BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg
BG PULSE JOURNAL

UDC: 37.013:316.6

THE SCIENTIFIC AND PRACTICAL SIGNIFICANCE OF THE TECHNOLOGY FOR FORMING SOCIAL COMPETENCE

Azizova Zulfizar Fazilovna
"University of economics and pedagogy" NOTM,
Associate professor (PhD), department of "preschool education"

Abstract. The article provides a theoretical and methodological justification of the scientific and practical significance of the technology for forming social competence. It reveals the structure of social competence (cognitive, emotional, motivational-axiological, and behavioural components) and models a five-stage pedagogical technology of its formation (diagnostic-assessment, goal-setting and design, content-methodological, activity-practical, and outcome-assessment stages). The effectiveness of the technology is assessed through a system of criteria and indicators. The findings demonstrate the high potential of this technology for the purposeful and systemic development of social competence.

Keywords: social competence, pedagogical technology, competence-based approach, socialization, emotional intelligence, interactive methods, diagnostics, assessment criteria.

1. Introduction

The contemporary educational paradigm is shifting from the mechanical acquisition of knowledge toward forming a person's ability to act successfully in real life and professional situations. The central concept of this approach is competence, which denotes the integral manifestation of knowledge, skills, abilities, and value-based attitudes in a person's activity.[1] One of the key competencies occupying a special place in this system is social competence.

Social competence is an integrative personal quality that expresses a person's ability to communicate effectively with others, to act cooperatively, to manage one's emotions, to choose behaviour consistent with social norms, and to resolve conflict situations constructively. Its scientific foundations can be traced to L. S. Vygotsky's cultural-historical theory,[2] A. Bandura's social learning theory,[3] D. Goleman's concept of emotional intelligence,[4] and H. Gardner's ideas of multiple intelligences (in particular, interpersonal intelligence).

Social competence is not a single, indivisible quality but a set of interrelated components. The schema below presents its structure (Schema 1).

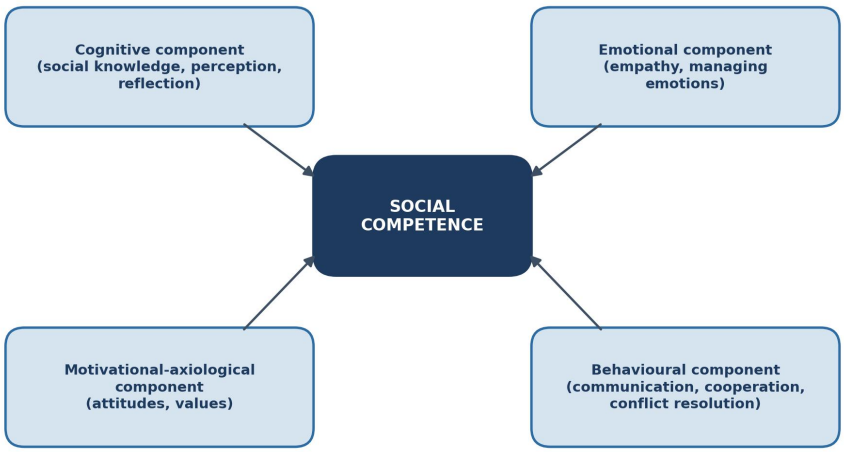
[1]On the scientific foundations of the concept of "competence," see: White, R. W. (1959). Motivation Reconsidered: The Concept of Competence. Psychological Review, 66(5), 297–333.

[2]Vygotsky, L. S. (1978). Mind in Society. Cambridge, MA: Harvard University Press.

[3]Bandura, A. (1977). Social Learning Theory. Englewood Cliffs, NJ: Prentice-Hall.

[4]Goleman, D. (1995). Emotional Intelligence. New York: Bantam Books.

