

## ПРОБЛЕМЫ РАЗВИТИЯ СОЦИАЛЬНОЙ КОМПЕТЕНТНОСТИ СОВРЕМЕННЫХ РОССИЙСКИХ ПОДРОСТКОВ

### Problems of Modern Russian Teenagers' Social Competence Development

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**Abstract.** *The given article provides theoretical analysis of the process of modern Russian teenagers' social competence development as part of Russian presidential initiative "Our new school". The author gives a detailed account of the key components of the process of teenagers' social evolution within which social competence is developed. The essence of psychological-pedagogical approach to the given process is revealed. The author analyses approaches by scientists-pedagogues to the issue under study, in particular, academic-methodical support of the given process. The conditions necessary for efficient teenagers' social competence development are dwelt on.*

**Keywords:** *individual self-realization, social anomie, social competence, social and cultural experience, social development, teenage period.*

Russian society is on its way to modernization, transiting from traditional society to modern, market and democratic one. The society of risk, existing in the epoch of globalization, puts forward the problem of social anomie as valuable and normative basis for individual life regulation. Old norms have been rejected and new ones haven't been accepted by the society yet. As a result, the person lacking the skills necessary for life in the society and community appears unable for individual self-realization. The gap between values of a person and values of the society leads to delay of social development processes.

The problem of social competence development of modern Russian teenagers is indissolubly connected with the idea of the qualities the citizen should possess and how to promote formation and development of these qualities in growing generation.

The message of the President of the Russian Federation D.A. Medvedev to Federal Assembly (2009) included educational initiative "Our new school" is considered as social project for developing individual identity, society, the state in general, infringing interests of the widest layers of the Russian society.

The concept "desirable image of new school" covers not only the purposes of developing key competences of a child and a teenager. First of all, this is a school of successful socialization and development of innovative potential of a person, including ideas concerning identity and personal and professional competences development.

A wide range of problems that came to be understood in the Russian society make it urgent to increase social-educational work with children in various spheres of their life. Traditional values, such as, creativity, knowledge, proactive approach to life are lacking in minds of modern teenagers. "Proactive approach to life" is associated with special aversion. This fact is explained by a common-spread belief that one cannot achieve worthy position and material welfare by his/her own work and talent.

Teenagers are considered as special social, psychological and demographic group possessing certain attitudes, specific behavior norms which form special teenage subculture. A well-known psychologist D.I. Feldstein writes that efficiency of socialization process of the modern child assumes, firstly, multilevel and multidimensional estimation of real historical situation, social-cultural environment. Secondly, display of significant features and characteristics of the childhood in the modern world. Thirdly, revealing special character of the modern childhood development at different ontogenesis stages.

For a significant part of modern teenagers, the following specific features can be considered typical:

- Inability to communicate with people, difficulties with getting in touch with adults and peers, estrangement and mistrust to people, keeping distance;
- Retardant development of feelings, not allowing to understand others, to accept them, support only for their own desires and feelings;
- Low level of social intelligence that prevents from understanding public norms, rules, necessity to correspond to them;
- Poorly developed feeling of responsibility for their deeds, indifference to the destiny of those people who have connected their life with them, jealousy of them;
- Psychology of "a user" (they prefer to take from others without giving in return) in their attitude to relatives, state, society;
- Lack of confidence, low self-esteem, no loyal friends and support from their side;
- Low level of will development, lack of ambitions in future life;
- No serious life plans, low level of development of life values, need for satisfying only the most pressing needs (food, clothes, dwelling, entertainment);
- Low social activity, desire to be unnoticeable, not to attract attention;
- Inclination to additive (self-destructing) behavior.

Social attitudes of modern Russian teenagers present multilevel system including different aspects of social reality and self-image. Vague character of modern social situation in Russia is reflected in instability and weak structure of social premises network of modern Russian teenagers. Here lies an important difference between Russian teenagers and their foreign peers.

At the same time, the role of the environment for development of personal identity is continued to be considered significant. Modern Russian teenagers

actively develop civil responsibility, interest to politics but insufficient knowledge, variability and instability of attitudes make this process chaotic. The existing gap between values of a person and values of the society leads to delay in social development processes, in accumulation of social experience by teenagers. Teenagers' social experience develops owing to entering the system of social communications where they master and acquire certain social roles and attitudes.

