

COMMUNICATIVE COMPETENCE AND CHANGING SOCIAL REALITY: REFLECTING IN THE MODERN EDUCATION

Yulija A. Zubok¹, Elena V. Chankova²

¹Institute of Socio-Political Research of Russian Academy of Sciences (ISPRRAS), Moscow, Russia, e-mail: uzubok@mail.ru
ORCID ID: 0000-0002-3108-2614

²Russian State Social University (RSSU), Moscow, Russia,
e-mail: chev3@yandex.ru
ORCID ID: 0000-0001-8831-0836

Abstract. Complicating modern society nonlinear processes are presented from the perspective of transforming communications. It is argued that understanding and taking into account the characteristics of modern communications and communicative competence is a resource for the reproduction of modern cultural meanings that are important for the integrity of society and are transmitted through education, primarily through young people. The aim of the study is to identify the characteristics of the communicative competence of the individual in virtual interactions. This determines the specifics of modern cultural reproduction and should be taken into account in the justification of modern educational technologies and models.

The research methodology is based on: 1) the theory of social reality in the paradigm of phenomenology. The concept of a changing social reality defines communicative competence as a subjectively constructed phenomenon. A key role in this mechanism is given to sociocultural self-regulation. 2) the concept of a modern complex society, in which society is viewed as a non-linear, self-organizing, reflective system. 3) the concept of virtual reality, where all cultural forms obey, adapt to the system, to its logic, language, etc. under the conditions of changed parameters of space and time. Communicative competence of the individual encompasses the cultural characteristics of virtual communication and consolidates them in social practices. Virtual interactions are human-computer interactions with the outside world. In these interactions, a person is replaced by his virtual representative - e-mail, Skype name, nickname in blogs, etc. These methodological foundations have defined the concept of communicative competence of an individual in the context of a changing social reality, its institutional and sociocultural aspects. Communicative competence is interpreted as the ability of an individual to maintain his or her sociality through the possession of knowledge, norms, values, communication skills and behavioral strategies. The principal differences lie in the zone of the

indicated features and require virtually different competences from the person.

The empirical verification of the concept using the written survey method revealed two empirical types of communicative competence in modern Russian practices - real and virtual. The following manifestations of communicative competence are characteristic for real interactions: the life world is perceived as stable and orderly, the prevailing values are terminal in nature, supporting the common living space, the norms are institutional in nature with rigidly fixed status-role expectations, the behavioral strategies are dominated by adaptation that supports the traditional space with its foundations go back to the roots of Russian catholicity. The following parameters of communicative competence are typical for virtual interactions: the life world is perceived as changing, fluid; values of communication are flexible and mobile; norms of communication are designed for the specific situation and are temporary; skills are reflexivity, rationalization, self-regulation, and behavioral strategies are focused on autonomy, rivalry in modern society.

There is a merging of real and virtual forms of space intersubjective interactions, the formation of a single communicative space, including direct personal communications and Internet communications. These forms are in the relationship of both complementarity and inconsistency, they require the personality to expand attention in an open communicative space, reflexivity, self-regulation, self-design, self-organized creativity, and the ability to rationally transform uncertainty into certainty. For virtual interactions, simulacral communications are characteristic, distorting the cultural meaning of interactions, violation of the ethics of interactions, substitution of meanings with hyp.

The inclusion of these components of communicative competence in the structure of the structure of educational models becomes a prerequisite for the preservation of sociality, especially for young people, and for society to achieve integration. Understanding and consideration of the sociocultural mechanisms of these phenomena by educational institutions is the potential for the integration of society.

Keywords: communicative competence, changing social reality, modern education, specific of youth

Introduction

The world community entry into the digital age strengthens non-linear processes: resonance in the communications, complication of the structure of society, differentiation of sociocultural spaces, increasing polarization between traditional and modern. This article presents the social

communications as the main factor of changing. It is argued that understanding and taking the characteristics of modern communications and communicative competence is a resource for the reproduction of modern cultural meanings that are important for the integrity of society and are transmitted through education, primarily through young people. Communication continues to be one of the most important foundations of social integration, but it changes its intensity and form. It reflects, on the one hand, new opportunities that have emerged due to new technologies for the interaction of individuals and groups, in particular, youth. On the other hand, contradictions arising from the coexistence and intersection of many different cultural spaces. The multiplicity and variability of existing cultural norms and values, ideas and expectations are in conflict with each other, expressed in collisions of cultural meanings, in forms of interaction and directly affect education as a way of cultural reproduction of society.