Schema 1. The structural model of social competence



Schema 1. The structural model of social competence (author's development)

A review of the literature shows that several approaches exist concerning the essence and structure of social competence. R. Selman links it to the level of interpersonal understanding and perspective-taking,[5] while L. Rose-Krasnor interprets it through the concept of effectiveness — as a person's ability to achieve his or her social goals. In the documents of the Council of Europe and the European Union on key competencies, social and civic competencies are included among the principal outcomes of lifelong learning.[6] There are also large-scale meta-analyses confirming the effectiveness of school-based social-emotional learning programs.[7]

At the same time, despite the abundance of theoretical work, the question of implementing social competence as an integral pedagogical technology based on a system of clear stages, criteria, and tools has not been sufficiently systematized. It is precisely here that the scientific problem emerges — the contradiction between the need to form social competence in a purposeful, manageable, and measurable way and the currently fragmented, episodic approaches.

The aim of the study is to develop a technology for forming social competence and to provide a theoretical-methodological justification of its scientific and practical significance.

Research hypothesis: if the process of forming social competence is organized on the basis of a systemic pedagogical technology — in the integral unity of the stages of diagnostics, goal-setting, selection of content and methods, activity-based implementation, and assessment of results — then its indicators across all components increase in a coordinated manner.

2. Materials and methods

The study is based on a combination of theoretical and empirical methods. Theoretical methods: analysis of scientific-pedagogical and psychological literature, synthesis, comparative

[5]Selman, R. L. (1980). The Growth of Interpersonal Understanding. New York: Academic Press.

[6]Council of the EU (2018/C 189/01); see also: Hutmacher, W. (1997). Key Competencies for Europe. Council of Europe.

[7]Durlak, J. A. et al. (2011). The Impact of Enhancing Students' Social and Emotional Learning. Child Development, 82(1), 405–432.

analysis, modelling, and a systems approach. Empirical methods: observation, surveys and test questionnaires, pedagogical experiment (initial and final cuts), and expert assessment. Processing methods: quantitative-qualitative analysis of the obtained results and their distribution by levels.

2.1. Structure and stages of the technology

The technology developed in this work is integral, manageable, and replicable, and consists of five interrelated stages. Each stage builds on the result of the previous one and is improved through a feedback (correction) mechanism (Schema 2).

Schema 2. The stage model of the technology for forming social competence



Schema 2. The stage model of the technology for forming social competence (author's development)

Table 1. Goals, methods, and expected results of the technology stages

Stage	Goal and tasks	Methods and tools	Expected result
1. Diagnostic-assessment	Determine the initial level, identify needs	Tests, questionnaires, observation, sociometry	Objective initial-cut data
2. Goal-setting and design	Define goals and tasks, design the expected-outcome model	Taxonomy of objectives, design	Clear, measurable learning objectives
3. Content-methodological	Select content, methods and forms	Modular content, interactive environment design	Substantiated teaching-methodological support

Stage	Goal and tasks	Methods and tools	Expected result
4. Activity-practical	Implement competence through activity	Training, case study, role play, project, cooperation	Real skills and behavioural experience
5. Outcome-assessment	Assess results, reflection and correction	Monitoring, reflection, expert assessment	Growth of results and redesign

2.2. Components, assessment criteria, and levels

To objectively assess the effectiveness of the technology, criteria and indicators were defined for each component of social competence (Table 2). The diagnostic results were divided into three levels — low, medium, and high (Table 3).

Table 2. Components of social competence and their indicators

Component	Psychological-pedagogical content	Main indicators
Cognitive	Social knowledge, social perception and self-awareness (reflection)	Knowledge of social norms; ability to analyze a situation
Emotional	Empathy, awareness and management of one's own and others' emotions	Level of empathy; emotional self-control
Motivational-axiological	Orientation toward social activity, values and responsibility	Striving for cooperation; social responsibility
Behavioural	Communication, cooperation, and constructive conflict-resolution skills	Communication skill; ability to resolve conflicts

Table 3. Description of the levels of social competence

Criterion	Low level	Medium level	High level
Social knowledge	Fragmentary, superficial	Mostly complete	Systematic, deep
Empathy / emotion	Weak, unstable	Situational	Stable, developed
Motivation	External, forced	Mixed	Internal, stable
Communication / cooperation	With difficulty	With support	Independent, effective

The empirical indicators presented below are intended to illustratively demonstrate the operating logic of the technology and constitute conditional (illustrative) model data; they should not be interpreted as the results of an actually conducted study.[8]

3. Results

When the initial and final cuts of the conditional model of the technology are compared, a notable change is observed in the distribution of social competence levels in the experimental group: the share of participants at the low level decreases sharply, while the share at the high level increases (Diagram 1).