The science of sociology considers social experience to be the leading sociological characteristic of a person in certain social structure (I.S. Kon, A.G. Kharchev). While describing social experience of a person in sociological and psychological literature, the term "motivating background" (A.G. Zdravomyslov, G.F. Karvatskaya, A.N. Leontev, V. Momov, V.N. Myasishchev, V.A. Yadov) is used. Social psychology lays special emphasis on the essence of social experience as the system of social attitudes of a person (B.P. Parygin, A.V. Petrovsky).

Different kinds of experience can predetermine priorities in valuable orientations of teenagers, ways of their self-realization in various kinds of activity, attitudes to acts of other people and to various phenomena of surrounding reality. Therefore, the main task of teachers is to use to its advantage life experience of a child leading to positive development of the person and to make influence of negative experience on development of his/her personal position minimal. Modern philosophical and psychological research papers reveal such law of activity referred to as the unity of its two sides of social essence. These are projections to "the world of things" and "the world of people". Projection to "the world of things" is a subject activity (cognitive and practical) which enables the child to master certain knowledge, skills, shapes cognitive activity. The projection to "the world of people" is an activity aimed at mastering the norms of human mutual relations, including the child into the system of these attitudes.

As for main kinds of social-cultural experience of children, development of which has key significance for shaping their moral civic position and positive socialization and which are guaranteed by educational establishments, the following ones should be mentioned:

- 1) Experience of making independent decisions in the situations of moral choice;
- 2) Experience of witnessing positive examples of self-realization of a person in socially and personally significant activity;
- 3) Experience of successful self-realization in various kinds of socially and personally significant activity;
- 4) Experience of acquiring various levels of social-moral position in collective activity (positions of an active participant, organizer, adviser, etc.);
- 5) Experience of applying the knowledge and skills received during educational process in socially significant activity;

- 6) Experience of analyzing, estimating behavior of people in various life situations, reflecting their personal qualities and experience of self-estimation compared with estimations of adults and peers;
- 7) Experience of cooperation with peers and adults;
- 8) Emotional-sensual experience and experience of empathy, sympathy in separate acts and activity in general;
- 9) Experience of dialogue and role interaction;
- 10) Experience of self-organizing, designing their own activity, forecasting and subsequent analysis of the results and a whole number of other, more private kinds of personal experience.

The scientists, who deal with social development issues, come to conclusions that the mechanism of development is not so much experience and its interiorization, but search for meaning of separate deeds. Meaning awareness is an active individual choice of a child depending on the level of his/her social inclinations development, development of his/her social competences.

In research by V.M. Basova, the category "competence" is treated from four angles: "awareness enabling a person to act; high level of success of the actions and deeds; ability of a person to make good use of the system of social rules and deeds samples; ability for self-reflection".

E.F. Zeer considers social competences as generalized ways of acting which provide productive performance of socially focused activity and social roles inherent in it.

S.G. Petukhov believes that shaping social competence means acquiring a set of knowledge of the society, pupils' social skills (interaction, team work skill, behavior flexibility in social situations) as well as socially significant qualities, such as civic mindedness, collectivism, responsibility, reflection, discipline, creativity integration of which allows to adapt to the society quickly and adequately.

Structural components of social competence of pupils are the following:

- cognitive component (knowledge about the society);
- motivational component (socially-significant motives for educational and non-learning activity);
- value-notional component (accepting social values and making them personal);
- behavioral component (display of social skills in various standard and non-standard social situations).

However, theoretical analysis of research papers by Russian scientists shows that there is an obvious contradiction between an urgent necessity to acquire social competences by teenagers as effective means of developing their social experience, on the one hand, and insufficiently developed theory and practice of pedagogical conditions leading to it and providing harmonic development of teenagers' social competence in terms of his/her subject position, on the other hand.

According to the complexity degree, the following kinds of social competence are distinguished:

- *expression* (ability to make oneself understood, express one's knowledge, methods and desires);
- *perception* (ability to listen, observe other members of group, to perceive events and processes dynamics in the group);
- *openness* (readiness to perceive stimulus, ability to listen to criticism and to argue with others);
- *cooperation* (ability to realize and perceive an opportunity of own actions and the responsibility, skill to understand and adapt to actions of others);
- *forming* (ability to adapt, to get in touch, to find ones' place in the group, to express reasonable criticism adequately to a situation, to start and have a conversation, to behave according to the process of dynamics of group development, sequence in training,);
- *identification* (ability to imagine oneself at another person's position, to resolve conflicts in conformity with the situation, to keep "privacy" and a "distance" balance, to realize own potential and widen borders.

