

## Formation of social interaction competence of future specialists of the management sphere

Formación de la interacción social competencia de futuros especialistas del ámbito gerencial

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### ABSTRACT

Trends in the economic situation development in the Russian Federation determine the basic requirements for graduates of Russian universities in the direction of “management” training, whose professional competence depends directly on the level of mastering communication skills and social interaction skills. The social interaction competence for managers is the key one in the formation of professional competencies and affects the decision-making of many professional tasks. The social interaction competence plays an important role in the management personnel training, because they have a need for constant interaction with people, staff and clients. Lack of social interaction competence can lead to failures in professional activities. Thus, the bachelor of management should have not only knowledge in the professional sphere, but also be able to interact with various specialists, clients and partners, carrying out high-level social communication that can affect effectively the result of professional activity.

**Keywords:** manager, social interaction, effective professional activity, skills, competencies.

### RESUMEN

Las tendencias en el desarrollo de la situación económica en la Federación de Rusia determinan los requisitos básicos para los graduados de las universidades rusas en la dirección de la formación de “gestión”, cuya competencia profesional depende directamente del nivel de dominio de las habilidades de comunicación y de interacción social. La competencia de interacción social para los gerentes es la clave en la formación de competencias profesionales y afecta la toma de decisiones de muchas tareas profesionales. La competencia de interacción social juega un papel importante en la capacitación del personal de gestión, ya que tienen una necesidad de interacción constante con las personas, el personal y los clientes. La falta de competencia de interacción social puede conducir a fallas en las actividades profesionales. Por lo tanto, el licenciado en administración debe tener no solo conocimiento en el ámbito profesional, sino también poder interactuar con varios especialistas, clientes y socios, llevando a cabo una comunicación social de alto nivel que pueda afectar de manera efectiva el resultado de la actividad profesional.

**Palabras clave:** gerente, interacción social, actividad profesional efectiva, habilidades, competencias.

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## INTRODUCTION

The definition of the concept of “social interaction competence” has no clear formulations so far, but in order to understand the essence of this concept, the properties and attributes present in it, it is necessary to study the evolution of the concept of “competence” and “social interaction”. The concept of “competence” is actively spread, studied and supplemented by teachers, researchers, sociologists and managers. According to the philosopher V.P. Kokhanovsky, on the dialectical side, interaction can be defined as a philosophical category that reflects the process of influence of one object on another, the level of mutual conditionality, possible changes or emergence of a new object. The true properties that characterize the object appear and are known in the process or as a result of interaction with others. The process of interaction is an integrating factor by which the individual parts are combined into a single system. Interaction acts as an objective and universal phenomenon, through which the material integrity of the world is formed. Social life is represented by many complex forms of interaction, the main of which is the interaction of people with each other. They allocate some categories of interaction, which may be a cause, consequence, connection, development, contradiction, etc. Under the version of I.I. Zhbankova the interaction can be considered in four aspects such as ontological, epistemological, methodological and logical. For the study the most appropriate aspect of the interaction process is methodological.

## LITERATURE REVIEW

The analysis of curricula, work programs and funds of assessment means of students training of the “Management” training direction allowed revealing a lack of using active, group, project and interactive methods of training that leads to insufficient mastering of social interaction competence, and also to a weak level of the graduate’s readiness for professional activity on a workplace (Abuzjarova, 2018; Ashmarov, 2018; Aminova & Tsakhaeva, 2018; Badakhov, 2017; Bolotin et al., 2017; Borisov, 2018; Borisova et al., 2018; Borovikova, 2017; Khosravipour et al., 2018; Saedi & Safara, 2017).

The problem of formation of social interaction competence in the process of professional training was raised in many studies of both Russian and foreign authors. To date, a sufficient number of studies related to educational activities aimed at training competent professionals, who master a number of skills and abilities that ensure a successful professional future, were conducted (Gadzaov & Dzerzhinskaya, 2018; Gadzhieva, 2018; Gasanova et al., 2017; Gnatyuk & Pekert, 2018; Ilkevich & Medvedkova, 2017; Kobets, 2017; Kryuchkova, 2018; Kuznetsov et al., 2018; Sadeghpour et al., 2017; Monteiro, 2017).

