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SOCIO-CULTURAL COMPETENCE OF STUDENTS AND THE RESULTS OF GENERAL EDUCATION

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Abstract

This article presents the results of theoretical analysis and comprehensive study in the practice of preparing pedagogical university graduates to ensure the general education results in professional activity. The results allow the formulation of the essence of the "socio-cultural competence" concept, especially the features of its formation at the stage of professional training. In addition, the meta-subjective approach in the general education system is significant. The refraction of the former students' socio-cultural competence in the professional readiness and ability to provide meta-subject and personal results of schoolchildren's learning is a task, the solution of which became the object of development within the framework of the conducted research. The aim of the research is to develop theoretical and methodological foundations for the formation of the socio-cultural competence of trainees, to systematize and present the experience of the State University of Humanities and Technology in Russia in the pedagogical personnel training to work in new socio-cultural conditions. The socio-cultural practices presented in the article are subordinated to the logic of the future teachers' professional training, which makes it possible to form general cultural and general professional competences defined by GEF HE. Gradual change of the student's position from the participant of socio-cultural practices to their developer and leader determines the expansion of the student's abilities and readiness for effective interaction with the participants of educational relations in direct professional activity

1. Introduction

Understanding the relationship between the result of the graduate's education and hsi readiness and focus on ensuring the results of general education in professional activity emphasizes the relevance and practical significance of the research. The latest documents reflecting, among other things, the tasks in the field of education (Presidential Decree of 07.05.2018 "On the Strategic Purposes and Development Challenges of the Russian Federation for the Period 2018-2024", National Project "Education" for 2018-2024), the goal is to ensure the entry of the Russian system of general education into the top ten world leaders. Such a goal emphasizes the dependence of the results of general education on the system of pedagogical personnel professional training and, at the same time, determines the need to search for optimal practices for the preparation of pedagogical universities students from the standpoint of their readiness to ensure the results of GEF general education.

The definition of meta-subject and personal results of general education was a breakthrough in the vision of education, its mission in educating the personality of the school graduate, adequate to the challenges of the sociocultural situation, possessing a set of characteristics that increase its competitiveness.

However, the question remains open as to how to ensure the achievement of the indicated results, what characteristics a modern school teacher should have. The socio-cultural competence of a pedagogical university graduate in this context can be considered as a condition for providing meta-subject and personal results of general education.

The aim of the research is to develop theoretical and methodological foundations for the formation of the socio-cultural competence of students of the State University of Humanities and Technology in Russia, to systematize and present the experience of the State University of Humanities and Technology in the preparation of pedagogical personnel for work in new socio-cultural conditions.

2. Problem Statement

The mechanism of refraction of social and cultural competence of former students in professional readiness and ability to provide meta-subject and personal results of general education.

3. Research Questions

This study aims to uncover

3.1. the essence of socio-cultural competence

3.2. how it is formed among students and

3.3. the connection between the socio-cultural competence of the future teacher and the results of general education

4. Purpose of the Study

The aim of the research is to develop theoretical and methodological foundations for the formation of the socio-cultural competence of students of the State University of Humanities and Technology in Russia, to systematize and present the experience of the State University of Humanities and Technology in the preparation of pedagogical personnel for work in new socio-cultural conditions.

5. Research Methods

The reliability of the findings is confirmed by the following set of methods: theoretical analysis of relevant documents, systematization, studying the experience of organizing the preparation of students of a pedagogical university (in this case, the State University of Humanities and Technology in Russia).

6. Findings

Based on understanding the ideas laid down in the Scientific and Technological Initiative and the Digital Economy program, it can be determined that the future of the modern school and the strategies for its development are beyond meta-subject education. The meta-subject approach provides a transition from the existing practice of fragmenting knowledge into subjects to an integral perception of the world, meta-activity. "Meta" - ("for", "through", "above") universal, integrating: meta-*deyatelnost* (meta-activity), meta-*oumenie* (meta-method, meta-skill); sometimes universal knowledge and methods; sometimes - thought activity.

