

Social resilience as an educational goal of modern professional training

Efimova E.

Moscow State Regional Institute of Humanities and Social Studies

More than education, more than experience, more than training, a person's level of resilience will determine who succeeds and who fails.

(Coutu, 2002: p. 47)

The process of globalization with interaction and integration among different business groups, teams, companies and countries makes business environment multinational, dynamic and rapidly changing. Modern employees should be socially resilient to be able to adapt to a constantly evolving business environment and flourish professionally in various business practices. Thus, social resilience has become a critical issue and an educational goal of modern professional training.

The idea of resilience has a firm footing in the fields of engineering, biology, psychiatry, psychology. In all these fields, the general concept of resilience conveys the capacity of a material, person or biotope to survive sudden shocks.

From pedagogical perspective, we conceptualize resilience as a dynamic characteristic of an individual which includes persistence, strong motives and intentions, commitment to personal beliefs and values, resistance to adverse circumstances combined with a certain degree of flexibility and mobility which ensures coping, adaptation and self-efficacy in various social contexts. Resilience is a sign of psychological maturity and means not only adaptation to the situation but an ability to modify the circumstances to the needs of personality. The ability to innovate and improvise here is very similar to "flexibility" and is viewed as an essential marker of social resilience which leads to self-development.

Social resilience is resilience applied in the social domain. Within this context it is an integrative concept consisting of a resilient system of social and moral beliefs, values and visions, social and moral traits of character based on the internalized cultural norms which enable a person to develop and adapt to any social environment following their own priorities and interests, pursuing their own missions and goals.

Social resilience is a multi-dimensional concept which includes four integrated and dynamic components: emotional, cognitive, moral, behavioral.

Emotional component of social resilience is closely connected with emotional intelligence, emotion-related abilities and includes high awareness of one's feelings and thoughts, emotional sensitivity, empathy, social intuition, self-reflection, emotion management and regulation, social expression of emotion, self-control, self-discipline.

Cognitive component of social resilience is closely linked with social knowledge, skills and includes knowledge about social world and social matters, strong society-oriented perspective, a resilient system of social and professional goals, missions and directions, flexibility in decision making, social problem-solving skills, social creativity.

Moral component includes a resilient system of internalized social values and norms, ability to appraise behavior in accordance with social values and norms, social flexibility (the ability to dynamically reinvent patterns of behavior as circumstances change).

Behavioral component is associated with social performance skills and social moral traits of character (e.g. responsibility, persistence, confidence, trustworthiness, tolerance etc.) and includes willingness for social activity and social interaction, social success-oriented perspective, social-communicative skills, stress resistance ability and skills, ability to manage adverse circumstances.

Thus, while describing the aspects and elements, one differentiation is made between intrapersonal, interpersonal and societal dimension of social resilience. The other differentiation is between knowledge, skill and attitude which proves a versatile nature of the phenomenon and makes it an educational challenge.

Following this differentiation the approaches to foster students' social resilience in high school should include specific methods and tools: methods and techniques aimed at developing emotional resilience (emotional trainings, role-plays); methods and techniques to develop a resilient system of social and moral beliefs, values (case-studies, problem-solving, debates, discussions of social and moral issues, moral and ethical dilemmas and etc.), methods to develop social interpersonal skills (role plays, games, tournaments)

The preference lies in interactive teaching and training methods and techniques, for example, interactive lecturing, interactive seminars, group presentations, projects, jigsaw techniques, gaming, simulation exercises, trainings and others as they ensure student motivation and engagement, develop self-efficacy, enhance confidence and persistence, improve social performance skills.

To sum up, social resilience is a significant and useful concept to be considered as an educational goal in high school as it contributes to professional and social identity, maximizes social and professional performance of an individual and ensures success of a person while functioning in a multi-cultural professional society which encompasses a diversity of groups and various contexts.

References

1. Coutu, Diane L. "How resilience works." *Harvard business review* 80.5 (2002): 46-56