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MODELING THE PROCESS OF THE FORMATION OF HIGH SCHOOL STUDENTS' SOCIAL COMPETENCE BY MEANS OF NON-FORMAL EDUCATION

Abstract. The article demonstrates the structural-functional model which is understood as imaginary and presented as a system of interconnection of the process of formation of individual components of social competence of high school students and implemented in the process of research and experimental work of non-formal education. It is important that the model and the original (socio-pedagogical conditions for the formation of social competence of high school students and the means of non-formal education) are always in objective correspondence.

In the study the structural-functional model of the formation of high school students' social competence by means of non-formal education is demonstrated. It implies the interaction of the following blocks: objective, outlining the purpose, the task to form the high students' social competence; conceptual, which determines the socio-pedagogical conditions of the formation of social competence of high school students by means of non-formal education together with the principles of their implementation; procedural, which determines the interaction of the functions of non-formal education and the structural components of high school students' social competence; content, covering a system of forms, methods and tools; resultative, which reveals the criteria, indicators, levels of social competence of students and the result of the research process (the formation of social competence of non-formal education). In the course of the research the peculiarities of realization of the structural-functional model of the formation of social competence of high school students by means of non-formal education have been determined

Keywords: structural-functional model; social competence; high school students; non-formal education; tools; formation.

Introduction

The issues of the formation of social competence of high school students at the present stage of social development are extremely important. Their significance is caused with the fact that modern education should provide a graduate with effective tools for life adaptation in changing social conditions, form socio-moral guidelines and practical social skills, relevant to human life and society; as well as the ability to work effectively in a team, interact productively with the social environment, constantly improve their own social qualities.

The problem of competence, including the social one, is not new to the pedagogical science. In particular, the definition of the essence of the phenomenon of social competence is devoted to the works of such scientists as (Doktorovich, 2009), which defines social competence as "a complex intertwining of skills, knowledge and actions, oriented and organized according to the surrounding social reality. (Kalinina, 2004), characterizes social competence as an integrative personal education, which represents a system of knowledge about society, abilities, social behavior skills, a system of relationships manifested through personal qualities, motivation, moral values. It is believed to enable the integration of external and internal resources for achieving socially significant goals and solving life problems (Datsenko, Vlasova, 2015). (Kirichenko, 2016). Kirichenko argues that an important role in the formation of social competence of high school students is played by their own social activity, which is a form of social behavior which covers the processes of communication and social interaction. (Kremen', 2008) emphasizes the need to use the broad functionality of education in enriching the concepts and ideas of high school students about civic values, aesthetic spiritualization of young people and their attitude to reality, the formation of a system of civic views and beliefs. (Litovchenko, 2009), considers non-formal education as a kind of innovative pedagogical systems.

The basics of the pedagogical modeling have been developed by the researcher (Dakhin, 2005), and others. Contemporary scholars are also engaged into the study of the problems of non-formal education and some aspects of its influence on the formation of social competence of a personality (Huseynova, Lukyanova, 2012), (Anishchenko, Lukyanova, Priyma, 2017), (Plynokos, Kovalenko, 2016), (Pavlyk, 2017), (Jarvis, Wilson, 2002) etc.

The results of the analysis of pedagogical literature show that the attention of researchers is mainly focused on substantiating the competence approach to the organization of the educational process in general secondary education, while the problem of social competence of high school students in non-formal education has not been the subject of the independent research. This situation slows down the implementation of the competence approach in practice of non-formal education; also it does not contribute to the proper formation of social competence of high school students. The exploration of this field of study subsequently requires the use of

modeling in order to establish relationships and interdependencies of the effective implementation of this process.

The purpose of the article is to substantiate the structural-functional model of the formation of social competence of high school students by means of non-formal education.

Research methodology

The following research methods have been used to implement the identified tasks:

– theoretical – for the content analysis, systematization, generalization of philosophical, sociological, psychological and pedagogical literature to clarify the content of the basic concepts of research; modeling to build a structural and functional model for the implementation of socio-pedagogical conditions for the formation of social competence of high school students through non-formal education;

– empirical – for psychological and pedagogical diagnostics, questionnaires, conversations with high school students, testing, direct and indirect observation, expert assessment, ranking, self-assessment (to establish the levels of social competence of students), analysis of the impact of non-formal education on social competence of high school students; pedagogical experiment (ascertaining, forming, control);

– statistical – methods of mathematical statistics for processing the results obtained in the process of research and experimental work.