Meta-projects are a new educational form that is built on top of traditional academic subjects, which is based on the thought-activity type of the educational material integration, such as meta-knowledge, meta-subjects, meta-adaptivity, which, in turn, can be recognized as a tool for forming meta-subject competences as a result of a new meta-subject education.

Meta-project education is necessary to eliminate the "apparent gap between the activities of the school system and the demands of families, society and the state, for which priority is the formation of the value-semantic sphere of students, mastery of key competencies (universal learning activities) based on substantive, meta-subject and interdisciplinary skills. In a generalized form they are formulated as "Requirements to results" - personal, meta-subject and subject and are represented by a "portrait of a graduate" of the appropriate level of general education " (Kolomiychenko & Gruzdeva, 2015).

The characteristics of the meta-subject and personal results of general education (depending on the level) are presented in Table 1. The results of general education indicated in the table reflect the lines of continuity in their characteristics for each stage of education, the gradual expansion of the ability of the graduate of one or another stage of education in their application from the position of building relationships in various objects of the material and non-material world, primarily in relation to the values inherent in the Soviet Union society.

Table 01. Characteristics of meta-subject and personal results of general education

Levels of Education	Meta-Subject Results	Personal Results	Portrait of a Graduate
Primary	universal educational activities (cognitive, regulatory and communicative), ensuring the mastery of key competencies that form the basis of the ability to learn, and interdisciplinary concepts.	the readiness and ability of students to self-development, the formation of motivation for learning and cognition, the value-semantic settings of students, reflecting their individual and personal positions, social competencies, personal qualities; the formation of the foundations of civil identity.	loving his people, his land and his homeland; respecting and accepting the values of the family and society; inquisitive, active and interested in knowing the world; possessing the basics of the ability to learn, capable of organizing his own activities; ready to act independently and be responsible for their actions to the family and society; friendly, able to listen and hear the interlocutor, justify his position, express his opinion; fulfilling the rules of a healthy and safe for themselves and the surrounding way of life.
Basic	interdisciplinary concepts and universal learning activities (regulatory, cognitive, communicative), the ability to use them in educational, cognitive and social practice, independence planning and implementation of educational activities and organization of educational cooperation with teachers and peers; individual educational trajectory;	readiness and ability of students to self-development and personal self-determination, the formation of their motivation for learning and purposeful meaningful activity, systems of significant social and interpersonal relations, values and meanings reflecting personal and civic positions in activities, social competencies, legal awareness, the ability to set goals and build life plans, the ability to understand Russian identity in a multicultural society;	loving his land and his homeland, he knows Russian and his native language, respecting his people, his culture and spiritual traditions; aware and accepting the values of human life, family, civil society, the multinational Russian people, humanity; actively and interested in knowing the world, aware of the value of labor, science and creativity; able to learn, aware of the importance of education and self-education for life and activities, able to apply the knowledge gained in practice; socially active, respecting the law and the rule of law, commensurate with their actions with moral values, aware of their responsibilities to the family, society, the Fatherland; respecting other people, able to conduct a constructive dialogue, achieve mutual understanding, cooperate to achieve common results; consciously fulfilling the rules of a healthy and environmentally appropriate way of life, safe for man and his environment; oriented in the world of professions, understanding the importance of professional activity for a person in the interests of sustainable

			development of society and nature.
Secondary	interdisciplinary concepts and universal educational activities (regulative, cognitive, communicative), the ability to use them in cognitive and social practice, independence in planning and implementing educational activities and organization of educational cooperation with teachers and peers, the ability to build an individual educational trajectory, research, project and social activities;	readiness and ability of students for self-development and personal self-determination, the formation of their motivation for learning and purposeful cognitive activity, a system of significant social and interpersonal relationships, values and semantic attitudes reflecting personal and civic positions in activities, legal awareness, ecological culture, the ability to set goals and build life plans, the ability to realize Russian civil identity in a multicultural society;	loving his land and his homeland, respecting his people, his culture and spiritual traditions; aware and accepting the traditional values of the family, Russian civil society, the multinational Russian people, humanity, aware of its ownership of the fate of the Fatherland; creative and critical thinking, actively and purposefully aware of the world, aware of the value of education and science, labor and creativity for man and society; owns the basics of scientific methods of cognition of the surrounding world; motivated by creativity and innovative activity; ready to cooperate, able to carry out educational research, design and information and cognitive activities; self-aware person, socially active, respecting law and order, aware of responsibility to the family, society, state, humanity; respecting the opinion of other people, able to conduct a constructive dialogue, reach mutual understanding and successfully interact; consciously fulfilling and promoting the rules of a healthy, safe and environmentally appropriate way of life; prepared for an informed choice of profession, understanding the importance of professional activities for people and society; motivated to education and self-education throughout his life.

