analogy between the recorded facts of history, in no way calling for extremism. The proposed ideas require adaptation for the tasks of forming a civic position and political competence.

Important in the conceptual, theoretical and methodological aspects is the approach formulated by I.A. Zimnaya (2010), according to which the term "competence" should be considered as an integral quality of the person, which is manifested in various types of activity and activity [5]. According to I.A. Winter competence, like any other personality quality, has the following structure, suggesting the presence of a cognitive, motivational-value and emotional-will component [6]. We believe that the socio-political competence of students of pedagogical specialties has the same structure, although based on the materials of other studies its component composition is wider, and is not limited to the general name of component groups, but is considered in detail.

So, for example, in the studies of E.N. Dyakov, A.P. Sharukhin [4], E.G. Dedov, R.P. Kuksin and E.E. Dedova finds confirmation of the idea that the quality of personality consists of such components as needs, motives, values, attitudes, beliefs, worldview, emotions and feelings [2].

Slightly different in terms of its component composition sees the structure of social competence S.N. Bekirov (2017). Dealing with the issues of its formation, the scientist identifies the following components: knowledge about society, ways of resolving conflicts, the presence of personality traits necessary for interaction in society, tactics of behavior that are of particular importance for the prevention of conflict and productive cooperation [1].

V.M. Grebennikova and M.L. Martynov, after analyzing the text of the "Concept of military-patriotic education of youth" came to the conclusion that its main goal is to form a civic position among students, and the willingness (competence) to apply it in various spheres of society. The researchers note that it is necessary to carry out targeted work with high school students, whose age is sensitive for choosing a life path and forming a civic position. In the course of analyzing the activities of the military-patriotic association, scientists came to the conclusion that students give preference to active formats of events. The main conclusion was made that the effectiveness and quality of the formation of civic position among schoolchildren who are involved in educational activities and who do not take part in events do not differ greatly. Therefore, it was concluded that it is necessary to improve the quality of educational activities in the future [2]. This methodology is indicated in the proposed concept.

Researchers T.M. Sharova and L.Yu. Moskaleva include the ability to use information and communication technologies in the process of interaction and solving professional educational problems through mobile applications, social networks, cloud applications and distance learning platforms [15]. While agreeing with this argument, it should be recognized that socio-political competence as part of general social competence is partly already formed in a remote format as a response to the challenge to the education system during the period of the coronavirus pandemic. Therefore, the formation of such abilities is a conscious necessity. This thesis is confirmed in other modern studies (Gerova N.V., 2020), which states the need to master new ways of professional activity, ways of interaction and training of future teachers through information and communication technologies [17]. A. Beschastnaya (2019) believes that in the formation of political consciousness (attitudes, beliefs, worldview, etc.), one should be careful, since the communication of power structures through information technology and public relations has a modeling effect on political consciousness, gives political activity a new meaning [16]. However, in order for it to be in the course of the activities of state institutions, society must possess a certain level of political culture (competence).

The research results of the researcher S. Sharov (2018) expand the understanding of the structure and component composition of social competence. According to the researcher, in addition to most of the previously named components, this should also include the participatory component (manifestation of participation and social activity) and the implementation of management (the skill of social forecasting, self-realization), the reflexive component (self-analysis of activity, self-development in the social sphere) [19]. In sharing this view, it must be recognized that the skills noted by the author are an important structural component of socio-political competence.

Complement the understanding of social competence and its component composition. The results of the research of scientists B. Urban and G.C.D.S. Joubert (2017). According to the researchers, regional contexts (for example, national culture) have a strong influence on the creation and assimilation of competencies. In the applied conceptual model, social competence is closely associated with intellectual capital, which has a strong impact on the effectiveness and efficiency of activities, that is, it determines socio-economic development. The conceptual model is based on human capital, organizational capital, and relational capital [20]. The last component - relation capital - of social competence is especially in demand when solving socio-political issues, since it is represented by knowledge that forms the basis of relations with stakeholders that affect the sustainable state of the organization in the long term. Relation capital, according to the authors of the concept, has a close relationship with client capital.

In practical terms, it is of interest to understand the pedagogical patterns of the formation of political competence in students, formulated by I. Zakharova (2018). The researcher comes to the conclusion that the learned knowledge about politics is transformed into internal political beliefs and

values that are implemented in practice [21]. This thesis once again confirms the correctness of ideas about the structural components of personality quality, formulated earlier by other researchers.

Conclusion.

Summing up the results of the article allows us to conclude that the problem under study is insufficiently developed. Therefore, an original concept of the formation of socio-political competence was proposed on the basis of an integral approach. The socio-political competence of students of pedagogical specialties is proposed to be considered as their professional personality trait, the formation of which has personal and social significance and constitutes the foundation for professional-status relations. In the process of its formation, it is proposed to use the methodology of performance and quality. The main components of personality quality, which need to be formed, are highlighted.

An analysis of the results of relevant studies by other scientists on this issue made it possible to establish that certain elements of the proposed concept are reflected in the works: the guiding nature of moral requirements and formal norms for the manifestation of personality traits in professional-status relations (V.G. Onushkin, 2006); formulated systems of worldview and beliefs (Neil Hopkins and Will Coster, 2018); needs, motives, values, attitudes, emotions and feelings (E.G.Dedov, R.P. Kuksin. 2020); possession of new ways of professional activity (T.M.Sharova, 2018; A. Beschastnaya, 2019; Gerova NV, 2020; participatory, managerial and reflexive components (S. Sharov, 2018); relational and client capital (B. Urban and GCDS Joubert , 2017).

