

Natalia Glebova, PhD in Sociology

Bohdan Khmelnytskyi Melitopol State Pedagogical University

INTERSUBJECTIVE INTENTIONS OF SOCIAL COMPETENCE'S DEVELOPMENT OF REPRESENTATIVES OF PROFESSIONAL GROUPS IN THE FIELD OF WATER TRANSPORT

The balance between intersubjective and poly-subjective aspects of the process of social competence's development involves a complex multi-level structure of the studied phenomenon, in which an essential meaning belongs to properties of intentionality of social ties and relations of a professional group. Detection of sustainable relations among functions in the activity of a typologised object at the level of laws of formation and development of professional groups ensures the integrity and identity of the sociological study of professional self-realization of a particular professional category. The establishment of intersubjective aspects in the development of social competences of representatives of different professional groups contributes to obtaining specific scientific knowledge about the mechanisms of its functioning and the forms of manifestation in the professional interaction of water transport specialists for their effective management in the training process and production practices.

Keywords: social competence, intersubjectivity, social relations, subject of professional activity, professional group.

Since the mid-twentieth century, the concept of social competence has become a scientific category for a number of social sciences for discussing the problems of the formation of social skills, cultural and professional socialization of an individual. The concept of social competence determines the character of a personal behavior and expresses, in a broad sense, their adaptive and effective functioning in certain social situations. The term "social" means the manifestation of the public and its methods of organization. The urgency of supplementing the professional competence of specialists with a number of social components is substantiated by modern human practice¹. Therefore, social competence of an individual, as a certain range of skills, knowledge or proficiency, is an expression of interpersonal relationships and abilities to achieve certain goals that are mastered in the process of professional training and professional activity during life and is manifested in the awareness of social aspects of public practice.²

As far as sociological methods are mainly developed from the point of view of their research orientations, despite the establishment of a significant scientific heritage of specialists from different fields³, the question of methodological and practical support for the development of social competence of professional groups in conditions of continuous professional education remains relevant⁴. At the same time, modern sociology increasingly uses interdisciplinary approaches, which give possibility to speak about the balance between intersubjective and poly-subjective aspects of the process of social competence development, taking into account complex multi-level structure of the study of complex social objects⁵. In educational, theoretical and practical sociological studies, methods and data of qualitative and quantitative research that can be used to characterize communicative or other characteristics of social and professional groups are increasingly being used⁶.

¹ Gedviliene, G. (2012). *Social Competence of Teachers and Students. The Case Study of Belgium and Lithuania. Scientific study: Genute Gedviliene*. Kaunas: Vytautas Magnus University Press.

² Weinert, F.E. (1999). *Definition and Selection of Competencies. Concepts of Competence*. Munich: OECD.

³ Орлова, М.Ю. (2003). От традиций профессиографирования к модели специалиста морского флота. *Вестник Гуманитарного института МГУ*, 4.

⁴ Ходаковський, В.Ф. (2015). Теоретико-методичні засади реалізації компетентнісного підходу в системі ступеневої підготовки фахівців морської галузі. <<http://www.kma.ks.ua/ua/articles/321-kompetentnisnij-pidkhd>>.

⁵ Бірюкова, М.В. (2017). *Суб'єктно-праксиологічна концепція соціального проектування*. автореф. дис. д.с.н. Харків.

⁶ Бобрішева, Н.М. (2014). Критерії та показники рівня готовності майбутніх морських офіцерів до професійної діяльності у полікультурному середовищі. *Проблеми сучасної педагогічної освіти*, вип. 43, ч. 2, 18-22.

Modern studies indicate many peculiarities and problem areas of the formation of professional and social competencies of water transport specialists, which is influenced by the principle of intersubjectivity as a specific, special community between agents¹, and the principle of poly-subjectivity of such interaction², which results in high requirements for the professional training of this category of specialists, their mobility, and social adaptability³.

Social competence is considered by most researchers as the basis of productive interpersonal relationships⁴, which can significantly affect certain social groups or society as a whole. At the same time, the intersubjectivity and poly-subjectivity of the category of social competence causes considerable difficulties, consisting in the fact that models and forms of behavior of different subjects are ontologized in practice, and the output of ontologized models from the automated mode of operation is not possible in spontaneous order and needs the transition to the plurality of ontologies of a subject, capable of engaging in dialogue with one another. In the modern social ontology special importance belongs to procedurality, as the restoration of individual social rights, a view from the standpoint of cooperation of human activity, that's why subjective is defined as a form of interaction that forms the rhythms of human action and the field of their integration. Therefore, theoretical aspect of understanding the problem generated by the "splitting" of social and individual is urgent, as well as practical need to justify the means of diagnostics, fixation, analysis, and resolution of situations that generate differentiation of social and individual human needs.