Results and discussions

The modern tendencies of social and economic development require from graduates not only the well-shaped system of knowledge, but also the accomplished social competence that provides them with the proper orientation in social space, abilities and skills of group association for the successful resolution of significant problems; presence of social and communicative skills, acceptance of prosocial values. Therefore, the formation of social competence of high school students by means of non-formal education presupposes the effective modeling of this process.

Having considered the conceptual principles of modeling the process of the formation of social competence of high school students by means of non-formal education, we conclude that in the pedagogical science the model is mainly understood as a system of objects or signs, presented in the form of a scheme, a chart that reflects the structure in an illustrative way (Dakhin, 2005). Modeling in socio-pedagogical activities has been conducted in the perspective of theory and practice of designing educational systems, systemic changes in general secondary education and beyond, in the context of studying the impact of psychological and pedagogical innovations in the process of social development of a personality. Demonstration of the pedagogical model contributes to the design and construction of a holistic picture of the process of the formation of social competence of high school students by means of non-formal

education; it helps to identify predictable, desirable and possible characteristics, defined in the process of analysis of the determined relationships and interdependencies.

The structural-functional model in the described study is assumed as an imaginary and implemented system of interconnections of the process of the formation of individual components of social competence of high school students, as well as the realized constituents in the process of research and experimental work of non-formal education. It is important that the model and the original (socio-pedagogical conditions for the formation of social competence of high school students and the tools of non-formal education) are always in the objective correspondence (**Fig. 1**).

The process of the formation of social competence of high school students is defined by us as an open pedagogical system, which suggests the consistent implementation of the following structural blocks: objective, conceptual, procedural, content, and resultative in the space of non-formal education.

The objective unit is a system-forming element of the existing model of the formation of social competence of high school students by means of non-formal education. Taking to consideration the approach, that the goal is interpreted as "the future state of the pedagogical system, the state to which it aspires" (Kremen', 532, 2008), we have defined the purpose of the developed model – the formation of social competence of high school students by means of non-formal education. The purpose of social competence defines its task, which is to provide students with an accomplished system of social knowledge, skills, experience, values, qualities; and effective social interaction habits, which include forecasting the consequences of social behavior, self-management in social activities and achieving social success.

The conceptual block of the model includes the socio-pedagogical conditions of the formation of social competence of higher school students by means of non-formal education, and the principles of their implementation. The formulation of the socio-pedagogical conditions requires taking to consideration the purpose, task, object and subject of the research, as well as the features of non-formal education and the specifics of social competence of high school students as a multicomponent phenomenon. All the components have been taken into account in their complex unity. The well-thought-out conditions include:

1. Stimulating the subjective position of high school students.
2. Providing socio-pedagogical support and monitoring.
3. Modernization of the content, forms and methods of non-formal education.
4. Organization of space for the amateur activity and assistance.

We substantiate the selected socio-pedagogical conditions for the formation of social competence of high school students by means of non-formal education.

