

Social and Ecological Competence of the Student's Personality: The Findings of Investigation

Vera S. Shilova, Victoria B. Tarabaeva, Natali L. Shechovska,
Michael S. Zhironov and Svetlana I. Tarasova
Belgorod State University, Pobedy St. 85, 308015 Belgorod, Russia

Abstract: The present study aims to reveal the scientific background of investigating the problem of social and ecological competence of the student's personality: the definition of the essence of category of "competence"; ascertainment of sources of investigating the problem as competence; its study in various areas of foreign and domestic pedagogics and psychology, the establishment of the need for discrimination between social and psychological competence and psychological readiness and professional skills. The connection of the category of "competence" with the other categories of research is considered; the features of studying the conditions of formation of ecological and socio-ecological competence are determined. We used the theoretical methods when preparing the study: analysis, synthesis, comparison, analogy, deductive-inductive, abstracting. The result of the study outlined in the study is to reveal the essence of the social-ecological competence of the individual student, to determine the groups of different levels of competence in accordance with the FSES.

Key words: Competence, competence approach in the system of scientific research, the socio-ecological competence of the student, psychological competence, FSES

INTRODUCTION

In order to have sustainable social development there is the need for favorable living conditions and activities of modern man and society, their physical, mental and social health that requires further studying, conserving, restoring and recreating natural potential, developing appropriate measures, determining standards and environmental management rules.

An important role in the formation of a responsible attitude to the natural environment is pre-ordained to be played by college youth. To date, the degree of preparedness of young people who have assimilated the positive experience of interaction with the natural environment contribute to the study, conservation, recovery and restoration of natural conditions and resources. However, the strained socio-natural relations require further expanding and enriching the experience, developing the ability to optimize the socio-environmental relations.

In other words, there is an urgent need to prepare competent professionals who are able to build socio-ecological relations on the harmonious basis. The Dictionary of Foreign Words defines "competent" (lat.- corresponding, capable) as having legal capacity; being knowledgeable, well-versed in a certain area. Competence means having competence, knowledge to judge anything. Competence (lat.-belonging by right)

is termed as capacity; range of issues, in which a particular person has sufficient knowledge, experience.

It should be noted that the scientists of our country studied this category as far back as 1970s however, not in the psychological and pedagogical areas but in political science.

In domestic science the deep and comprehensive study of competence as psychological and educational category has been started since the time of the signing by Russia the Bologna Declaration in September 2003 which develops the idea of full respect for the diversity of cultures, languages, national education systems and university autonomy (Baydenko, 2004; Davydov, 2004; Zimnyaya, 2004).

One of the realizations of the ideas of the Bologna process in our country today is the development of a graduate model at various educational levels. Among foreign scientists studying the problem of competence-based approach, we should mention the works by Perez (2007), Franco (2004), Hutmacher (1996), Johnson (2002) and Westera (2001) and others.

MATERIALS AND METHODS

When preparing the study, we used the theoretical approaches and methods. Competence, personal, social

and environmental approaches include the following methods as principal: analysis, synthesis, abstraction, generalization.

The indicated approaches allow to determine the personal specific social and environmental competences of the student. Concerning the methods, the choice of analysis as one of the most important in the study is determined by the fact that it is a method of obtaining new knowledge. The latter is just about one of the main objectives of this study.

Recall that the analysis in the most general meaning is a process of mental or actual decomposition of the whole into its constituent parts. It reveals the constitution of the object, i. e., its structure. In turn, the division of a complex phenomenon, object into simpler elements allows you to separate the essential from the inessential, reduce the complex to the simple. An analysis of the developing process allows to single out the contradictions in it, different tendencies, stages. It plays a major role in the cognitive process and is implemented at all levels.

On the other hand, important for our research is also that in mental operations analysis stands for one of the logical methods of thinking, it is done with by means of abstract concepts and is closely linked with a number of other mental operations: synthesis, abstraction, generalization.

Synthesis-the very opposite process that consists in combining parts into the whole. Studying the problem of the theory of cognition and dialectics, Alekseev and Panin (1991) rightly refer analysis and synthesis to the widespread methods of scientific thinking. These methods are interrelated, deeply rooted in practical activities of man on cognition and transformation of the surrounding world. Analysis and synthesis can be converted from general method into special science research method, e.g., methods of mathematical, chemical or social analysis. Analysis in any form is associated with synthesis. However in practice the analysis is related to abstraction, generalization and other mental operations.

In view of the fact that one of the main objectives of this study is the need to obtain a new knowledge in particular define the essence of the concept of "personal social-ecological competence of students" as well as formulate specific social and environmental competencies. The chosen methods of analysis, synthesis, abstraction and generalization allow to solve it on a theoretical level. More and more attention has recently been given to the problem of competence as individual attributes.