In theory, this is manifested in the transformation of the problem of subjectivity into the problem of subjectness, and in the need to understand individuals as the forces and forms of social development⁵. Yet another expression of the complexity of modern forms of social competence is the understanding of sociality as a poly-subject phenomenon. Since the community is a co-existence of many, in which individual entities create dynamic compositions of social connections through cooperation of different and original forces, so the reduction from individual to the general is only one form of social cooperation, where social as a common can be interpreted as a bond different entities⁶. Thus, social competence is necessary for the emergence of a professional commonality between people, a sense of belonging to a collective "we", so that a certain social trust based on mutual understanding and the perception of another person, which is formed in the process of interaction, could be based on social competence, as rationally grounded specificity of relationships with other members of the professional community.

A number of works by Bourdieu, Giddens, Luhmann, Seligman, Fromm, Fukuyama, Sztompka, Schütz and other authors justify the idea that an individual and the world in interaction form a special ontological reality, endowing the objects of the world with various meanings, making them valuable. It is only by passing these meanings and values beyond own boundaries in the process of communication (including – professional) and endowing others with them, a person can check the effectiveness of acquired skills and consider them mastered, because social meanings are the usual inner meanings of life of every person. Thus, the acquisition of new social competences means, first of all, the acquisition of new, common with other people, meanings. Unlike professional competence, social competence is more open in the subjective sense of the category; it does not exclude earlier subjective influences of personal experience on the development of the relevant skills than it is inherent to their professional development.

Currently, a number of general models of differentiated competencies have been developed for a wide range of specialists working with people, where competencies were grouped according to clusters in the order of descent of their significance. The majority of authors related to such competencies, mainly:

- the ability to make positive impact on the environment and development of other individuals;
- interpersonal understanding skills;

¹ Janiszewski, L., Sosnowski, A. (1983). Socjologia morska – jej przedmiot i funkcje. *Studia Socjologiczne*, 3, 35–59.

² Кемеров, В.Е. (2012). *Общество, социальность, полисубъектность*. Москва: Академический проект; Фонд «Мир», 168.

³ Глебова, Н.І. (2016). Засади дослідження соціокультурного феномену «Людина моря» в контексті соціологічних практик. *Вісник Маріупольського державного університету. Серія: Філософія, культурологія, соціологія*, 54-67.

⁴ Schuler, H., Barthelme, D. (1995). *Soziale Kompetenz als berufliche Anforderung. "Stolperstein" Sozialkompetenz*. Bielefeld: Bertelsmann, 77-116.

⁵ Татенко, В.А. (1996). *Психология в субъектном измерении*. Киев, 78.

⁶ Фукуяма, Ф. (2008). *Доверие: Социальные добродетели и путь к процветанию*. Москва: АСТ.

- possession of the ability to self-control and self-confidence;
- ability to adequate self-esteem;
- the formation of a positive atmosphere, etc.

Indicating the need to identify and study competencies, the expert in the field of emotional intelligence Richard Boyatzis proposed the following classification of differentiated competencies:

- cognitive competences (systemic and conceptual thinking);
- competence of emotional intelligence (awareness and self-control of emotions);
- competence of social intelligence (empathy and effective teamwork).

A range of studies allowed the author to demonstrate that differentiated competencies may be formed and developed through learning, but this can not guarantee the stability of the achieved result¹. Therefore, according to the scholar, in order to achieve the highest professional results, a unique precise combination of individual human features is needed, which include specific competencies, qualifications, and conditions of the organizational environment; so it is important to study features of social organization of environment in which a particular person resolves their professional tasks. In the context of the above-mentioned concepts, the term "competence" was considered as the quality of an individual in terms of highly effective performance of the work, thus, a set of certain characteristics and skills – behavioral competencies of an individual.

We should note the extremely wide range of needs in such skills – from the means of mental protection of an individual from external suggestive factors and adequate response to some of the used forms of influence (motivation, coercion, persuasion, violence), to the need to enhance the sense of belonging to a particular socio-psychological community, for example, a working collective, expressed in the concept of "we". The above criteria, in our opinion, are important in considering the specifics and level of social competence of professional groups in the water transport sector associated with a long stay within a closed group, since a number of authors consider trust and distrust as a feature of a socio-psychological interaction of people in the communicative process. According to this point of view, the commonality of interests, on the one hand, is a prerequisite and a condition for effective communication, and on the other – its result, in which the socio-psychological opposition "we" and "they" penetrate deep into the individual psyche of a person and turns into its essence.