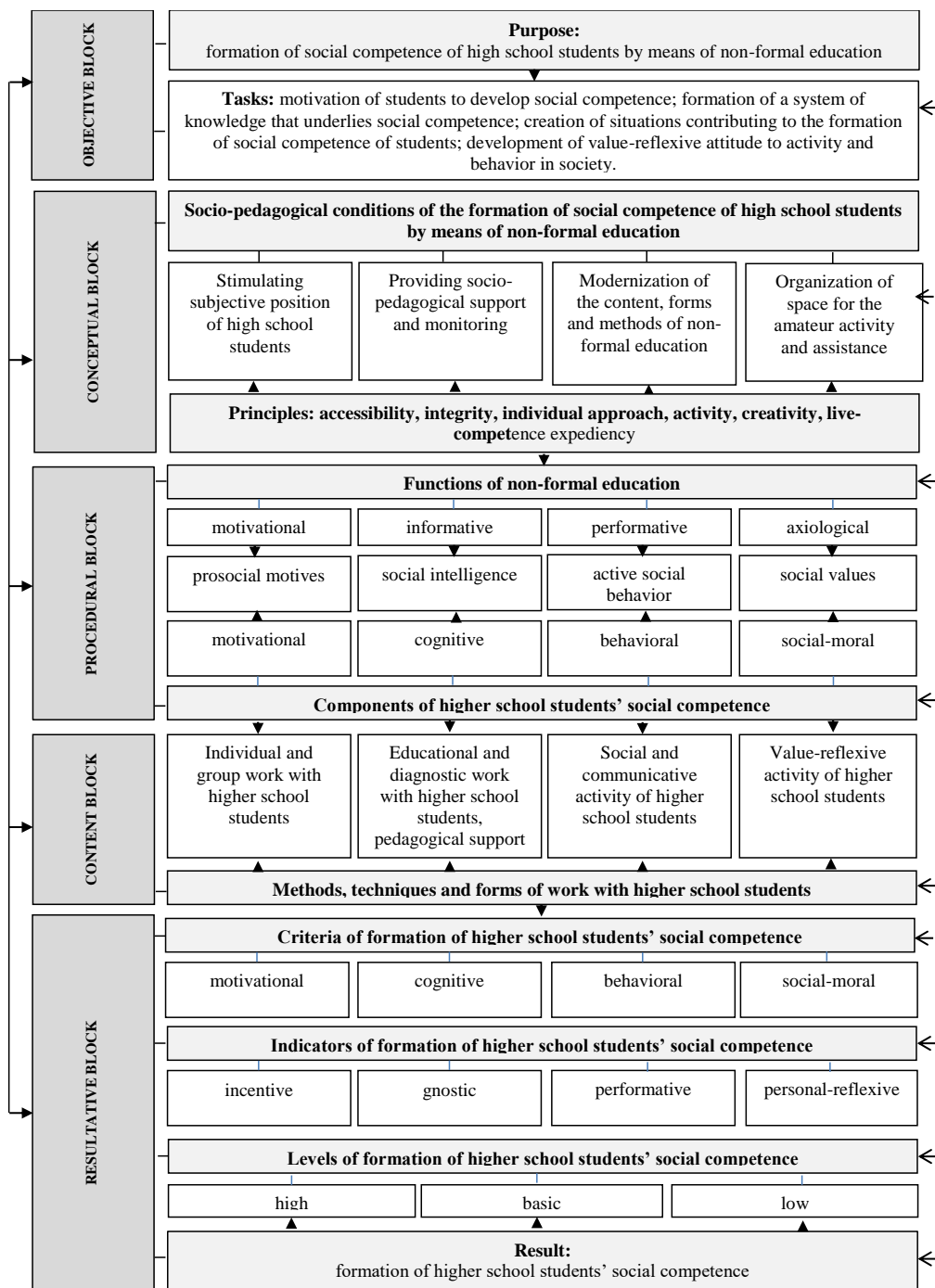


Fig. 1. The structural-functional model of the formation of social competence of high school students by means of non-formal education

The first socio-pedagogical condition is "Stimulating the subjective position of high school students". The subjective position of a high school student as an active participant in non-formal education is understood as a system of value-semantic attitudes to the socio-cultural environment, themselves and their social activities. Taking to consideration these provisions, it should be noted that all forms of non-formal education should be based on the ideas of requests, interests, motives and wishes of high school students; the same applies to their initiative and implementation; students (together with teachers) are the subjects of this process.

The second socio-pedagogical condition is "Providing socio-pedagogical support and monitoring". The socio-pedagogical support is considered as a certain area of activity of a social educator, it is focused on the interaction with high school students in the process of non-formal education. The socio-pedagogical support for the formation of social competence of high school students in the system of non-formal education is implemented in:

- the educational process of non-formal education institution (optional classes, discussion clubs; training programs; social projects, etc.);
- the organizational and mass work (mass events: conferences, concerts, competitions, flash mobs, actions, etc.);
- the work of specialists of social and psychological service at non-formal education institution (practical psychologist, social educator).

The third socio-pedagogical condition is "Modernization of the content, forms and methods of non-formal education". The analysis of the scientific and methodological sources shows that in the process of non-formal education preference should be given to active and interactive forms and methods. In particular, the main organizational forms of non-formal education should include: sightseeing tours, educational tourism, specialized conferences, seminars, presentations, trainings, courses, studios, workshops, creative workshops, round tables, video lectures, assembly in student networks / associations, setting-up and usage of network libraries, Internet services and digital resources of socio-cultural nature, organization of common activities, sections, circles, clubs, volunteering activity, cultural initiatives, theaters, amateur art groups, dialogue groups, public discourses, participation in social movements and organizations, Sunday schools, distant learning, online learning, courses for new knowledge and skills, field trips, "compensation programs" aimed at socio-personal development (trainings and courses of personal development, public speaking, effective communication, the relationship between the genders etc.). Certain forms of non-formal education should be saturated with dialogic methods, namely: discussions and debates, case studies, problem modeling, portfolio, reading, business games, consultations, simulations of socio-cultural processes and phenomena, innovative educational technologies (open-space, workshop of the future, world-cafe, peer-education, etc.).

