

**SOCIAL COMPETENCE AND ADAPTATION OF THE STUDENT
IN THE POLY CULTURAL EDUCATIONAL SYSTEM OF
HIGHER EDUCATION INSTITUTION
(ON THE MATERIAL OF THE NORTH CAUCASUS REGION)**

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The main vectors of influence of the level of development of social competence of the student on the formation of cultural safety and their adaptation in polycultural educational system of modern higher education institution are revealed in the article. Components of social competence, its functions in realization of behavior of the student in the polycultural environment are revealed and described. Resources and risks of social competence in the formation of a safety culture among students are shown. The specifics of action of an individual system of subjective control as a factor affecting success of adaptation of students in multiple-valued situations of social interaction are described. The results of studying of content of ideas of students of higher education institutions of the North Caucasus region about the role of social competence as a factor of cultural safety, its components and about the motives of its development are presented. The features of expressiveness of communicative self-checking, the preferred strategies of behavior in the conflict and the level of development of subjective control among students as factors causing the features of adaptation of students in the polycultural educational environment are shown.

Key words: social competence, adaptation of the student, cultural safety, interpersonal interaction, subjective control, polycultural environment, culture of safety, educational system of higher education institution.

[Т.Н. Щербак ова, И.И. Лосева, Д.Н. Мисиров, И.В. Житная Социальная компетентность и адаптация студента в поликультурном образовательном пространстве вуза (на материале Северо-Кавказского региона)]

Раскрываются основные векторы влияния уровня развития социальной компетентности студента на формирование культурной безопасности и их адаптацию в поликультурном образовательном пространстве современного вуза. Выявлены и описаны компоненты социальной компетентности, ее функции в реализации поведения студента в поликультурной среде. Показаны ресурсы и риски социальной компетентности в формировании культуры безопасности у студентов. Описана специфика действия индивидуальной системы субъективного контроля как фактора, влияющего на успешность адаптации студентов в многозначных ситуациях социального взаимодействия. Представлены результаты изучения содержания представлений студентов вузов Северо-Кавказского региона о роли социальной компетентности как фактора культурной безопасности, ее составляющих и о мотивах ее развития. Показаны особенности выраженности коммуникативного самоконтроля, предпочитаемые стратегии поведения в конфликте и уровень развития субъективного контроля у студентов, как факторов, обуславливающих особенности адаптации студентов в поликультурной образовательной среде.

Ключевые слова: социальная компетентность, адаптация студента, культурная безопасность, межличностное взаимодействие, субъективный контроль, поликультурная среда, культура безопасности, образовательное пространство вуза.

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Various transformations of sociocultural space of life of the modern person impose special requirements to his resources as a subject of adaptation. It updates the problem of search of the constructs providing adaptability and stability of the personality in the entropy environment that allows to develop successfully and to interact effectively in the polycultural social space, developing cultural safety. Obviously, the social competence and subjective control can act as similar constructs. The importance of studying of the problem of the role of social competence and subjective control as basic psychological determinants of constructive adaptation and productive functioning of the personality in the modern polycultural environment, and of the factors promoting cultural safety, increases due to the need of formation and development of culture of safety of the person.

In the development of adaptive opportunities of the identity of the student and in the formation of a safety culture the special role is played by social competence and subjective control performing selective, regulating, regulatory functions in the management plan of its social activity in the polycultural environment of higher education institution.

The individual system of subjective control of the student integrates conceptual, tactical and operational levels. Subjective control allows to harmonize the relations between the subject and others in various situations of interaction in the polycultural environment.

At the same time at the conceptual level there is a regulation of the valuable relation to the different interactions and there is also the control of "a permissibility measure" of these or those behavioral reactions and statements. The tactical level controls and regulates contents and intensity of activity of an adequate, relevant situation. The operational level of subjective control is responsible for the affective and strong-willed regulation of functional conditions of the person and it carries out their correction.

The highly developed subjective control corresponds to the autonomy of the subject and its ability to adapt successfully, defining the purposes and making productive decisions, carrying out the choice and bearing responsibility for the situational and the delayed effects of the own activity.

In the context of modern problems of adaptation of the subject, E. Fromm's ideas concerning the types of orientation (productive and destructive) defining the nature of activity in the society are interesting.