The social aspect of the professional activity of an individual manifests itself in the fact that each moment can be characterized as "a certain communicative state", its orientation to other people. Thus, the concept of "communicative state" is understood as an attitude towards a certain type or content of communication, determined in two ways – by the subject of communication and by his\her expectations; so, it is a willingness to accept the influence of another entity. These provisions allow to put forward the hypothesis that the development of social competence of an individual should be based on the development of personal qualities of an individual, contributing to the constructive solution of contradictions of subjective personal attitude towards another individual, existing in the internal space of a subject of professional activity, but brought outside by both subjects during communication and interaction.

On the other hand, it is important to establish markers of a socially competent professional behavior of a specialist, depending on how their actions are "read" or interpreted by other subjects in the process of interaction and communication, and also corrected by both participants during the interaction.

Given theoretical analysis allows us to formulate some hypotheses that deserve to be involved in the further development of the topic of social competence:

- Social competence, as a result of development of a personality, has a function of communication between people, ontologically exists in the subjective world of a personality, but arises and functions in the "nearly individual space", where it is brought at the moment of interaction of people and where dynamically changes under the influence of this interactions;
- At the foundation of the socially competent action of a personality is the ratio of value attitude towards other persons and to oneself, which can be violated by virtue of objective, socio-psychological, and subjective personal reasons;
- The main conditions of the social-competent attitude to the problem of interaction is the need for successful group (collective activities), a priori security of a person (group) in future actions related to the process of interaction with other individuals.

¹ Boyatzis, R.E. (2008) Competencies in the 21st century. *Journal of Management Development*, Vol. 27, 1, 1, 5-12.

In general, given theoretical analysis shows that social competence is implemented by a specialist as an autonomous sovereign subject of activity, which can differently use existing knowledge, available information. Consequently, social competence in the context of this approach involves a value attitude towards another person, based on the assessment of their activity and positive prediction of their future joint actions. Therefore, psychologically, the realization of social competence is built on relation to the potential positive opportunities for their perception by another person, and discrepancy always strives for an equilibrium that can be found only by changing the existing level of its own competencies either to the world or to oneself. Society, through the inclusion of a personality in various social structures, can both contribute to the improvement of a person, and to retrogression; of course, the process of integration should be oriented towards improving the development of man and society.

In order to determine criteria for the level of social competence of water transport specialists, taking into account the specifics of their professional activity and extreme working conditions, this circumstance needs to be considered as an integral part of the process of acquiring social competence, the psychological and basic system of personality security, which is most often based on the experience gained outside the discursive consciousness. Social competences are distinguished among other types of competencies as key competencies that should be mastered for the successful work and further education¹ and are characterized by:

- universality (implementation conditions are not limited and very specific);
- multicomponent nature;
- polyfunctionality (solving a wide range of personally and socially meaningful tasks and problems);
- combination of personal and social;
- situational detection;
- social orientation;
- actionable form.

In practice, the inclusion of an individual in a particular social structure is ambiguous, since there is no guarantee that it gets into a favorable environment. Often there is a discrepancy and inconsistency of interests, motivations of intelligence and level of claims, contradictions in the individual and social qualities of man, or the dominance of any one component in the system of integrity and subordination of others². By combination, thus, we consider the processes generated by the entry of components into the whole and expressed in the agreement between them. Combining in the integrity means recognizing the presence of a unifying, reconciling beginning in the form of new integrational qualities. V. Kelasiev and I. Pervov generalized ten structural components of social competence at the level of personality:

- 1) availability of social status (inclusion in the social environment, access to its resources);
- 2) the expressiveness of social reflection, the ability to predict the results of their behavior, their activity (the consequences of their actions);
- 3) avoiding damage to oneself and the environment through activity;
- 4) mastering the corresponding special knowledge, skills (other regulators), that support inclusion in the environment;
- 5) the ability to withstand the pressure of the environment, independence;
- 6) the ability to solve problems in an unconventional way;
- 7) attachment to culture for real awareness of the motives of behavior, actions, reasoned autonomy of an individual, its ability to withstand various risks and threats to their own development;
- 8) demand by the social structure in which a person is included (exclusion of the social environment within it is a symptom of incompetence);
- 9) expressiveness of motivation and initiative;
- 10) communicativity³.