O.S. Vikhansky, L.I. Korneeva, V.M. Shepel, etc. pay attention to the question of the basic components of the manager’s professional efficiency; H. Holeman, R. Boyatzis, E. McKee, etc. – to the psychological development of the manager’s personality; H. Gregory, G.I. Ibragimova, G.V. Panasenko, etc. – to the improvement of intellectual and moral qualities of representatives of the profession; N.A. Berdyaev, M.S. Kagan, E.R. Tagirov, etc. consider the individual aspects of manager’s professional activity; A.Ya. Kibanov, H. Ford, F. Taylor and others – core traits and temperament of the “typical manager”; E.Yu. Ayrapetyan, O.S. Vikhansky, A.M. Zobova etc. – substantial specifics of professional training of students of the “Management” specialty.

The main problems in the implementation process of professional competence formation were considered by V.A. Bolotov, I.A. Zimnyaya, V.S. Lednev, N.D. Nikandrov, and R. White.

Formation of the social interaction competence was considered by V.I. Andreev, L.P. Bueva, A.A. Bodalev, S.G. Vershlovsky, M.A. Galaguzova, L.K. Geykhman, B.S. Gershunsky, M.V. Gukovskaya, and V.S. Mukhina.

However, the variety of approaches in the study of the principles and methods of formation of the social interaction competence does not reveal the structure of the process of formation of the social interaction competence of bachelors of management in training at the university (Moiseenko, 2017; Narkevich & Narkevich, 2018; Novikov, 2017; Osipova, 2018; Popov, 2018; Pozharskaya & Deberdeeva, 2017; Schwarzkopf, 2018; Sergeev & Trubakova, 2017; Tsahaeva et al., 2017; Vernigor, 2017).

## PROPOSED METHODOLOGY

Having analyzed the literature reflecting the problems of competence and competency, we can say that the concept of competence is used in the case of:

- Description of the educational process result, which determines the level of training, mastering of methods, ways and means of activity, as well as the ability to solve the tasks;
- Formation of a set of knowledge, skills and abilities to determine and achieve specific goals for the effective development of activities;
- Determination of the set of properties, motives, beliefs, values that contribute to the performance of professional activity;
- Identification of the candidate’s compliance with the requirements.

Based on this, we can say that competence is a property of the individual, the ability of the individual to solve specific problems, their knowledge, skills and abilities necessary for the implementation of a certain professional activity.

Having analyzed the concepts of the term “competency” we can focus on some features:

- Competency refers to the specific area in which the person in question is a professional or expert.
- Specific competency determines the characteristics of the individual, their professional tasks, determines the list of means and methods of action in different situations.
- Competency is the basic characteristics of the individual, their stable qualities, which can predict human behavior in specific professional and life cases.
- Competency is the result of education and depends on the quality of graduates.

By combining all the above features we can say that competency is a process of interaction between existing knowledge, skills and abilities, and also personal individual qualities in the solution of professional problems, the assessment of which is on the eligibility criteria for the specific competence.

As a result of the analysis, it can be concluded that competence and competency are inseparable concepts that exist and are defined in the process of interrelation, competency must meet the requirements of competence. Competence can be formed and created by heads of enterprises, potential employers, while competency is formed and developed in the process of future managers training.

Having defined the interpretations of the concepts of “competence” and “competency” it is necessary to determine what meaning is made in the concept of “social interaction”. Theorists and practitioners, studying this concept, did not come to a consensus about what is meant by social interaction. However, the multiplicity of approaches in the study of social interaction, both from domestic and foreign authors allowed determining its essence.