The type of orientation participates in regulation and control of adaptive activity. The productive orientation is connected with adequate self-realization, at the same time interests and features of other people are considered. The person respecting and accepting himself learns of productive love to others that is designated as "a life mode". The destructive orientation prevents natural self-expression, there is an exploitation of potentialities of the personality, but not self-realization, other people are considered as means of achievement of the goals, this is "a possession mode" [10].

The large role in adaptation in the polycultural environment is played by the living position of the personality defining the ways of self-presentation and self-determination of the student reflecting his vital values and the needs of the subject. From the point of view of A.G. Asmolov [2] there are different types of activity of the subject: the typical for the society behavior of representatives of a certain community regulated by the system of traditions, social norms, social stereotypes and standards, the typical for the society lines of the personality, socially approved values. In the case the person is not beyond social and role behavior, his freedom is limited by the choice of means for achievement of the goals. In this situation, the adaptive trends of activity predominate. The individual and subject level of behavior is ruled by the semantic installations of the subject. This level provides the choice of a format of behavior in the situation of fight of various motives [8]. The controlling role of semantic installations of the personality is shown in the situation of ambiguity, in the situation of meeting with not programmed events or with actions of others.

In the polycultural environment the resources of subjective control of the student are actively shown in the situations demanding to make a choice, containing problem and conflict meanings. Here the well-developed subjective control becomes a guarantee of successful adaptation and constructive interaction with representatives of other cultures and ethnic groups.

From the point of view of T.N. Scherbakova the subjective control is a special form of organization of the self-relation of the subject to itself and to the reality. The existence of this psychological education allows the student, being himself, to overcome the sociocultural setting, going beyond the transcendental activity [11].

It is important to understand that today cultural safety includes freedom of the self-presentation, responsibility for cultural correctness of the social behavior, ability to build productive cooperation in the conditions of polycultural resources and risks.

Allocation of trends of manifestation of mechanisms of internal control is lawful, they are focused on adaptation of the student to cash conditions of activity; on realization of the social approved actions and also connected with identity, self-determination and creativity. Here the personality assumes responsibility in cultural safety and shows above-situational activity, takes a certain critical position in relation to this phenomenon. Subjective control as a steady, integrated characteristic of the subject, is the cornerstone of ability to self-government, to the accepting of liability and also to the attribution of fault in a failure situation.

In modern polycultural educational system of higher education institution the student acts in real situations of interaction with others which are characterized by high dynamism existence of certain calls and risks, in this context the realization of an individual system of subjective control depends, to a large extent, on the level of development of social competence and ways of permission of the arising conflict situations [3].

The ability to analyze polycultural social conditions, to allocate informational saturated markers, to predict the effects of specific actions, increases the probability of constructive adaptation of the student. Here the formation of constructive styles of the personality (cognitive, emotional, style of communication and activity and, at last, lifestyle) is important [1].

The student's emotions and feelings in relation to others take part in the system of subjective control of social behavior and other types of activity. Emotions can act as internal barriers or the initiating beginning of realization of certain acts. The emotional and estimated attitude towards others and towards yourself is an important component of process of adaptation of the student [9].

The social competence reflects the degree of constructability of the student as a subject of interaction in polycultural educational system of higher education institution, providing

adequacy and efficiency of adaptation, achievement of the real purposes in the special social context of the polycultural environment and providing the modeling and realization of optimum communication of different levels [5].

This type of competence allows the student to analyze problem situations of interaction; to find various alternative solutions; to choose the optimum strategy of behavior, predicting the results of the actions.

In R. Ulrich's concept the psychological portrait of the social and competent person is presented. The portrait includes characteristics thanks to which, the person gets an opportunity: "... to make the decision concerning himself and to seek for understanding of his own feelings and requirements; to forget the blocking unpleasant feelings and his own uncertainty; to represent, to achieve the goals in the most effective way; to understand the desires, expectations and requirements of other people correctly, to consider their rights; to analyze the area determined by the social structures and institutions and to analyze the role of their representatives and to include this knowledge in his own behavior; to represent how, taking into account specific circumstances and time, to behave, taking into consideration other people, restrictions of social structures and his own requirements; to give himself the report that the social competence has nothing in common with aggression and that it supposes respect of the rights and duties of others" [6, 477 p.].