As we see, poly-subjectivity and intersubjectivity are somehow present in the dynamics of the formation of social competence as a "specific relation of the subject to various objects or fragments

¹ Hutmacher, W. (1997). Key competencies for Europe. *Report of the Symposium. Berne, Switzerland 27-30 March, 1996. Council for Cultural Co-operation (CDCC). Secondary Education for Europe*.

² Gedviliene, G. (2012). Social Competence of Teachers and Students. The Case Study of Belgium and Lithuania. *Scientific study: Genute Gedviliene*. Kaunas: Vytautas Magnus University Press.

³ Келасьева, К.В. Первова, И.Л. (2010). *Социальная компетентность и технологии ее формирования*. Санкт-Петербург.

of the world that is in the experience of actual relevance and a priori safety of these objects, or fragments of the world for man"¹. These provisions allow us to speak as about building the typology of possible strategies for research and development of social competences of an individual, so about the prediction of the practical effect of competent interaction, or the effects of the emergence of a new subjective reality in the process of interaction of an individual, in this case – with another individual².

In several previous theoretical studies we noted that since man and the world are the only ontology from which individual aspects of this phenomenon can be singled out only theoretically, at each moment of time, as a condition for the activity, man has two competing positions – social and personal^{3,4}. At this level, the process of communication takes place not only as a process of information transmission but also as a means for mutual consent of individuals to perceive the influence, on condition that they relate to themselves and others as autonomous sovereign actors of activity and the recognition of the social value of such interchange of individual meanings of joint activity.

Thus, the sociological discourse in the research of social competence should be based on certain knowledge of requirements for social integration in the modern society ascertained by the subject of communication in the professional activity and process of obtaining a vocational education. The study of the dynamics of social processes reveals the logic of their commonality-separation, it allows us to find out the points of intersection of various procedural forms, which create new conditions for the interaction of subjects of social interaction. The indicated aspects of the considered approach show that social in the professional interaction of researchers relate to the basic characteristics and properties of an individual, based on models of relationships, mastered and assigned in the relationship with social environment, that is, functionally provides it with the status of an intermediate category, which fills the semantic field of realization of personal abilities in conditions of social influence on its behavior⁵. It is obvious that the socially competent behavior of a specialist, acquired in the process of mastering and realization of qualifications in professional activity becomes an intersubjective function that on an individual and group level is a means of ensuring the important social functions of the predictable behavior of an individual through the development of certain samples, models for regulating relations between members of a professional group⁶.

Our research gives a possibility to state that a sociological study of social competence should be based on the intentions of predictability and acceptability due to the positive meaningful perception of the motives and actions of another person's social behavior. Only on condition that social competence is considered as real, conscious and recognized by all members of the professional group, it becomes the potential of the community for productive cooperation between different individuals.

References:

1. Biryukova, M.V. (2017). Subyektno-praksyologichna koncepciya socialnogo proektuvannya [Subjective-praxeological concept of social design]. avtoref. dys. d.s.n. [Thesis for ScD degree in sociology]. Kyiv. [in Ukrainian].
2. Bobrysheva, N.M. (2014). Kryteriyy ta pokaznyky rivnya gotovnosti majbutnix morskyykh oficeriv do profesijnoyi diyalnosti u polikulturnomu seredovyshhi [Criteria and indicators of the level of readiness of future naval officers for professional activities in the multicultural environment]. Problemy suchasnoyi pedagogichnoyi osvity [Problems of modern pedagogical education]. Yalta: RVV KGU, Iss. 43, p. 2, 18-22. [in Ukrainian].
3. Glebova, N.I. (2016). Zasady doslidzhennya sociokulturnogo fenomenu «Lyudyna morya» v konteksti sociologichnykh praktyk [Principles of the study of a socio-cultural phenomenon "man of a sea" in the context of sociological practices]. Visnyk Mariupolskogo derzhavnogo universytetu. Seriya: Filosofiya, kulturologiya, sociologiya [Bulletin of Mariupol State University. Series: Philosophy, Culturology, Sociology], 54-67. [in Ukrainian].

¹ Хараш, А.У. (1979). Личность, сознание и общение: к обоснованию интерсубъективного подхода в исследовании коммуникативных воздействий. *Психол.-пед. пробл. общения*, Москва.

² Татенко, В.А. (1996). *Психология в субъектном измерении*. Киев: Просвита, 78.

³ Глебова, Н.І. (2015). Довіра як індикатор комунікативного стану суспільства. *Соціологічні студії: Східноєвроп. нац. ун-т ім. Лесі Українки*, 1(6), 16–22.