The effectiveness of the influence of these forms and methods of organization of non-formal education on the formation of social competence of high school students is determined by their reliance on the internal needs of a personality in self-actualization, self-development, and self-realization. Non-formal education is believed to have the potential to integrate the personal and social development of high school students.

The fourth socio-pedagogical condition is "Organization of space for the amateur activity and assistance". This condition assumes engagement of high school students in self-government in the space of non-formal education. The tasks of self-government in school in the context of the formation of social competence of senior pupils include: the organization of study and leisure of pupils (preparation and holding contests, creative holidays, competitions, trainings, seminars, conferences, festive line-ups, meetings; involvement of pupils in research, scientific activity). High school students may be challenged with the following self-government tasks: participation in holding pedagogical councils, which consider the issues of activity of student groups (representation and protection of students' interests; organization and holding collective planning and ranking of non-formal education groups; organization of training of self-government representatives). Also self-government tasks cover the spheres of organization of social and charitable assistance to the needy (upbringing according to the principles of humanism, mercy, humanity; care for veterans, the disabled, widows, the elderly). The volunteer movement is one of the activities of school self-government and it is considered to be an important means of formation of the value sphere of schoolchildren.

In general, students' self-government and volunteering contribute to the main goal of non-formal education:

- creation of favorable conditions for the students' personal and social formation and development;
- consistency of the main tendencies toward students' self-realization, self-development and professional self-determination;
- development of an appropriate students' attitude to the world of nature, culture, social environment, individuals, themselves.

Establishing an effective system of students' self-government in each school promotes the development of high school students' social intelligence, knowledge, skills and experience of social action.

Analysis of the scientific approaches to the formation of social competence of high school students allows to make a conclusion about the feasibility to follow in this process the principles of life-competence expediency, accessibility, integrity, personal approach, activity, creativity.

The procedural block of the structural-functional model covers the functions of non-formal education in their relationship with the structural components of the formation of social competence of high school students.

In the context of the formation of social competence of high school students, non-formal education performs a set of functions that ensure the integrity of this activity:

1. Motivational – involves the focus of high school students on mastering and accepting new living conditions.
2. Informative – involves the ability of high school students to find, select, and use the necessary information.
3. Performative – allows high school students to acquire new ways of activity.
4. Axiological – involves the high school students' mastery of socially necessary values.

The implementation of the functions of non-formal education affects the formation of the individual components of social competence of high school students: motivational (motivation to form social competence), social-value (formation of value orientations), cognitive (formation of knowledge, skills and abilities underlying social competence) and behavioral (creation in non-formal education of situations that contribute to the formation of social competence of high school students, their actions and deeds).

The motivational component of social competence stimulates a personality to understand the need for the formation of social competence; reflects the formation of social motives to behavior and activities; actualizes the development of socially valuable and personally significant motives. The result is the formation of prosocial motives.

The cognitive component of social competence involves a personality with a certain level of social intelligence, knowledge about society, social laws and social relations, social relationships, knowledge about themselves and their place in life, with the ability of self-determination and vital self-realization, understanding the laws of social life, society and the world. The result is the formation of social intelligence in high school students.

The behavioral component of social competence is characterized with the presence of skills and abilities of social interaction in the context of productive cooperation with the different partners in a group or a team, playing different social roles, finding compromise and mutual understanding with other people, taking basic social responsibilities. This component deals with high school students' activities, attitudes and interactions with seniors and peers according to the established patterns of behavior. The result is a willingness to cooperate, work in a team, which is expressed in the completed communicative competence.

Social-value component of social competence stimulates a personality to understand their role and place in life, reflects the comprehension of universal human values and their place in the hierarchy of personal values, the formation of self-esteem, human rights, human dignity, social responsibility, actualizes awareness of the need to protect the social rights and interests of other people. This component also concerns with the

need for responsibility, principledness, tolerance and other socially-oriented values for the purpose of social and personal progress. The result is the formation of high school students' moral value sphere of a personality, acquired system of social values and meaning of life.

The content block of the structural-functional model covers a set of methods, techniques, forms and means of non-formal education of high school students.

