

A close-up photograph of a microscope's objective lens and eyepiece, with a small green leaf fragment on the stage. The background is dark and blurred, with some light reflections. A red diagonal stripe is visible in the upper left corner.

# REVISTA INCLUSIONES

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## SOCIALIZATION OF PERSONALITY IN THE CONTEXT OF COMPETENCE APPROACH

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### Abstract

Introduction. In the context of the transition of modern Russia to civil society and civilized market, special emphasis in the process of modernization of education is placed on training graduates to function as full members of society and citizens of their country. Research methodology. Modern understanding of competence includes both the ability and skill to perform certain functions, and the presence of a number of mental qualities that allow acting independently and responsibly. Research results. The phenomenon of competence has a certain hierarchy, revealed on the grounds of scale, content and methods of formation. Ensuring the growth of competence is inextricably linked with *the personal values system*. Therefore, the identification of value orientations of the individual, helping him to understand them better, the resolution of value conflicts and evaluation of alternatives are the basis of any program in this direction. Discussion. Social competence of the person assumes that he, first of all: carries himself to members of society; owns the moral and ethical standards peculiar to society; realizes need of orientation of all activity for the benefit of society; assumes social responsibility for consequences of the acts; cooperates with other members of society; is capable to flexible change of a social role; is ready to changes and is capable to influence process of changes in the interpersonal relations; seeks and is able to cause in society interest to his professional and public activity; aspires to compliance of the professional and public status to individual and personal qualities. Conclusion. Personality is considered as a complex dynamic structural formation. The phenomenon of self-development can be identified as the main internal mechanism of personality development. The importance of personal self-development is determined by its regulatory function.

### Keywords

Personality – Socialization – Modernization of education – Competence approach

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## Introduction

In the context of the transition of modern Russia to civil society and civilized market, special emphasis in the process of modernization of education should be placed on training graduates to function as full members of society and citizens of their country. A graduate of an educational organization must have social competence: a set of knowledge, abilities and skills, social and personal characteristics, methods of competent social action and act, motivational readiness for their practical use in life and professional situations<sup>1</sup>.

The development of social competence of students involves the design in the content and deployment of socially significant situations in the process of education that set the social context of future life and activities of graduates and carrying educational potential. The nature of the tasks facing modern Russian society increases the relevance of the problem of competence dramatically both in professional and non-professional activities. At the same time, numerous studies of sociologists, cultural scientists, and psychologists show widespread inadequate beliefs, expectations, values and attitudes of not only ordinary citizens, but also leaders. There is a very low interest of people in innovation, productivity, effective management. Moreover, this phenomenon is, without exaggeration, universal. The solution of the problems facing the modern Russian society largely depends on the beliefs, expectations, values and attitudes of people that determine their attitude to innovation, content, effectiveness and efficiency of various activities. Social adaptation (active inclusion in the social environment) of the person assumes the achievement of a certain level of social competence as a necessary condition<sup>2</sup>.

## Research methodology

In everyday perception of the concept of “competence”, “professionalism”, “qualification” are very often merged and used as synonyms. Usually “professionalism” is understood as a set of personal characteristics of a person needed to perform a particular activity, as well as the regulatory requirements of the profession to the individual. “Qualification” means, first of all, the requirements of professional activity to a person in qualitative and quantitative terms (what he should know and be able to do).

“Competence” is also a characteristic of the subject and its activities, which is often defined in the reference and normative literature as “having the knowledge to judge something, to express an authoritative opinion”. Usually the increase in the level of competence of the subject is interpreted as “a measure of the amount of knowledge and the degree of mastery of them”. In other words, competence is, first of all, a knowledge-based degree of understanding of what is necessary to perform the work (achieve the goal). Therefore, the modern understanding of competence includes both the human ability and ability to perform certain functions, and the presence of a number of mental qualities (states) that allow acting independently and responsibly. It is important to emphasize that competence is judged by performance, not by what is invested in the

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<sup>1</sup> E. A. Abdulatipova y A. A. Tsakhaeva, “The logic of designing an evaluation system for the acquisition of professional skills of future education psychologists”, *Modern Science Success*, Issue 4 (2017): 18-22.