Diagram 1. Change in the distribution of social competence levels (illustrative model data)

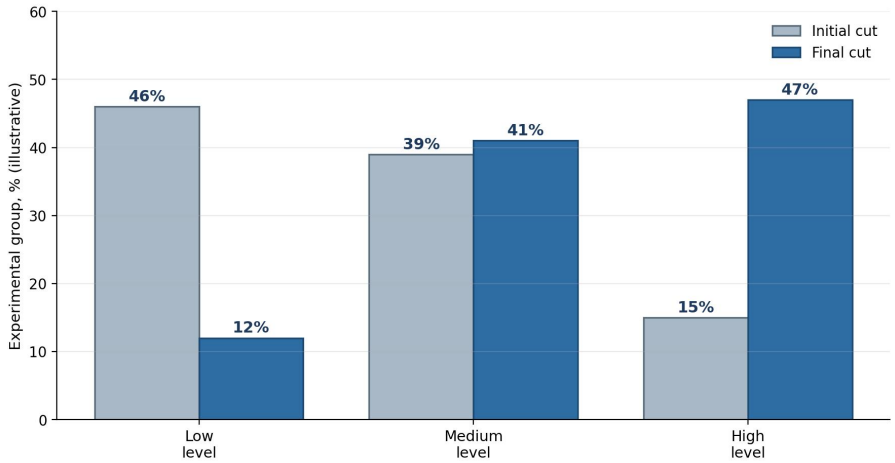


Diagram 1. Change in the distribution of social competence levels (illustrative model data)

Comparing the growth of indicators by component for the experimental and control groups demonstrates the integral effect of the technology: in the experimental group, the growth across all four components is considerably higher than in the control group (Diagram 2).

Diagram 2. Growth dynamics by component: experimental and control groups (illustrative model data)

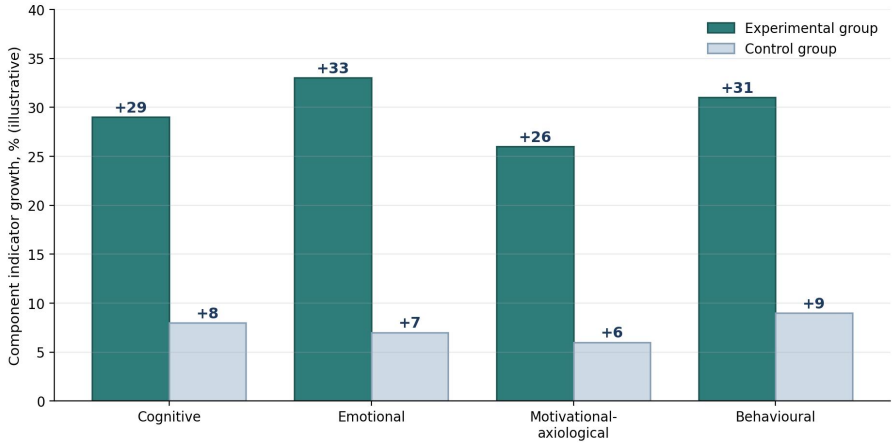


Diagram 2. Growth dynamics by component: experimental and control groups (illustrative model data)

Table 4. High-level indicators by component, % (illustrative model data)

[8]The numerical indicators in the article are conditional (illustrative) model data expressing the logic of the technology, not actually conducted measurements.

Component	EG initial	EG final	CG initial	CG final
Cognitive	18	47	17	25
Emotional	15	48	16	23
Motivational-axiological	20	46	19	25
Behavioural	17	48	18	27

Note: EG — experimental group; CG — control group; initial — initial cut; final — final cut.

Thus, at the level of the conditional model, the implementation of the technology leads to a coordinated increase in the high-level indicators across all components in the experimental group, whereas in the control group the change is considerably weaker. This difference expresses the integral (systemic) nature of the technology's effect.