The analysis of the opinions of scientists on the issues mentioned in the article made it possible to establish the fact that the formation of political competence in the education system of foreign countries was paid attention, but it was not possible to develop a full-fledged concept. The main reason for this is the existing relationships between identity, culture and rights between different groups of multicultural society. Overcoming this problem will provide prospects for further research.

Bibliography

1. Bekirov S.N. Formation of the components of social competence of future teachers in the process of their professional training at the university / S.N. Bekirov // Problems of modern pedagogical education. - 2017. –№56-2. - S. 16–22.

2. Grebennikova V.M., Martynov M.L. Formation of a constructive civic position among senior pupils / V.M. Grebennikova, M.L. Martynov // TSITISE. - 2021. - No. 1. - S.221-229.

3. Dedov E.G., Kuksin R.P., N.V. Vladychenkova, Dedova E.E. To the question of the concept of civil-patriotic education of students at a medical university / E.G. Dedov [and others] // Proceedings of the VII International Scientific and Practical Conference. Russian University of Economics. G.V. Plekhanova, "SOCIO-ECONOMIC DEVELOPMENT OF THE REGION: EXPERIENCE, PROBLEMS, INNOVATIONS". - 2020. - P.23-29.

4. Dyakov E.N., Sharukhin A.P. The concept of state-patriotic education of cadets of military educational organizations of higher education of the troops of the National Guard of the Russian Federation / E.N. Dyakov, A.P. Sharukhin // Problems of modern pedagogical education. - 2019. - No. 62 (4). - S.63-67.

5. Zimnyaya I.A. Competence - competence: subject transformation / Zimnyaya I.A. // Acmeology. - 2010. - No. 2. - S.47-51.

6. Zimnyaya I.A. Competence approach. What is its place in the system of modern approaches to the problem of education? (theoretical and methodological aspect) / I.A. Winter / Higher Education Today. - 2006. - No. 8. - S.20-26.

7. Kryazhev A. VTsIOM saw a decline in political activity to a minimum in 17 years / RBC website: <https://www.rbc.ru/politics/02/08/2021/61052d699a7947d73c58f35b> (date accessed: 09/25/2021).

8. Leontiev A.N. Activity. Consciousness. Personality / A.N. Leontiev / Monograph. - 2nd ed. - M.: Politizdat, 1977. -- 304 p.

9. Lubsy A.V. Civil patriotism: on the compatibility of patriotism and citizenship in Russian society / A.V. Lubsy // Humanitarian of the South of Russia. - 2017. - No. 1. - S.42-59.

10. Medvedev I.F. The concept of self-education: basic concepts and structure / I.F. Medvedev // Theory of innovation. - S.42-46.

11. Mikhailova O.V. Increasing the need for self-education of students as a leading project idea / O.V. Mikhailova // Innovative projects and programs in education. - 2008. - No. 3. - S. 80-82.

12. Onushkin V.G., Ogarev E.I. The problem of literacy in the context of social changes / V.G. Onushkin, V.G. Ogarev // Man and Education. - 2006. - No. 8-9. - P.44-49.

13. Ryzhko V.A. Scientific concepts: socio-cultural, logical-epistemological and practical aspects / V.A. Ryzhko / Monograph. - Kiev: Naukova Dumka, 1985. -- 182p.

14. Tulkibaeva N.N. Methodological foundations of teaching students to solve problems in physics / N.N. Tulkibaeva / Author's abstract. diss. ... Dr. ped. sciences. - L., 1989. -- 32p.

15. Sharova T.M., Moskalova L.Yu. Retrospective analysis of the development of informational support / T.M. Sharova, L.Yu. Moskalova // Actual scientific research in the modern world. - 2018. - T.7. - No. 39. - S. 31–35.

16. Beschasnaya Albina, Sidorov N. Information And Communication Aspects Of The Formation Of Political Consciousness / 19th PCSF 2019 Professional Culture of the Specialist of the Future. 2019. - P. 179-185. DOI: 10.15405 / epsbs.2019.12.20

17. Gerova N.V. Methodological Approaches to the Formation of Digital Competence Among Students of Pedagogical Universities / N.V. Gerova N.V. // International Scientific Conference

“Digitalization of Education: History, Trends and Prospects”. 2020. - P.794-799. Doi: 10.2991 / assehr.k.200509.141

18. Hopkins Neil, Coster W. The Levellers, political literacy and contemporary Citizenship education in England // Education Citizenship and Social Justice. 2018.14 (1). - P.1-14. DOI: 10.1177 / 1746197918760084

19. Sharov S. The structure of social competence of students in pedagogical university as a scientific problem / S. Sharov // Science and Education a New Dimension. Humanities and Social Sciences. VII (35), 213, 2019 Dec. - P.54-56. DOI: 10.31174 / SEND-HS2019-213VII35-12

20. Urban B., Joubert G.C.D.S. Multidimensional and comparative study on intellectual capital and organizational performance // Journal of Business Economics and Management. 2017. No. 18 (1). P. 84-99. DOI: 10.3846 / 16111699.2016.1255990

21. Zakharova I. Political Values And Political Activity Of University Students / 18th PCSF 2018 Professional Culture of the Specialist of the Future. 2018. - P.1620-1625. DOI: 10.15405 / epsbs.2018.12.02.173