The marked results of general education determine the demand for a new type of specialist. Simultaneously, as Skudareva and Pavlova (2017) noted, it is necessary to take into account the rapid onset of the digital revolution, which corrected the requirements to the results of education. A modern in-demand specialist should have:

1. Personal basic qualities that provide flexibility and adaptability to rapid external changes: appropriation of the values of Russian civil society, curiosity, initiative, perseverance and perseverance in achieving the goal, ability to plan their activities, leadership qualities, managing their own behavior, social skills, etc.

2. Basic skills (help solve everyday tasks: reading, writing, mathematical and natural science literacy, financial, entrepreneurial and ICT competence, cultural and general literacy).

3. Competencies that provide solutions to complex problems: critical and creative thinking, communication skills, etc.

They can also (should) be added digital literacy (digital skills), by which we understand the willingness and ability of a person to apply digital technologies confidently, effectively, critically and safely in all spheres of life.

Apparently, social and educational challenges of a national scale require an early solution and are characterized by super task: new schools need young teachers with advanced thinking capable of responding adequately to changes in the educational situation, the specifics of modern pedagogical systems, and new sociocultural conditions of professional activity (Skudareva, 2015).

Appeal to publications recently allows us to emphasize that the notion of "socio-cultural competence" is a frequent object of study. Let's imagine some author's positions:

- Socio-cultural competence is a part of the communicative competence of another language (GEF LLC), while researchers in the content of this competence include not only knowledge of the language, culture and traditions of the country, the ability to build verbal and non-verbal behavior, but also to understand and adequately interpret cultural values and facts in situations of speaking in another language;

- Sociocultural competence - an integrated system of cultural knowledge and social experience, the experience of implementing the methods of activity, the experience of creative activity, the experience of the emotional value relationship;

- Socio-cultural competence is an integrative characteristic of a person, manifested in the availability of knowledge in the field of different types of social culture (moral, ethical, gender, national, legal, confessional), interest in learning it, willingness to interact with people in different life situations, ways to evaluate interpersonal communication (Kolomiychenko & Gruzdev, 2015).

The designated definitions of socio-cultural competence testify to the unequivocal recognition by researchers of the significance of this type of competence of the individual, the unity in understanding of its components (knowledge, experience of communication, readiness for interaction). The relevance of the formation of socio-cultural competence in the system of continuous vocational education is confirmed by studies of scientists and practitioners (Arkhipova, 2015; Bondar, 2017; Chibisova, 2016; Galanina, Dulzon, & Schwab, 2017.; Murat & Tashenova, 2016; Riskulova, 2016); Savolainen & Shchitnikov, 2006). Various mechanisms of continuous pedagogical education, professional training of students of pedagogical universities for the implementation of professional activities in the new conditions are presented in the works of Milkevich (2015, 2018), Skudareva (2015), Yusupova (2014, 2017).

Appeal to the scientific publications of recent years allows to state that scientists and practitioners show a steady interest in the problem of socio-cultural competence of graduates of the university, the ways of its formation. However, most studies tend to consider the concept of "socio-cultural competence" in relation to the study of foreign languages by students, the teaching of a foreign language in vocational schools, and the formation of this competence among students of technical training profiles. The changed socio-cultural situation, a new understanding of the results of general education, reflected in the GEF,

requires a special preparedness of future teachers from the standpoint of their ability to adequately respond to the changes that occur, to ensure the meta-subject and personal results of general education.