<sup>2</sup> I. S. Bolotin; A. A. Mikhaylov and N. D. Sorokina, “Functional literacy of students in terms of introduction of information technologies (on the example of research among the students of MAI)”, *Modern Scientist*. Vol: 1 num 1 (2017): 160-163.

achievement of that result. Competence cannot be reduced either to education or to effort, etc., for example, according to J.L. Peter, “the incompetence of freely walking under the arches of the educational institutions”.

Competence “is opposed to” incompetence and super-competence – knowledge of the way to do things better “than it is accepted”. In some organizational structures (hierarchies) super-competence is perceived as the same evil as incompetence. For, following Peter’s principles, a man is pushed upward until he reaches his level of incompetence; all useful work in society is done by those who have not reached their level of incompetence yet”.

The phenomenon of competence is actively and fruitfully studied within the framework of, first of all, acmeological direction, focused on interdisciplinary research, extremely broad interpretation of the phenomenon, carrying out the development of a complex structural structure of competence, including such components as reflexive, autopsychological, conflict and logical, socio-perceptive and others. The competent behavior of an individual depends, among other things, on:

- 1) motivation and ability to engage in high-level activities, such as taking initiative, taking responsibility, analysing the work of an organization or political system;
- 2) willingness to be involved in subjectively significant actions, for example, to strive to influence on what is happening in your organization or the direction of society;
- 3) willingness and ability to contribute to a climate of support and encouragement for those who try to innovate or find ways to work more effectively;
- 4) adequate understanding of how the organization and the society functions, where the person lives and works, and adequate perception of their own role and the role of other people in the organization and in society as a whole;
- 5) a valid understanding of a number of concepts related to the management of organizational structures and society as a whole (these include: risk, efficiency, leadership, responsibility, accountability, communication, equality, participation, well-being, democracy).

## Research results

The phenomenon of competence has a certain hierarchy, identified on the grounds of scale, content, and methods of forming: a fragment of a competence ⇒ competence element ⇒ a special case (segment) of a competence ⇒ competence section ⇒ area (scope) of competence.

There are the following types of competence:

- 1) special competence – possession of proper professional activity at a high level, the ability to design their further professional development;
- 2) individual competence – possession of methods of self-realization and development of individuality within the profession, readiness for professional growth, ability for individual self-preservation, counteraction to professional aging, ability to organize the work rationally;
- 3) personal competence – possession of methods of personal expression and self-development, means of opposition to professional deformations of the personality;

4) social competence - possession of methods of joint (group, cooperative) activities, cooperation, communication, as well as leadership and social responsibility for the results of their activities.

Ensuring the growth of competence is inextricably linked with *the personal values system*. Therefore, the identification of value orientations of the individual, helping him to understand them better, the resolution of value conflicts and evaluation of alternatives are the basis of any program in this direction. At the same time, the thesis that both professional and personal development should be based on a personal values system is not congruent with generally accepted ideas of a competent person.

Personality is formed, developed, self-actualized, and improved in various activities and (as an objective subject of activity) it changes itself and activity. The problem of personal self-development has many aspects of consideration, both in theoretical and practical terms. It should be emphasized that, despite the ever-increasing interest in it, the phenomenon of self-development remains unsolved at the stages of personality development, experiencing personal crises and the ability of the individual to overcome them<sup>3</sup>.

All modern studies of self-development can be attributed to three areas:

- 1.- functional (causal, causative), considering a person as a purely functional being in all spheres of his life;
- 2.- subject-target, shifting the emphasis on the value-semantic characteristics of the individual, placing it in the center of cultural ideals;
- 3.- system and logical, combining the previous two approaches based on the principle of systemic determination of any event and providing a holistic vision of the phenomenon under study.

Socio-psychological preparedness of the individual is expressed in the nature of its self-organization. The management of the person of their behavior (self-control) allows resolving conflicts, controlling their behavior, processing negative experiences. L.I. Antsyferova defines the personal, higher form of self-regulation as the process of self-creation. Personal development is controlled by the regulation of self-education. The activity of self-education is formed as a result of self-knowledge and awareness of the divergence of the real 'Self' and the ideal image of self in the future. With harmonious self-education, the interests of self-education and individual possibilities of self-regulation correspond to external educational goals and images. As a result (ideally) this external goal is identified as personal.