The most common forms of non-formal education of high school students in the modern conditions are circles, clubs, flash mobs, sections, expeditions, hikes (weekend, by types of sports tourism, categories, degrees, one-day, two-days and multi-days), excursions (short distance and long distance), walks, camps, rallies-competitions, competitions by types of sports tourism, conferences, round tables, exhibitions, evenings, discussions, school museums (collection of extra information, exhibits for them), search work, etc. There must be highlighted the role of the innovative forms of work, such as demonstration performances on tourist equipment; tourist evenings; tourist fun and smart club, tourist song evenings, celebrations of integrated tourism days, etc. The versatility of non-formal education contributes to the formation of the variety of spiritual interests and values in high school students; consequently, it facilitates the process of the formation of their civic position, positive attitude towards society, other people and themselves.

It should be noted that the implementation of forms and means of non-formal education includes individual and group work with high school students in cognitive direction – educational and diagnostic work with students, related to their personal self-knowledge and professional self-determination, as well as pedagogical support from teachers. The performative sphere covers the social and communicative activities of high school students; the axiological component is realized through the value-reflexive activities of students, it is associated with understanding and acceptance of social values, finding the sense of life, as well as social activities in accordance with these principles.

The resultative block of the structural-functional model covers the criteria, indicators and levels of the formation of social competence of students.

In order to assess the formation of social competence of high school students in the process of experimental work the following criteria and their indicators have been used: cognitive criterion (gnostic indicator), motivational criterion (incentive indicator), behavioral criterion (performative indicator) and socio-moral criterion (personal-reflexive indicator). These structural elements have made it possible to distinguish the levels of social competence of high school students – high, basic and low.

It is important that the determined socio-pedagogical conditions of the formation of social competence of high school students are interconnected and interdependent with the means of non-formal education.

Conclusions

Thus, in the course of the research the model of the formation of social competence of high school students by means of non-formal education has been developed. It has been elaborated in accordance with the interaction of the following blocks: objective (outlines the purpose and tasks of the formation of social competence of high school students); conceptual (determines the socio-pedagogical conditions of the formation of social competence of students by means of non-formal education together with the principles of their implementation); procedural (determines the interaction of the functions of non-formal education and the structural components of social competence of students), content (is concerned with the system of forms, methods and means of the formation of social competence of high school students in non-formal education); resultative, which reveals criteria, indicators, levels of social competence. The peculiarities of realization of the structural-functional model of the formation of social competence of high school students by means of non-formal education have been determined in the process of the scientific investigation.

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МОДЕЛЮВАННЯ ПРОЦЕСУ ФОРМУВАННЯ СОЦІАЛЬНОЇ КОМПЕТЕНТНОСТІ УЧНІВ ШКОЛИ ЗАСОБАМИ НЕФОРМАЛЬНОЇ ОСВІТИ

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Анотація. У статті продемонстровано структурно-функціональну модель формування соціальної компетентності старшокласників засобами неформальної освіти, що передбачає взаємодію таких блоків: цільового, що окреслює мету, завдання формування соціальної компетентності учнів; концептуального, що визначає соціально-педагогічні умови (стимулювання суб'єктної позиції старшокласників, забезпечення соціально-педагогічного супроводу та моніторингу, модернізація змісту, форм та методів неформальної освіти, організація простору самодіяльності та допомоги) формування соціальної компетентності старшокласників засобами неформальної освіти разом із принципами їх реалізації; процесуального, що визначає взаємовплив функцій неформальної освіти: мотиваційної, інформаційної, діяльній, аксіологічної, що впливає на формування компонентів соціальної компетентності старшокласників: мотиваційного (мотивації до формування соціальної компетентності), соціально-ціннісного (формування ціннісних орієнтацій), когнітивного (формування системи знань, вмінь та навичок, що лежать в основі соціальної компетентності) та поведінкового (створення у неформальній освіті ситуацій, що сприяють формуванню соціальної компетентності старшокласників, їх дій та вчинків); змістового, що охоплює систему форм, методів і засобів; результативного, що розкриває критерії, які дозволяють визначити рівні сформованості когнітивного (пізнавальний критерій), мотиваційного (спонукальний критерій), поведінкового (діяльній критерій) і соціально-ціннісного (особистісно-рефлексивний критерій) компонентів. Означені структурні елементи дали змогу виокремити рівні соціальної компетентності старшокласників – високий, базовий та низький та результат досліджуваного процесу (сформованість соціальної компетентності суб'єктів неформальної освіти). У процесі дослідження визначено особливості реалізації структурно-функціональної моделі формування соціальної компетентності старшокласників засобами неформальної освіти.

Ключові слова: структурно-функціональна модель; соціальна компетентність; старшокласники; неформальна освіта; інструменти; формування.

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