Interpretation of the term “social interaction” is variable due to the fact that it is used in various fields such as political science, economics, sociology, philosophy, pedagogy, etc. First of all, it is necessary to highlight the essence of the concept of “interaction” from a philosophical point of view, but rather as a reflection of the universal essential connection of all living things. S.I. Ozhegov and N.Yu. Shvedova’s Explanatory Dictionary of the Russian language defines interaction as “mutual relations between someone or something”, describing from the point of view of mutual communication of phenomena. Thus, the interaction is based on the principle of “subject-subject”, which is based on social relations. Domestic and foreign scientists, trying to clarify the nature of social relations and competency, identify various components of social interaction competence of the individual.

Being revealed on the basis of the analysis of pedagogical and psychological literature the following structure is the most complete: *motivational component* (i.e., motives that encourage the manifestation of personal properties in activities, human behavior, social tasks, implementation of rules and norms of behavior), *cognitive component* (i.e., knowledge of the means, methods, programs of action), *activity component* (i.e., the ability to act in a variety of standard and non-standard situations) and *axiological component* (i.e., value-semantic attitude to social interaction).

Motives and goals, first of all, are the basis of human social interaction. The motives that determine the human need for social interaction are allocated to a special group, this is due to the fact that the goals, which are directed by these motives of action, can be implemented only in interaction with other people, they are dominant and are called social motives.

The meaning of social interaction is revealed under the condition of inclusion of individuals in some common activity, carrying out which they pursue certain goals, perform jointly actions and operations. The level of development of social interaction competence of individuals is manifested in the successful performance of the following skills: 1) ability to define goals and build a target hierarchy of social interaction; 2) ability to search and exchange information; 3) ability to analyze social situations, act in accordance with personal and public benefit; 4) ability to develop various programs of interaction, design and model them in practical forms, implement them in specific activities. Value-semantic attitude of the person to social interaction gives it meaning and direction.

It should be noted that the realization of values is the realization of relations, and social values determine the basis of social interaction in the person entering into interpersonal relations. Under the influence of the social environment, personal values are formed, especially those of the social groups in which it is included, these are values such as: duty, responsibility, kindness, interest, freedom, mutual understanding, cooperation, justice, people, tolerance, support, success, empathy, mercy.

## RESULT ANALYSIS

The model of formation of social interaction competence of future specialists of the management sphere has the following components: 1. The motivational-value component includes the formation of attitudes to social interaction as a socio-pedagogical value. 2. The cognitive component includes a system of integrated psychological, pedagogical and social knowledge about the social interaction competence. 3. The social-activity component includes a system of special skills that ensure the readiness of the bachelor-practitioner to implement effective social interaction in professional activity. 4. The communicative component includes a system of interpersonal communications, interpersonal interaction, intensification of social relations, expansion of the field of communication. Thus, as a result of the study, the definition of the social interaction competence of the future specialist of the social sphere was formed – this is the presence of socio-pedagogical characteristics of the personality of the manager, representing the formation of attitudes to social interaction as a socio-pedagogical value, a system of integrated psychological, pedagogical and social knowledge about the social interaction competence, special skills that ensure the readiness

of the graduate student to implement effective social interaction in professional activity, interpersonal interaction, manifested in their willingness and ability to carry out social interaction with representatives of different categories of the population, providing future bachelor successful self-realization in professional activity. The model of formation of social interaction competence should be focused on the formation of general professional and special knowledge, abilities, skills, ways of their implementation in professional activity; it assumes the expediency of the educational process organization so that the whole, that is, the educational result, would not be equal in importance to the sum of its individual parts, and represent a single holistic system.