4. Discussion

4.1. Scientific significance of the technology

The scientific significance of the proposed technology is manifested in several respects. First, it operationalizes social competence as an integral, multi-component system — that is, it converts an abstract concept into concrete criteria, indicators, and levels. This result is consonant with L. Rose-Krasnor's idea of defining competence through effectiveness and translates it into the language of pedagogical practice. Second, the technology links the competence-based approach with activity theory and Vygotsky's concept of the zone of proximal development, methodologically substantiating the formation of social skills in joint activity.

Third, the feedback-based stage structure of the technology makes it manageable and replicable — which meets the requirements of systematicity, diagnosticity, and result-orientation placed on a pedagogical technology. In this way, the work enriches the theoretical model of forming social competence and provides a framework of testable hypotheses for future empirical research.

4.2. Practical significance of the technology

In practical terms, the technology gives the teacher a ready, step-by-step algorithm of action: first diagnosing pupils' level of social competence, then setting clear goals, selecting appropriate methods and interactive forms (training, case study, role play, project), and regularly assessing the result. The system of criteria and levels makes assessment free of subjectivity, comparable, and monitorable.

The technology can be applied flexibly across different educational stages (general secondary, specialized secondary, and higher education) as well as in extracurricular activity. Its outcomes — a culture of communication, cooperation, constructive conflict resolution, and emotional self-regulation — serve directly not only pupils' academic success but also their future professional and civic life. This aspect is substantively consistent with the findings of international meta-analyses confirming the positive impact of social-emotional learning programs.[9]

4.3. Limitations of the study

The empirical indicators presented in the article are conditional model data whose purpose is to illustrate the logic of the technology. To prove the actual effectiveness of the technology, a full-

[9]Durlak, J. A. et al. (2011). Child Development, 82(1), 405–432.

scale pedagogical experiment is required, based on a sufficient sample size, a control group, and a test of statistical significance (for example, the t-test or the χ^2 test). This constitutes a promising direction for further research.

5. Conclusion

The study has substantiated the scientific and practical significance of the technology for forming social competence. Social competence was analyzed as the integrity of cognitive, emotional, motivational-axiological, and behavioural components; a five-stage, feedback-based pedagogical technology of its formation was modelled; and a system of criteria and levels for assessing effectiveness was developed.

The scientific significance of the technology is manifested in its operationalization of social competence and in its proposal of a systemic, diagnostic model; its practical significance is manifested in providing the teacher with a clear, manageable, and monitorable algorithm of action. The conditional model data illustratively demonstrated that the implementation of the technology may lead to a coordinated increase in indicators across all components. These conclusions call for typical empirical confirmation — a full-scale, statistically substantiated pedagogical experiment.

References

1. White, R. W. (1959). Motivation Reconsidered: The Concept of Competence. Psychological Review, 66(5), 297–333.
2. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press.
3. Bandura, A. (1977). Social Learning Theory. Englewood Cliffs, NJ: Prentice-Hall.
4. Gardner, H. (1983). Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books.
5. Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. New York: Bantam Books.
6. Selman, R. L. (1980). The Growth of Interpersonal Understanding: Developmental and Clinical Analyses. New York: Academic Press.
7. Rose-Krasnor, L. (1997). The Nature of Social Competence: A Theoretical Review. Social Development, 6(1), 111–135.
8. Raven, J. (1984). Competence in Modern Society: Its Identification, Development and Release. London: H. K. Lewis.
9. Hutmacher, W. (1997). Key Competencies for Europe. Report of the Symposium (Berne, 27–30 March 1996). Strasbourg: Council of Europe.
10. OECD (2005). The Definition and Selection of Key Competencies (DeSeCo Project): Executive Summary. Paris: OECD Publishing.
11. Council of the European Union (2018). Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning (2018/C 189/01). Official Journal of the European Union.
12. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, 82(1), 405–432.
13. Zimnyaya, I. A. (2003). Key Competencies — a New Paradigm of the Educational Outcome [Klyuchevye kompetentsii — novaya paradigma rezul′tata obrazovaniya]. Vysshee obrazovanie segodnya, No. 5.

14. Khutorskoy, A. V. (2002). Key Competencies and Educational Standards [Klyuchevye kompetentsii i obrazovatel′nye standarty]. Eidos Internet Journal.
15. **Note.** National normative documents (the Law on Education, state educational standards, and official documents on key competencies) are recommended to be cited by the author on the basis of their current official version and exact bibliographic details.