Purpose of the study

The modern society's study is impossible without understanding the role of personality as a self-organizing principle. In these conditions the need to study the communicative competence of the individual increases, which is subjectively constructed. This is most evident in network interaction. The aim of the study is to identify the features of the communicative competence of the individual in virtual interactions. This determines the specifics of modern cultural reproduction and should be taken into account in the justification of modern educational technologies and models.

Methodology

There is no established approach to the methodology and methodology of the study of communicative competence in sociology. But for its development, the works devoted to the study of the mechanisms of social interaction in the conditions of changing social reality provide significant assistance, the specifics of the virtual reality. These questions are considered in connection with the research:

1. Social reality (Zubok, Y.A., Chuprov, V.I., 2017) in the phenomenology paradigm. The subject of consideration is not so much the objective differences of social phenomena (social reality), as their subjective perception (social reality) at the level of everyday consciousness of people in the process of their interactions. Real objects are those that are perceived as a space of their own activities, in particular, communication. In this pledge, the individual builds his objective social connections and relations, proceeding not from an objective reality, but from his social reality - based on communicative competence. Changing reality becomes a condition for changing the communicative competence of the individual.

2. Theory of the virtual reality (Castells, M., 2010, Elliot, A., Urry, J., 2010). In the information society, all cultural forms obey, adapt to the system, to its logic, language, etc. under the conditions of changed parameters of space and time.

A multi-node network of communications affects, determines the nature of cultural forms of expression, and has important implications for social forms and processes. Communicative competence of the individual encompasses the cultural characteristics of virtual communication and consolidates them in social practices.

Since virtuality is "... an artificially created environment that exists in the "man-computer mode" (Ladov, A.V., 2004), virtual interactions are human-human interactions mediated by computers. In these interactions, a person is replaced by his virtual representative - e-mail, Skype name, nickname in blogs, chat rooms, networks, twitter, phone number in instant messengers, etc. The specificity of this interaction is manifested in distance, anonymity and imagination. A person can act in interactions under his own name, fictional, or anonymously. This creates a situation of uncertainty and creates an open social reality that needs to be recognized, or imagined and completed, by choosing appropriate methods.

3. The modern complex society (Kravchenko, S.A., 2016) when society is viewed as a non-linear, self-organizing, reflective system. The existing risks and vulnerabilities characteristic of a complicating society require, in the author's opinion, a humanistic turn and integration of theoretical and methodological tools based on the polyparadigm of knowledge.

These methodological foundations formed the basis of the author's concept of the communicative competence of the individual in the changing social reality; The concept includes two aspects of communicative competence: institutional and socio-cultural, differing 1) the concept of the life world of the individual; 2) the value-normative contour of communication; 3) communication skills and behaviors. As a result, communicative competence is understood as the ability of an individual to preserve his or her sociality through the possession of knowledge, values, norms, skills of communication, and appropriate behaviors.

The theoretical concept was transformed into an empirical one and verified by questionnaire in modern Russian social practices.

Results / Findings

Empirical verification of the concept revealed two empirical types of communicative competence of the person. These are real and virtual interactions with the following differences in manifestations:

1. In real interactions the type of communicative competence is focused on the norm determined by the General collective consciousness, developed by

the social Institute. In virtual interactions – a flexible mobile norm, which is designed for this situation in the context of institutional weakening and is temporary.

2. In the communicative competence of the real-world interactions is dominated the terminal value having traditional roots of the Russian Cathedral of life. In virtual interactions the growth of instrumental values providing new forms of interaction is observed (aberrations, trolling, frames, simulacra, gamification and etc.).

3. The predominance of adaptation strategy in real interactions is revealed. There is a high level of conformity, willingness to sacrifice their interests. This strategy is related to the terminal value of preserving the common space of communication. However, instrumental values are not developed and are not used. For example, the low level of stability of pairs relative to selected behavior strategies is associated with the instrumental inability to meet the expectations of Another. Low efficiency of means of communication is compensated by - preservation of normativity of space and prevention of otherness; - strong blood-related and friendly relations; - preservation of social space due to the high importance of the terminal values, adaptation strategy with developed adaptation mechanism; - similar determination of semantic positions.

In virtual interactions – the predominance of rivalry and self-assertion. In terms of reducing the function of social control is self-regulation of individual behavior, which is dictated only by their own interests - without taking into account the idea of social contract. This strategy is a consequence of the destruction of the mechanism of confirmation of mutual shared expectations, and sanctions of approval or condemnation lose their cultural meaning.