## Discussion

Social competence of the person assumes that he, first of all: carries himself to members of society; owns the moral and ethical standards peculiar to society; realizes need of orientation of all activity for the benefit of society; assumes social responsibility for consequences of the acts; cooperates with other members of society; is capable to flexible

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<sup>3</sup> E. V. Yazovskikh, "Employment of graduates as one of the efficient activity indicators of the higher educational establishment, ural federal university is taken as an example processes", *Modern Economy Success*. Issue 1 (2018): 33-37.

change of a social role; is ready to changes and is capable to influence process of changes in the interpersonal relations; seeks and is able to cause in society interest to the professional and public activity; aspires to compliance of the professional and public status to individual and personal qualities. Turning to the phenomenon of social competence, we focus on the types of motivation that modern society needs, and the factors of their management. In other words, we are talking about motivations that encourage members of society to key elements of social competence – initiative, leadership, effective work in cooperation with others, responsibility. For the innovative personality aspiring to high level of social competence, it is peculiar:

- 1) attitude to the world, which is characterized by curiosity and the desire to manage (manipulate) it, which is expressed in the persistent search for its main regulators in order to influence and control various phenomena;
- 2) taking responsibility for the bad parts of life, finding better solutions and constantly trying to make changes;
- 3) frankness and tolerance to fellow citizens, positive attitude to their originality and aspiration to innovations in all areas of life;
- 4) creativity that stimulates originality and the desire for novelty, indomitable curiosity.

In recent years, the concept of social competence has been studied in the domestic pedagogy in the discussion about the quality of education, about what the student should be. At the same time, in a generalized form, this phenomenon includes various types of readiness for certain activities: for professional and labor activity; for the creation of his own family; for the performance of civil functions and the improvement of the society in which he will live; for creative activity in any sphere; for the preservation and strengthening of his physical and mental health; awareness of the need to self-change and learn all their life. I.A. Zimnyaya says that "... all competencies are social in the broad sense of the word, because they are developed, formed in society. They are social in their content, they are manifested in this society; at the same time, social (in the narrow sense of the word) competencies that characterize the interaction of a person with society, social medium, and other people". In psychology, social competence is often associated with the concept of "self-confidence". Thus, according to G.I. Sivkova, "social competence is the presence of confident behavior, in which various skills in the field of relations with people are automated and give the opportunity to change their behavior flexibly depending on the situation". Even more specifically, this idea is expressed by V.G. Romek, who considers social competence "... as a result of a special style of confident behavior, in which confidence skills are automated and make it possible to change flexibly the strategy and behavior plans taking into account the narrow (especially the social situation) and the wide (social norms and conditions) context". Thus, each of these definitions has its own characteristics, but their structure reveals objectively necessary common elements. When considering social competence, scientists tend to include knowledge, social skills and abilities in its structure. As it can be seen, these components are the basis of social competence.

## Conclusion

Analysis of the current state of the problem of formation and self-development of personality, including the competence aspect, allows us to formulate the following conclusions.

1. Personality is considered as a complex dynamic structural formation. At the same time, the dominant, system-forming role of orientation, motivation, value orientations, will, goal-setting is emphasized. The formation and integration of the basic components of personality form organic connections with self-consciousness and turn personality into the subject of individual and social development throughout the life course.

2. The phenomenon of self-development can be identified as the main internal mechanism of personality development. In this case, “development” is interpreted as any qualitative change in the consciousness and behavior of the individual. However, self-development can lead to personal growth (self-improvement, competence growth) and deformation (degradation) of the individual.

3. The importance of personal self-development is determined by its regulatory function. The person makes this or that decision on the basis of the account of the subjective relations to different parties of surrounding reality. Its sphere also includes the attitude towards himself as a competent subject of social relations and as a person in general. Maturity level is expressed in the ability to make competent decisions and make informed choices in difficult situations. Those who on the basis of the developed system of relations and values choose independently their own way of life, adapt quickly and easily to the conditions of activity, reach a high level of competence, experience satisfaction from it. Self-development of the person is determined by the inclusion of a person in a variety of activities and satisfaction with their activities.

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