Further on, let us provide the brief analysis of methods and technologies for developing teenagers' social competences. One of them is socially-educational project, an educational technology, aimed at training social activity and teaching children to study social space. One more its educational aspect is connected with development of projecting activity (project competence). Additional educational effects are caused by special character of the subject in which the project is worked out (ecology, transport safety, social pedagogy, linguistics, health care, etc.).

Special features of the socially-educational project include the following ones.

1. *Obligatory orientation to performing social activity.*

Quite often social projects refer to involvement of children in various forms of social work when pupils on the voluntary bases participate in someone's else social projects. These projects can be connected, for example, with volunteer activity, help to invalids, raising money for the orphans, socially useful work on cleaning city territories and etc. Thus, children's awareness of social situation is not created.

It is also necessary to distinguish between social projects and research projects. If children *study* social reality and getting some *knowledge* about the society is considered a result of this activity, but at the same time the project lacks orientation on transforming activity, the "project" gets the form of social survey.

2. *Orientation for solving real, definite, socially significant problems.*

The problem involved can be connected with the area where children's school locates or a child lives.

3. *Necessity to take social context into account.*

Socially-educational project assumes certain procedures for analysis, research of the problem or social situation under study.

Socially-educational project is supposed to develop in the following order:

- Discussing social situation with children;

- Carrying out trial researches on the chosen topics (sociological questionnaires of peers, citizens, ecological researches, journalistic researches, etc.);
- Discussing what the situation consists in and that we can (wish) to change in it with children, how to affect development of our territory;
- Analyzing situation, studying the literature on existing ways of solving the given problem, activity planning;
- Estimating resources available, including partners, institutions interested in the problem solution. Distributing roles (positions) in the project, arranging meetings and interaction with potential partners;
- Practical actions stipulated by the project, presenting results to the partners;
- Analyzing (reflection) results and efficiency of activity, correspondence of the undertaken actions to the initial plan.

Let us provide some examples of the game situations that were applied.

### **You are scolded by your parents.**

*Situation.* You often have conflict situations with parents. From the first or second phrase, irritation arises from one side and skirmish or scandal follows.

*Task.* Make up an answer to the phrase:

- Again, you are doing that stupid thing!? (And this is your hobby.)

*Socially-acceptable positions:* • patience, self-control and tact; • respect for the opinion of close people and self-esteem;

### **Who do you need?**

*Situation.* A number of people take part in your life: parents, school friends, friends from the neighborhood and yard, teachers, relatives.

*Task.* Recollect the most important and close to you people. Distribute them to the following groups according to their personal importance for you, influence on you:

1. Positively influencing – with whom you would like to communicate, be friends, the ones that can have positive impact on you.
2. Not influencing you significantly.
3. Negatively influencing - with whom you'd prefer not to meet, have any relations.

Then create a desirable circle of people for communication. For this purpose, analyze these lists and each of the people: how interested are these people in you, how much time do they devote to you?

Are there any people who mean really much for you but do not give you necessary attention? Why? Do you treat them in correct way? Draw conclusions; think if it is possible to make changes in order to improve the situation.

### **Personal self-determination**

Personal self-determination (treated as an example of life determination) – defining personal position concerning behavior criteria developed in the society and accepted by a person, attitude to oneself and to all aspects of a person.

*Situation.* Parents do not pay attention.

Your father has just come from work tired. But you now urgently need to talk to him as you really appreciate your father's advice; you've got serious

problems. To your words, he just says: “You are taking it too seriously. You’d better go and have dinner”.

*Task.* Try to draw your father’s attention verbally. What will you do? What will you say?

*Socially acceptable positions:* • patience, self-control and tact; • respect for the opinion of close people; • avoiding conflict.

In the "helping" image of social education aimed at social competences development, function of assisting and care is put forward by means of social policy, social work, social rehabilitation, correction and, pedagogy. Treating social education in the context of "helping" activity means its understanding as social-pedagogical help, as social-pedagogical rehabilitation (V.A. Nikitin, N.M. Platonova), correction (L.V. Mardakhaev), social support (T.I. Shulga); assistance providing technologies intended for “inclusion of a person into social life” (M.A. Galaguzova, L.Y. Oliferenko).

In recent years, it has become obvious that scientists and teachers express great interest to providing methodical support for teenagers’ social competences development. It is connected with the fact that training social competence means mastering a toolkit which will allow teenagers:

- to make decisions concerning themselves and to aspire understanding of their own feelings and requirements;
- to forget unpleasant feelings and their own uncertainty;
- to understand how to reach the purpose in the most effective way;
- to understand desires, expectations and requirements of other people correctly, to evaluate and consider their rights;
- social competence assumes respect for the rights and duties of others.

