# Socio-Educational Design of Educational Environment of a Higher Educational Institution

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*Abstract: Higher education in Russian Federation is currently developing within the framework of the requirements of the new Federal State Educational Standards which sets new educational goals. To achieve them, higher schools are seeking modern ways of developing competencies among students. One of these ways is the development of social and educational environment. The aim of the work is to show the benefits of the development of social and educational environment in Minin Nizhny Novgorod State Pedagogical University for all participants in the Territory of Opportunities project. The social and educational environment of higher education has a complex effect on students. Developing it with the help of social educational projects, educational institutions solve several problems at once, since such projects benefit every participant. This article reveals the essence of socio-educational design of educational environment of a higher educational institution. A study of an open social and educational environment based on ideas of social design and a generational convention with a focal point in the structure of a pedagogical university implemented in the framework of the Territory of Opportunities project in Minin Nizhny Novgorod State Pedagogical University is presented. In the course of the work, a feasibility study was carried out for volunteer students. With the help of the survey data was obtained that answers this question. The main conclusions contained in the article, the results obtained suggest that the study has real practical value for the formation of competencies.*

*Index Socio-educational environment, design, higher education, competence-based approach.*

## I. INTRODUCTION

Modern higher education is based on the new requirements of the Federal state educational standards, the requirements of which appeared with the changing needs of the state and society. Today, practice has become a priority in education - says Atkinson. Schools develop not a certain theoretical amount of knowledge and skills of students, as was the case with the traditional approach to learning, but a set of professional and general cultural competencies. [1] That is,

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they should be able to apply the acquired amount of knowledge and skills in practice in the professional sphere creatively and independently in order to expand their own employment prospects and maintain competitiveness in the labor market. [2] In Russia, the issue of the formation of competences has been studied by such scientists as Ya. I. Kuzminov, D. V. Puzankov, I. B. Fedorov, in the USA, was developed by D. McClelland, Sadker, M., Sadker, D. Klein, S.G. Grant, Safford, P.L., Walker, B. notes Ladson-Billings. In order for the learning process to meet the requirements of a competence-based approach, the number of classroom workloads decrease and the share of independent work increases, the practical part of training increases actively. [4] [21] The success of a future graduate in employment is stated in the work. [3] [22] And in order to have a more comprehensive impact on students, higher educational institutions are actively developing the social and educational environment through social and educational projects in which university students (who play the role of volunteers), citizens interested in their own education (including elderly) in which students acquire a large amount of additional practice in collaboration with other people, including organizations, meetwithlove.com This user in the project stated in the. [5] In Russia, this practice is not too common. The relevance of the topic is due to both insufficient theoretical elaboration of the problem and the need for practical substantiation of the benefits of social educational projects for all their participants.

## II. LITERATURE REVIEW

As we have already said, higher education is built on the basis of the competence-based approach, its goal is to ensure the quality of education by shaping students' competencies that the future graduate can independently apply in their professional activities. That is, students receive a large amount of practice during their stay in higher education and not only receive a certain amount of theoretical knowledge, but also the opportunity to apply them in real professional conditions. The federal state standard of higher education defines them as a complex characteristic of the student's readiness to use the knowledge, skills and personal qualities gained in standard and changing situations of professional activity. That is, to date, there has been a shift of priorities from the content of training to the results of educational activities that students must demonstrate at the end of training. [21] The focus of competence is to assess the competitiveness and relevance of graduates in the labor market. Higher schools provide an opportunity for students to

improve acquired skills through participation in social educational projects that have a complex effect on the participant, because during the time spent in the project the student not only gains additional knowledge in volunteer courses specially developed by the university, but can also apply their already existing experience in real conditions.

The value of the competence-based approach was identified in practice and many authors emphasize its importance in their work, including McMahon, showing the results of training graduates who, being already adapted to possible problems arising in the professional sphere, are easily oriented in the workplace, showing excellent performance, due to which the organization in turn improves competitiveness. [7] [23] A modern graduate, due to acquired competencies, becomes in demand Labor Market. [8]

Social educational projects in a broad sense are a "model of human activity itself aimed at changing the social situation", are implemented in the areas of political, historical, cultural and legal education, health care and promotion of healthy lifestyles and are considered as technologies for solving social problems through the use of educational The technology states in the work. [6] And since this is a "model" of human activity, within its framework the student will be able to test his skills in a real field of activity and develop new and strengthen existing competencies. [15] The focus of social educational projects is determined by the need to consolidate society, socialize young people, popularize traditional values and spiritual education of young people, promote a healthy standard of living, physical education and sports, increase knowledge in the fields of science, culture, popularize knowledge, and transfer social experience.