⁴ Глебова, Н.І. (2015) Соціальний дискурс вивчення комунікативно-адаптаційних чинників розвитку особистості. *Соціологія*. Миколаїв: ЧДУ, 246. Т. 258, 43-48.

⁵ Штомпка, П. (1996). *Социология социальных изменений*. Москва: Аспект Пресс.

⁶ Дюркгейм, Э. (1996). *Социология образования*: Москва: ИНТОР.

4. Glebova, N.I. (2015). Dovira yak indykator komunikatyvnogo stanu suspilstva [Trust as an indicator of the communicative state of society]. Sociologichni studiyi: Sxidnoyevrop. nacz. un-t im. Lesi Ukrayinky [Sociological Studies: Lesia Ukrainka Eastern European National University], no. 1(6), 16–22. [in Ukainian].
5. Glebova, N.I. (2015). Socialnyj dyskurs vyvchennya komunikatyvno-adaptacijnyx chynnykiv rozvytku osobystosti [Social discourse of study of communicative-adaptive factors of personality development]. Sociologiya [Sociology]. Mykolaiv: ChDU im. Petra Mogyly, iss. 246. Vol. 258, 43-48. [in Ukainian].
6. Dyurkgejm, E.H. (1996). Sociologiya obrazovaniya [Sociology of Education]. Moscow: INTOR. [in Russian].
7. Kelas'eva, K.V. Pervova, I.L. (2010). Social'naya kompetentnost' i tekhnologii ee formirovaniya [Social competence and technology of its formation]. St. Petersburg. [in Russian].
8. Kemerov, V.E. (2012). Obshchestvo, social'nost', polisub'ektnost' [Society, sociality, poly-subjectivity]. Moscow, Akademicheskij proekt; Fond «Mir» [Academic Project; The Mir Foundation]. [in Russian].
9. Orlova, M.YU. (2003). Ot tradicij professiografirovaniya k modeli specialista morskogo flota [From the traditions of professionography to the model of a specialist in the navy]. Vestnik Gumanitarnogo instituta MGU [Bulletin of the Humanitarian Institute of Moscow State University], Vladivostok, 4. [in Russian].
10. Tatenko, V.A. (1996). Psihologiya v subektnom izmerenii [Psychology in the subject dimension: Monograph]. Kyiv: Prosvita, 78. [in Russian].
11. Harash, A.U. (1979). Lichnost', soznanie i obshchenie: k obosnovaniyu intersub"ektivnogo podhoda v issledovanii kommunikativnyh vozdejstvij [Personality, consciousness and communication: to the substantiation of the intersubjective approach in the study of communicative influences]. Psihologo-pedagogicheskie problemy obshcheniya [Psychological and pedagogical communication problems]. Moscow. [in Russian].
12. Xodakovskij, V.F. (2015). Teoretyko-metodychni zasady realizaciyi kompetentnogo pidxodu v systemi stupenevoyi pidgotovky faxivciv morskoyi galuzi [Theoretical and methodical principles of the implementation of the competence approach in the system of graduate training of specialists in the maritime industry]. Kherson. [in Ukainian].
13. Fukuyama, F. (2008). Doverie: socialnyie dobrodeteli i put' k procvetaniyu [Trust: social virtues and the path to prosperity]. Moscow: AST. [in Russian].
14. Shtompka, P. (1996). Sociologiya social'nyh izmenenij [The Sociology of Social Change]. Moscow. Aspekt Press. [in Russian].
15. Boyatzis, R.E. (2008). Competencies in the 21st century. Journal of Management Development, Vol. 27, 1, 1. 5-12. [in English].
16. Gedviliene, G. (2012). Social Competence of Teachers and Students. The Case Study of Belgium and Lithuania. Kaunas: Vytautas Magnus University Press. [in English].
17. Hutmacher, W. (1997). Key competencies for Europe. Report of the Symposium. Berne, Switzezland 27-30 March, 1996. Council for Cultural Co-operation (CDCC). Secondary Education for Europe Strasbur. [in English].
18. Janiszewski, L., Sosnowski, A (1983). Socjologia morska – jej predmiot i funkcje [Maritime Sociology – its subject and functions]. Studia Socjologiczne [Sociological Studies], no. 3, 35–59. [in Polish].
19. Schuler, H., Barthelme, D. (1995). "Stolperstein" Sozialkompetenz ["Stumbling block" social skills]. Bielefeld: Bertelsmann, 77-116. [in German].
20. Weinert, F.E. (1999). Definition and Selection of Competencies Concepts of Competence. Munich: OECD. [in English].