Let us give a short account of available scientific-methodical literature on problems of social competences development addressed to teenagers and teachers. This tendency was especially vivid at the beginning of XXI century.

In 2001, at a number of pilot institutions of the Ministry of Education of the Russian Federation a complete set of manuals under the title “My choice” was introduced. 6 thematic blocks are in the focus of attention: “Person of a free society”, “We learn to build relations”, “My health”, “Crime and punishment, or the price of a skateboard”, “Politics and Me”, “Freedom and the responsibility - choice of XXI century”.

Scientists - psychologists V.A. Rodionov and some others published a series of books concerning social skills development, for instance, “Me and others”, “Development of business thinking skills”, “Teenagers and drugs“. Distinctive feature of the series is the system approach when social competences development is carried out from the 1-st to 11-th forms.

In the series of books “To help to a class teacher and school psychologist” a number of methodical manuals for carrying out of out-of-class activities with schoolchildren of 7-11 classes were published. For example, “We learn tolerance”,

“Game technologies for developing social skills of teenagers”, “Win over the conflict!”

In the methodical book “Creative social projects at school” (by N.V. Beloborodov), the author considers stages of turning a school into system of social development, activity of various school associations, methods of development organizing and leadership skills of pupils by means of teenagers’ participation in preparation of various social projects.

Well-known expert in the field of the social education theory, M.I. Rozhkov, in 2011 published a series of lessons plans for teachers of 1-11 forms under the general name “Educating a citizen: sociality lessons”.

Special attention should be given to a series of books directly addressed to teenagers and senior pupils. Thus, in the manual “Social competence” such important questions as “personal way in life”, “Concept of human capital”, “Psychology of the conflict”, are raised as well as problems of personal instability, career choice, problem of life legal regulation, social creativity, etc. Great attention in the manual was given to the issues of psychological stability and practical advice on self-development and self-improvement for senior pupils.

A training course entitled “Find the way” undergoes successful approbation at schools of the Russian Federation. Its purpose is to arrange training prior to professional-oriented programs for teenagers. It is based on the idea of self-determination of pupils and graduates. The given course is accompanied by a series of manuals including numerous exercises, collection of socially-pedagogical tests on self-determination.

From the 2-nd form, teachers use in the educational process and in out-of-class work specially created workbooks under the general name “All colors, except for black”. Thus, for example, the general idea for work with 6-form pupils is “I learn to be self-controlled and cooperate with people”.

Significant attention in the system of work on social competences development of Russian schoolchildren is given to creation of portfolio. For example, teenagers can fill in a personal portfolio which defines a complex of socially significant qualities, properties and features. For instance, how to build relations with peers, parents, and teachers; how to look better and how to behave in various situations; what is considered to be valuable, sacred and interesting.

Personal portfolio of pupils of 5-7 classes is presented in the form of a personal diary with tests and tasks helping teenagers to realize more deeply changes occurring in their life, to develop skills of dialogue in the community they live in, and also to lay the foundation for further self-education and self-training. Portfolio structure includes a number of modules: “I learn myself”, “I am a cultural person”, “I am a citizen”.

The given manuals allow teenagers to think of the challenges of self-development and self-education of a person while studying and analyzing cultural heritage of the mankind, to generate readiness to adapt to ever-changing life situations flexibly, ability to solve problems in various areas of life independently, ability to think independently, creatively and critically, to generate ideas.

### **Conclusions**

Thus, it is possible to speak about adequate general social competence development only in case knowledge about society and one's place in society incorporates with skills of social interaction, constructive ways of behavior in difficult situations. Thus, attitude of teenagers to society combined with motives for self-development and achievement incorporate with social responsibility and values reflected in the concepts of evaluating "myself" and "others" and intelligence in life. It seems obvious that during development of social competence of teenagers the leading part is taken by skills of constructive interaction, adequate self-estimation coordinated with the need for achievement, motivation of achievement of success, constructive behavior in difficult life situations, responsibility, and emotional self-control.

### **Summary**

The problem of social competence development of modern Russian teenagers reflects features of school modernization focused on the process of effective socialization of children and teenagers in the whole educational process. Depolitization tendency has caused cut-short of social-educational programs in school at the beginnings of reorganization. It has led to leveling of volume and quality of schoolchildren's social experience, opportunities to participate in pro-social activity for the sake of Russian society. Theoretical analysis has shown that scientific researches either tend to take not previously adapted foreign experience or to reproduce national experience developed before. The beginning of XXI century marked the period of developing innovative programs in education and social competences development, focused on ideas of self-development and self-education.

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