The study of the problem of competence is made in the field of environmental education of students. For example, the works by pedagogues of our country lay

foundations of studying of ecological competence: determine the origins of its formation, the problems and perspectives (Glazachev and Perfilova, 2008); environmental competence is studied as a part of professional resources of modern society (Glazachev *et al.*, 2006); as a new estimated result of the environmental education (Zakhlebny and Dzyatkovskaya, 2007). From the latest trends related to this problem, we should mention the study of ecological competence of the future designer personal ecological competence in the humanitarian educational space (Grishayeva, 2012) and others.

We emphasize that the problem under consideration in the system of professional education is covered in the works by O.Ye. Perfilova. However, O.Ye. Perfilova treats social and ecological function as embodying by the teacher the theory, cultural, philosophical, moral searches in real-life experience of personality, the practice of the spiritual and moral adjustment of culture, understanding of the ways of formation of ecological culture of personality and society. In other words, the idea of spiritual purification of society is realized.

It should be mentioned the fact that the problem of competence in the field of socio-ecological relations is actively considered by foreign researchers as well. In this connection, it is worth noting the activities of "Gesellschaft Sozial-Ökologische Forschung (SOF), 2015-2020" that has developed the concept of social and environmental studies; researches by Reimers (2006, 2009), Krasny *et al.* (2013) and Mansilla and Jackson (2011).

Thus, the interest in the issue of competence is obvious and in the various areas of educational and psychological sciences. The objectives of this study required the definition of essence, structure and content of the basic specialism of social and ecological competence of the student.

Our study relies on the system of "nature-society", the interaction of these elements in the process of nature management. The results of theoretical analysis allowed to formulate the definition of competence.

More generally, social and environmental competence implies such characteristic of personality which involves the formed knowledge about interaction of society with nature and skills of this interaction, the acquired experience of creative, constructive activity in the natural environment and emotional and value attitude to it, corresponding personal qualities which contributes to personal self-actualization in the socio-natural conditions, allows to provide the process of rational environmental management in the present and the future, prepares the rising generation to achieve social

and environmental harmony, contributes to further sustainable development of society, man and nature. Social and environmental competence is exposed through some groups of exemplary specific competencies. When differentiating them, the requirements set out in the materials of the Bologna process, the Federal state educational standards of higher professional education, achievements in the field of environmental and socio-ecological education (Shilova, 2015).

RESULTS AND DISCUSSION

As a result, in compliance with the requirements of the FSES of HPE (2010) providing for general cultural, general professional, concrete-occupational groups, we have singled out the social and environmental competencies as follows.

General cultural competences: Having a culture of thinking, being able to take social and environmental information, analyze it, systematize, generalize; knowing the basic laws of nature and society and applying them in the life and activity.

Being capable of setting goals in the field of socio-environmental interactions, social and ecological education and choosing the ways how to achieve them. Being able to analyze the world view, social and personal important problems of interaction between society and nature. Being able to understand the importance of culture as a form and method of human existence and reflection of the social and environmental relations; be guided in life and work in the relationship with the natural and social environment, modern principles of tolerance, dialogue and cooperation.

Being able to use knowledge of modern socio-environmental picture of the world in the educational and professional activities, apply the methods of mathematical processing of information, theoretical and experimental research on the socio-environmental problems. Being able to understand the driving forces and the history of the interaction of society with nature, the place and role of man and society in it; having historical and geographical methods of evaluating social and environmental phenomena.

Being ready to use the relevant regulations in life and work, knowing standards and environmental management regulations. Being able to understand the principles of scientific research and apply them in studying social and environmental issues and the problems of social and ecological education. Being ready to use the fundamentals and methods of the humanities and the natural sciences in solving the problems of reasonable environmental management.

Being capable of expressing the thoughts logically, competently, arguing ideas that reflect the peculiarities of socio-environmental interactions. Being ready to interact with colleagues, cooperate in a team, including in the context of socio-ecological relations. Being aware of the nature and value of the information about the features of society-nature interaction; being able to use the basic methods, means and forms of collecting, processing and storing information; being able to use computer, being capable of operating in a global computer network; compiling with the basic requirements of information security.

Being ready to tolerant perception of social and cultural differences, respectful and careful attitude to the historical heritage and cultural traditions; recognizing the need to allow for the ethnic and religious peculiarities of the attitude to nature, interact with it in the past, present and future. Being ready to use methods, techniques, means of physical education and self-education to improve the adaptation reserves of the organism, form healthy lifestyle, promote the health of one's own and the health of others in career education and work;

Keeping personal hygiene, protecting educational, labor and other activities; Being able to acquire knowledge, abilities and skills of organizing healthy lifestyle and safe environment, taking into account the basic requirements in this case and the prospects for the development of socio-ecological relations.