Agreeing with the definition of socio-cultural competence proposed by Kolomiychenko and Gruzdeva (2015), it is important for us to form not only knowledge about different types of social culture, readiness for interaction with representatives of different cultures. It is important to form a value attitude to various types of culture (gender, national, legal, confessional, etc.) and their representatives. In the conditions of the multicultural environment in the modern school, this characteristic of the specialist will provide adequate models of behavior in various communication situations, will allow painless and organic to ensure the results of education and the achievement by the child of the characteristics presented in the portrait of the graduate for each level of education.

On the basis of the State Educational Institution of Higher Education in Moscow Region "State University of Humanities and Technology", various practices of forming the social and cultural competence of students were developed. It should be emphasized that a system of socio-cultural practices was gradually formed, which was subordinated to the logic of the learning process in the university.

The training of first-year students is aimed at understanding the value of professional activity, forming readiness for the expansion of professional knowledge and their implementation in practice. Such a focus of vocational training determines their inclusion in such social and cultural practices as charitable actions and projects. In the framework of the annual action "Student Forest", seedlings are planted, ecological raids, ordering in the forests, explanatory work with the population. The project "School of Mutual Humanity" continues the best the outstanding philanthropists Morozovs' traditions . The actions "Marathon in the Dark" and "White Cane Day" allow not only to draw public attention to the problems of blind people, but also contribute to the formation of professionally and personally significant qualities of students.

The training of second-year students is focused on deepening professional knowledge, the formation of professional skills. This determines the inclusion of students in such socio-cultural practices as "Pedagogical Interactive" for students of pedagogical classes, "Legal Clinic" for different groups of the population.

Students of the third courses are immersed in direct professional activities in the course of practice, playing simulation of pedagogical situations in practical classes and participating in such projects as "STCOP to veterans!", "Man does not live by bread alone", "Shkolkovo" and "Pedagogical classes". Designated projects allow students to join the immediate practice of the forthcoming professional activity, to realize its specificity, and also motivate for continuous self-education and professional growth.

The students of the senior courses take an active part in actions and projects characterized by a focus on expanding their professional skills and experience. Many students combine vocational training and work by profession, which changes their attitude towards socio-cultural practices from the participant - to the mentor. Acting as the organizer of social and cultural practices of school students, the student learns to develop, organize and implement such practices, enriching his personal and professional experience.

Conditional lines of immersion of students at different courses in social and cultural practices are organically combined with the activities of the social pedagogue and psychologist of the university. In

relation to different groups of students, individual, group and mass forms of social, pedagogical and psychological-pedagogical work are conducted.

A master class on the interaction of students, parents and the teacher is a projection of the relationships that future teachers will have in their immediate professional activities. This form is aimed at strengthening the ability to understand the world of another person, to establish and maintain contact, to carry out effective communication. Used games and exercises allow you to master the interaction techniques in the simulated situation.

Conducted individual conversations ("What is alcohol really", "About the dangers of smoking", "Follow the rules of the hostel", "Prevention of drug addiction", "Your choice", "Tolerant attitude and we", etc.) allow not only to prevent deviating forms of behavior among university students, but also contribute to the formation of their ideas about the specifics of such work. Simultaneously, individual work allows the student to be immersed in simulated social situations, forming a positive social experience.

For different groups of students, trainings are conducted ("Adaptation training", "Team building training", "How not to be afraid to speak to the public!", "Training for stress relief", "Training on adaptation of orphans", etc.) prevent or minimize problems of a different nature, reinforcing the value of successful interpersonal relationships. For university students with limited health opportunities, art-therapeutic exercises and psycho-gymnastics are widely used, which make it possible to adapt them to the conditions of the university and the student's subculture.

7. Conclusion

The socio-cultural competence of students at a pedagogical university is a condition for their successful integration into different types of cultures and activities, both at the level of personal experience and at the level of professional activity. Expansion of students' views about the types, specificity of socio-cultural activities, the types of socio-cultural practices, the forms of their implementation, the inclusion of future teachers in directly to various actions, projects, volunteer movements, etc. allows solving the problems of providing general cultural and general professional results of higher education effectively. The accumulated and comprehended experience of socio-cultural practices will enable them to achieve meta-projective and personal results of general education in their professional activities.

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