4. The communicative competence of real interactions is characterized by the ability to integrate into the collective, understanding of the other, orientation to the expectations of the Other, orientation to normativity and external social control. In the communicative competence of virtual interactions - understanding the other, as well as the ability to influence has a low level of importance. These features arise in the conditions of the break of linear relationships, the inability to confirm mutual expectations. It is increase: skills to build non-binding contacts; - skills of mobility in a rapidly changing situation; - skills of reflexive attitude to the situation in the absence of institutional norms of interaction; - skills of socio-cultural self-regulation of their actions in the absence of institutional means of interaction; - skills to design norms and methods of communication under conditions of impossibility to use ready-made sociocultural forms of

interaction; - rationalization of actions is determined by self-regulation and reflection.

These distinctions determine the essence of changes in the nature and structure of communicative competence. They are the essence of distinctions in virtual interactions compared to real interactions. These changes are the result of changes in social reality and are characterized by the following principal features: rational choice of behavior is not determined by status-role factors; the choice of forms of communicative behavior is carried out in the form of self-regulation of multiple actors; the stability of the institutional norms of communication is supplanted by the construction of individualized norms; there is an assimilation of variability as a way of interacting with a changing reality.

These types of communicative competence and their skills as well oppose each other, as form a common communicative reality. The space of intersubjective interactions is expanded and real and virtual forms are merged; the formation of a single communicative space, which includes direct personal communications and Internet communications.

Discussion

The study of communicative competence as a pledge of a changing social reality allowed us to identify fundamental changes in the nature of the manifestation of communicative competence in traditional and modern behavioral strategies. In traditional strategies, communicative means, behaviors determined by established institutional expectations, collective values and norms, focused on established status-role in modern strategies, the choice of traditional means of communication in virtual reality is not an effective means of interaction. distributions, ready-made behaviors, social control and sanctions are chosen. In the modern world, flexible mobile standards are in demand, which are designed to fit the situation, the values of autonomy and mobility, the ability to quickly reflect and rationalize the current situation so as not to miss its fleeting opportunities.

These signs in the structure of different empirical types of communicative competence are systemic in nature. They permeate all social areas of social practices (economics, education, politics) and thereby determine the ways of cultural reproduction of society.

Taking into account the specifics of modern communication in educational practices, incorporation into educational models and technologies will undoubtedly be important, integrating modern society. Among them are self-regulation, the ability to reflexivity, the transformation of uncertainty into certainty by rationalizing the situation, the ability to design the interaction depending on the conditions of the situation, the formation of the concept of the life world as changing.

Special attention should be given to working with cultural meanings in the conditions of the spread of simulacrum in communication, when there is habituation in virtual communications to semantic “empty spaces” arising as a result of a rupture of linear connections, a break in communication expectations.

The consequence of the weakening of institutionalism are various ethical distortions in virtual interactions and their transfer to real ones, especially among young people: trolling, bullying. The goal of such interaction is not the transfer of meanings, but the achievement of excellence, the “HYIP”. Understanding and consideration of the sociocultural mechanisms of these phenomena by educational institutions is also a potential for the integration of society.

The inclusion of these components of communicative competence in the structure of the structure of educational models becomes a prerequisite for the preservation of sociality, especially for young people, and for society to achieve integration. The socio-demographic analysis of network users indicates the overwhelming majority of them are young people aged 15–30 who are schoolchildren and students. Therefore, communicative competence and the changing social reality of the individual are manifested in education as a way of cultural reproduction of society through the youth.

This means, that we need to bring highly developed cultural sociological approaches, which during the last decades increasingly proved their validity among many empirical fields, to the sociology of education.

References

- Castells, M. 2010. *The Information Age: Economy, Society and Culture. Volume 1: The Rise of the Network Society*. 2nd ed. Oxford: Wiley Blackwell, 162 pp.
- Elliot, A., Urry, J. 2010. *Mobile Lives*. London: Routledge, 188 pp.
- Zubok Y.A., Chuprov V.I. 2017. Changing social reality in a crisis Russian society. *Economic and social changes: facts, trends, forecast* 1(1): 41-57.
- Ladov A.V. 2004. *VP - PHILOSOPHY (philosophical problems of virtual reality)*. Tomsk: Publishing House of Tomsk University, 62 pp.
- Kravchenko S.A. 2016. *Sociology of risk and safety*. Moscow: Yurayt Publishing House, 302 pp.