General professional competences for all kinds of professional activity: Being aware of social and environmental importance of profession having motivation to carry out professional activity in accordance with rational environmental management. Being able to take into account individual and age characteristics of the regulation of behavior and human activities in interacting with the natural environment. Being ready to apply qualitative and quantitative methods of pedagogical research related to social and environmental education.

Being able to use systematic theoretical and practical knowledge of social ecology in the process of solving the social and professional problems. Being ready to use the knowledge of various theories of learning, education and development of students, socio-ecological education of students, basic and special educational programs for the purpose of formation of students of different ages. Knowing the basics of speech occupational and environmental culture; Being able to take responsibility for the results of the professional activity in the context of environmental management.

Being capable of preparing and editing the texts of professional, social and environmentally meaningful content. Being ready to organize various kinds of students' activities in the process of social and environmental education: playing, learning, subject, productive, cultural and leisure, etc. Being able to organize joint activity and interpersonal interaction of the subjects of educational environment due to the peculiarities of the process of social and environmental education of students.

Being ready to use the knowledge of regulations and subject area related to social and environmental problems in the cultural and educational, propaganda work. Being able to understand the social significance of a profession, its relationship with nature and the problems arising in connection with it, efficiently perform professional tasks, the tasks of considerate attitude to the environment with all responsibly, observing the principles of occupational and environmental ethics.

Being able to take part in professional activity in a multicultural environment, considering the particular social, cultural and ecological situation of development. Being able to participate in an interdisciplinary and interdepartmental interaction of experts in solving professional and socio-environmental problems. Being able to use major international and domestic documents on child rights and the rights of persons with disabilities in the professional, social and environmental activity.

Being able to use environmentally friendly and health-saving technologies in the professional activity, take into account the risks and dangers of the social and ecological environment, the educational space.

In the field of educational work: Being able to implement the curricula of basic and elective social and environmental courses in different educational institutions. Being ready to apply modern methods and technologies of social and ecological education of students, including information, to ensure the quality of the educational process at a particular educational level of a concrete educational institution.

Being able to organize a joint and individual social and environmental activity of students according to age norms of their development. Being able to apply modern methods of diagnosing the achievements of students and pupils in the process of socio-environmental education, carry out educational support of the processes of socialization and greening, vocational self-determination of students, prepare them for a conscious choice of profession, responsible attitude to nature.

Being able to practice the possibility of socio-environmental and educational environment,

including information to ensure the quality of the educational process. Being ready to be included in the interaction with natural and social environment (parents, peers, social partners) in order to ensure the quality of the educational process, familiarize with reasonable environmental management. Being able to organize the cooperation between students and pupils in the process of social and environmental education.

Being ready to ensure the protection of the environment, life and health of students in the educational process and extracurricular activities. Being able to collect and carry out primary processing of information about the state of socio-environmental training and education of students, the processing of the results of educational diagnosis. Being capable of reflection on methods and the results of the professional activities in the socio-environmental education.

Being able to carry out socio-environmental education of the teachers and parents; Being able to effectively communicate with the teachers of educational institutions and other experts on the issues of social and environmental education of students in playful and educational activities. Being able to build up educational training socio-ecological situations, contributing to personal development of students' abilities.

Being able to lay the foundations of social and environmental readiness of a would-be expert in vocational training and activity. Being ready to lead the teaching and research activities of students that is related to social and environmental issues. Being able to use and draw up profesiograms of social and environmental types of a professional activity. Being able to carry out consultations, professional interviews, trainings to promote students' self-determination associated with social and environmental activities and professions (the same place).

CONCLUSION

It should be noted that the competencies singled out have general character are specified depending on various conditions, for example, the features of specialism chosen by the student in the course of vocational training or a teacher (subject teachers, tutor, etc.,) in their professional activities; the conditions of training and methodological support of educational process in higher school, educational institution or other organization; social and environmental expertise of each of the participants of pedagogical interaction, individual and age characteristics of students and other factors.

In summary, we note that in any case, all personality sub-organizations are involved in the formation of social

and environmental competencies: motivational, emotional, cognitive, operational and activity, behavioral, communicative, reflexive (Shilova, 2006, 2015). The result is a special quality of personality-personal social and ecological competence of student. The latter makes it necessary to decide new tasks: define technology of its formation, identify and study pedagogical conditions that increase the efficiency of this technology, determine an appropriate diagnosis.

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