The model of formation of social interaction competence is developed taking into account the general scientific and theoretical provisions, in particular competence, socio-pedagogical and axiological approaches. *The competence approach* strengthens the practical orientation of education, the need to strengthen the emphasis on the operational, skill side of the result. The competence-based approach expands significantly the content of education with its own personal components, which makes it humanistically oriented. The competence approach allows investigating the social interaction competence from the position of three levels of methodological analysis – general philosophical, general scientific and specific scientific. On the philosophical level social interaction competence is seen as part of an integrated system of personal properties, where an essential element is the goal-ideal, and the process of formation – as personal growth changing, which suggests the temporal aspect of competence formation at the stage of learning at the university. The general scientific level makes it possible to consider the formation of the social interaction competence as a procedural and effective phenomenon, to judge the effectiveness of the result, assumes the mandatory inclusion of evaluation procedures for the formation of the social interaction competence in the educational process. At the specific scientific level, the role of key competencies in the professional training of the future manager is actualized, the importance of the social interaction competence as a key professional competence of the manager is emphasized. *Socio-pedagogical approach* allows identifying different activities that determine the level of development of the individual as a subject of socio-pedagogical interaction with society. The formation of the social interaction competence in the educational process is correlated with the idea of holistic development of personality in unity with motivational, cognitive, activity, communicative components, and the formation of socially necessary personal qualities (social responsibility, social activity, tolerance) is carried out by making systemic changes in the organization, content, forms and methods of vocational education. *The axiological approach* allows considering the personality as the highest value, and the formed social interaction competence as result of achievement by the personality of high level of readiness for implementation of social interaction in professional activity; gives the chance to actualize motivational and valuable aspect in the process of formation of social interaction competence. The developed model is a multi-level, organized system that allows organizing real educational processes and phenomena; perceiving them holistically, designing the model as an “intermediate” link between theory and practice, opening the way to theoretical understanding and experimental research, providing a logical transition of the studied problem into reality. To build a model, you must set criteria. In search of criteria of social interaction competence it is necessary to be guided by the fact that criteria express an assessment of compliance of social interaction competence to public requirements. The criterion of social interaction competence should reflect: system, integrity of social interaction competence; the way of essential interrelation of elements. With the main criteria for the formation of social interaction competence we can determine: the presence of socio-pedagogical knowledge; skills of implementation of socio-pedagogical knowledge and socio-pedagogical technologies in practice; the ability to systematize empirical material; the presence of professional and pedagogical thinking; emotional stability; mastering of speech and written skills; the need to help others; the need for contacts, interest in the results of the group; the presence of a complex of social qualities (social responsibility, social activity, tolerance).

## CONCLUSION

As a result of research three stages of formation of social interaction competence are allocated.

1. Value stage. The main objective of the value stage is the implementation of purposeful formation of the complex of social qualities and the system of special needs and abilities of social interaction; the formation of the orientation of students' motivation for socio-pedagogical activity, the profession of manager, the social interaction competence as a socially necessary value. The importance and necessity of this stage is explained by the fact that the activity only becomes meaningful for the person when the motive of the activity coincides with its subject. The result of the stage is a formed system of knowledge about the social interaction competence as a socially necessary value, attitude to the profession of manager and social activity as a value in real society.

2. The next stage we define as *activity*, whose task is to improve the educational process for the effective formation of the social interaction competence on the basis of assimilation of technologies of social and pedagogical activity, integration of cultural, special and social knowledge; general professional and special skills of social and pedagogical interaction implementation; determination of the most optimal forms of organization of educational, cognitive, public and social activities aimed at the formation of the social interaction competence. This stage involves the formation of students' skills to integrate knowledge of various fields of sciences, which form the cognitive basis of the social interaction competence in the classroom and in extracurricular activities on the basis of educational institutions, centers of additional education, management structures. The result of this stage is the formation of students' system of integrative socio-pedagogical knowledge about the social interaction competence and formed on the basis of their subject-activity and special skills to carry out social interaction in practice, the accumulation of individual experience.

3. Social stage. At the social stage the organization of use of potential opportunities of society, realization of skills of social interaction and approbation of social and pedagogical technologies in real activity of various establishments is carried

out. At this stage, there is an active inclusion of students in the real professional activities of institutions. The result of the social stage is the formation of a system of basic social qualities (social activity, responsibility, tolerance), social abilities and social needs that determine a stable social position, social status, ensuring the adaptation of the future manager to the conditions of a constantly changing society.

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