The student having social competence finds the optimum balance between the aspiration to be autonomous, individual and the need to follow norms and values of the polycultural environment, that leads to successful adaptation. The deficit development of social competence produces inadequate centration on others, or on himself, this process complicates successful adaptation.

Modern psychologists consider competence of social interactions as a good possession of the subjective, cognitive and emotional schemes of behavior providing the success of contextual social interaction, at the same time, the behavior of the person has to be estimated positively by the people around and bring it positive consequences [4].

The low level of development of social competence produces decrease in activity, fear of social contacts or aggression and deviant behavior. Coming into interpersonal contacts in the system of the polycultural educational environment of higher education institution, the student faces a number of problems: multiple layers of the polycultural environment; uncertainty of the forecast of reactions of others and results of contact. The high level of development of social competence expands a framework of opportunities of manifestation of an initiative, creativity and an adequate situation of adaptability, overcoming risks in situations of interaction of different complexity.

In modern psychology it is proved that the social competence includes abilities to reach rational compromise between the personal purposes of the self-presentation and self-realization and the purposes of other members of the group that provides successful social adaptation and, in the final plan, promotes strengthening of cultural safety [12, 13].

In the researches of psychologists it is shown that the social competence is based on rather high level of social intelligence and, at the same time, on the ability to transform the person and his activity in interaction process constructively. In terms of the constructive approach the person does not just react to the external reality, but also designs it according to the level of social competence.

Today it is possible to state about the existence of a certain interrelation between social intelligence, social abilities and social competence of V.N. Kunitsyn, N.V. Kazarinov, V.M. Pogolsh [6]. The high level of development of social competence and the shown social intelligence promote adaptability, allow the person to keep autonomy and to be authentic. Respectively, among the functions of social competence there are adaptive, approximate and integrating functions.

The analysis of psychological problems of adaptation of students to the polycultural conditions during the vocational training, show that they correlate with the degree of the created social competence. The cultural and social metamorphoses taking place in the modern social situation of development of youth are reflected in the content of social thinking, they touch on the issues of identity, consciousness and vital plans [7].

The success of social adaptation of the student is reached due to manifestation of social competence in the solution of problems of creation of the effective relations: "I am the updated society". In psychology the following main components of social competence are allocated: the motivational component which is shown in the aspiration to acquire the status of the competent subject of social interactions, the ability to realization of productive models of social behavior; the installations on acceptance and assimilation of requirements of modern polycultural social reality, the ability to design predictively the effective formats of interaction, working for the ensuring of cultural safety.

Empirical studying of components of social competence of students was carried out in several directions. Students of Southern Federal University (SFU) and Dagestan State Pedagogical University (DSPU) (250 respondents) participated in the research. These higher education institutions are characterized by the existence of pronounced polycultural educational space. The analysis of the results of the sociological analysis showed that Russians, Ukrainians, Ossetians, Armenians, Azerbaijanians, Greeks, Tabasaran people, Kabardians, Georgians study in SFU. The same various palette of national list of students is also presented in DSPU, they are Dargins, Avars, Lezgians, Kumyks, Laks, Ukrainians, Russians, Armenians, Georgians, Kabardians, Tabasaran people. In this context the students get experience of polycultural interaction, the nature of which, in general, influences the formation of cultural safety. As empirical methods of the research the author's questionnaire "I am a society", standard diagnostic techniques were used: level of subjective control (E.F. Bazhin, E.A. Golyshkin, A.M. Etkind); test of communicative control (M. Snider).

First of all, the ideas of students about contents, factors and mechanisms of formation of social competence as a factor of successful adaptation in the polycultural educational environment of higher education institution were studied. For this purpose, the author's questionnaire was used. It allows to find out the following positions: the ideas of students about social competence; understanding of its role in success of interaction in the polycultural environment; content of motivation of competence; self-assessment of level of social competence; request for its development.

The analysis of the obtained data showed that for the surveyed selection of students, the insufficient clearness and versatility of ideas of a substantial originality of social competence and its projections is characteristic. The analysis and typification of the obtained as a result of questioning information allowed to allocate the types of these representations: "the deep understanding of other people", "the ability to contact effectively", "the ability to have an impact", "the ability to use the opportunities", "the ability to position yourself correctly".

Among the motives of development of social competence, the first rank is appropriated to "the desire to be successful and accepted"; then to "the need to compliant with modern standards"; "the aspiration to expand communication borders"; "to understand yourself and others better"; "to be able to get out of a difficult situation"; "to work in the team effectively"; "to rule the behavior".

The results characterizing the students' self-assessment of their own reserves of growth of social competence are of interest: 53% of students appreciate them highly and consider the possibilities of development only in the aspect of learning of any concrete techniques and methods of interaction. Only 19% of students consider that they need to develop their competence significantly in respect of interaction in the polycultural educational environment as a guarantee of successful adaptation.

At the same time, the students focus their attention on the need of development, for the purposes of successful adaptation in the polycultural educational environment, of the communicative, social and perceptual and interactive abilities, abilities of creative, constructive resolution of conflicts; abilities to work in the team and the organization of cooperation and also the development of an attractivity and improvement of self-checking. In the complex of social and psychological qualities, which respondents-students would like to possess, the following are especially allocated: "leadership skills", "authoritativeness", "attractivity", "self-control", "optimism", "the trust to yourself", "initiative", "charisma" and "sociability".

First of all, among the factors motivating on the development of social competence the following are distinguished: "the aspiration to be a winner in difficult situations", "the interest in techniques of communication", "personal problems", "the desire to form the own team", "the need to agree", "the desire of personal growth" and "fashion for success".

The individual system of subjective control of the developing subject adjusts and regulates the process of constructive adaptation in individual practice of life of the student, therefore, its studying is of great importance. As a result of the research the groups having certain preferences in the sphere of control stood out clearly: the students giving preference to the internal control (58%), giving preference to the external control (42%).

Respondents of the first group consider themselves responsible for the choice of means and methods of interaction, they focus on their own living position, they control their behavior in difficult situations well, show high motivation of success and relative autonomy from the opinion of people around, they consider criticism; they are capable and ready to realize reformative behavior.

At the second group of respondents the orientation to the external control is accurately expressed, attribution of responsibility for their own failures by another is characteristic; the low level of self-checking in extreme situations; insufficiently developed abilities to structure time and space of interaction independently; uncertainty; self-presentation problems; the appeal to the external factors at the moments of failures.

The analysis of the research results allowed to draw a conclusion that there are certain differences in manifestation of features of communicative control and there are some types of characteristic difficulties in the field of self-checking in communication: the unexpressed ability of management of the own health (27%); the loss of control in difficult communicative situations (19%); difficulties in control of verbal activity and nonverbal behavior (15%); the low control of emotional states (23%); feeling of uncertainty during the interaction (16%).

Today the problem of social competence is in the center of studying of professional and psychological health of students, of their successful adaptation in the polycultural educational environment of higher education institution and opportunities of cultural development of safety. The social competence of students causes their successful adaptation in modern higher education institution, the possibility of high educational and professional achievements due to realization in practice of interaction of constructive strategy of social behavior and adequate manifestations in the polycultural social context. This type of competence and the individual integrated system of subjective control of the student promotes the effective adaptation at the point of the optimum activation of personal resources, of the reflexive assessment of relevant and potential risks, of the increase in self-control, of the development of ability of psychological support.

The social competence is considered as the complete system integrating a number of structural components, the independent psychological education contributing to the development of psychological safety of the personality in the polycultural educational environment. The influence of social competence on the success of educational professional activity of the student is carried out thanks to the realization of gnostic, selective, reflexive, projective

and reformative functions. The development of social competence of the student as a subject of interaction in the polycultural educational environment of higher education institution goes through a number of stages: "informing", "reflection", "development", "design".

The influence of social competence on success of adaptation and formation of safety culture of students is carried out due to the expansion of knowledge in the issues of polycultural interaction, the organization of positive cooperation with other subjects of educational process of higher education institution; the expedient use of individual resources; minimization of communicative and interactive risks, broadcasting of models of interaction; demonstration of ways of constructive resolution of conflicts; creation of emotional comfort in communication situations; formation of psychologically safe environment in the educational environment of higher education institution.

Students can be differentiated on certain groups, based on the differences in manifestation of social competence concerning the type of the strategy of behavior in the conflict, the level of formation of communicative self-checking, extent of development of subjective control, psychological readiness for establishment of productive contacts in the polycultural educational environment, ability to the reflection of resources and risks of the situation, to forecasting and modeling of effective adaptation.

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