The subjects of the implementation of social and educational projects can be authorities, political parties and movements, commercial and non-profit organizations, educational organizations. [13] Social educational projects are aimed at acquiring or developing useful skills, forming competences in various fields, contribute to the formation of an active citizenship, a certain world view, and the awakening of interest in certain topics. [16] The target audience of social educational projects can be citizens of various ages, who have an active citizenship, a high level of discipline, a desire to learn new knowledge, and participate in community work. [14] The youth audience is more focused on career-oriented projects, the middle-aged audience is interested in expanding the information horizons, older people tend to acquire knowledge that will help them adapt to various innovations or fill in missing knowledge. [17] [25] In particular, there is a wide range of offers of various educational courses that take into account the specific needs of the elderly audience. Different approaches to the organization of training, taking into account the characteristics of the elderly in different countries, are considered in the works of O.V. Agapova, I.V. Vysotskaya, M.E. Elyutina, T.M. Kononginoy, E.E. Chekanova, E.I. Single. Another important area of social and educational orientation, affecting both the youth audience (mainly) and the adult population, is participation in volunteer activities that combine work, cultural and educational activities as described in. [18] Volunteers work in more than 100 countries of the world, in Russia, according to various estimates, up to 5% of the total population is involved in the

organization of the volunteer movement, more than 50% of Russian volunteers are young. [19] It is for them that development of competencies for orientation in future professional activities is so important. [11] The problems, the state and the peculiarities of the activities of volunteers were identified in their works: S.P. Akutin, I.S. Begantsova, M.A. Bochanov, M.V. Markeeva., E. Gellner, K. Gaskin, V. Nechaev, L. E. Sikorskaya, K.A. Fox, O. Holmi, E.E. Chernukhina. One of the problems described by the researchers is the question of the effective organization of training volunteers for their activities. This issue is discussed in his work Safford. Volunteer work requires not only desire, but also certain knowledge and skills. [10] For this, the university organizes special courses for them.

When organizing social and educational activities, the choice of education methods, training venues and financial sources is quite broad. [9] However, as a rule, each of the parties in the learning process plays one any predetermined role: the learner, the learner, the source of financial, information and methodological and other resources. [24]

Consideration of aspects of the formation of social and educational environment in the Minin Nizhny Novgorod State Pedagogical University requires an additional analysis of the essence of social and educational projects. Socio-educational projects are aimed at acquiring or developing useful skills, forming competences in various fields, contribute to the formation of an active citizenship, a certain world view, and the awakening of interest in some topics.

French model of education for the elderly (also common in Germany, the Netherlands, Italy and other European countries) involves the creation of courses for the elderly based on local universities at the expense of public funds, the British model is based on the principles of mutual aid and self-organization and is based on the theory of heroism, which recognizes problems associated with age: a decrease in sensory perception ability, limitation of physical activity and changes in cognitive processes and involves learning in the form discussions, dialogues, excursions and practical exercises.[12] In the USA, the concept of "pension for pensioners" training (Elderhostel), developed by M. Knowton and combining training and tourism, is described in his work by Sadker; Schweers. While traveling around interesting places, older people make stops and listen to lectures developed by university staff. [22] In the Russian Federation, additional education for the adult population (including the retirement age) is implemented in the form of a partnership of social security agencies of educational organizations and non-profit associations, training is conducted either on the basis of educational organizations or on the basis of social service centers for the population. [20] In particular, in the framework of the Moscow Longevity urban project, the Department of Labor and Social Protection of the Population of Moscow with the participation of the Moscow City Pedagogical University and the Moscow University of Management of the Moscow Government created the Silver University, the main tasks of which are to create conditions for the creative and professional development of the elderly people, improving their quality of

life through additional education.

In the Kirov region, the activities of the University of the Third Age are supervised by the regional government, training is carried out on the basis of Vyatka State University and Kirov State Medical University as an example shows. [12] Training is conducted in the following areas: novice PC user, landscape design, legal literacy, advanced MS Office course for novice PC users, basic psychology, basics of a healthy lifestyle, first aid, basic study of local lore, theater as a synthesis of arts, English, basic economics.

In the Nizhny Novgorod region, an example of the "University of the Third Age" format is the project of the Center for Social Services in Sarov. As part of the University's activities, educational and training courses, creative workshops, coursework in various programs are held in order to create conditions for changing the stereotype of behavior and attitudes of the elderly (namely, the formation of a new model of personal behavior).

In Nizhny Novgorod, a social education center was established on the basis of Nizhny Novgorod State Pedagogical University named after Kozma Minin, whose activities should provide educational assistance to various segments of the population.

The key element in the formed system of the Minin Nizhny Novgorod State Pedagogical University, ensuring the effective implementation of the project, is the social and educational center "Territory of Opportunities", which unites teachers and university students, city residents, representatives of commercial and non-profit organizations, organizations of the general and additional education and implements their activities in accordance with the model of a collaborative economy based on mutual trust, capitalization of unused resources, wide use of digital technologies, including for establishing and maintaining contacts of the participants in the process.

The center implements the training of volunteer students who will further assist in the training of older and younger generations. Activities within the framework of social and educational projects can be aimed at different age audiences at the same time and can be realized on the same platforms, in parallel for adults and for children.

### III. METHODOLOGY

The study allowed to elaborate in detail the issue of the development of social and educational design of the educational environment of a higher educational institution. Based on the analysis of information and synthesis of the

identified characteristics of the socio-educational environment, we identified the basic provisions of the study. We also investigated the scientific literature on the topic of social and educational environment in higher education. The successful experience of the implementation of social and educational projects was considered, which suggests that the benefits of such a training scheme are indisputable. 60 people (volunteer students) took part in the experiment. Of these, 10 people of the first year, 18 people of the second year, 21 people of the third year and 11 people of the fourth year of study. Each of them has passed special courses for training wards. After which they were divided into three equal groups. Courses were carried out in the following areas: financial, legal literacy, 3D modeling, social engineering and robotics. Each student completed all the courses for complete interchangeability of volunteers in the process. After completion of the project, a survey was conducted. For training volunteers, specialists used legal literature, the basis of which was constituted by the Constitution of the Russian Federation, the Civil Code of the Russian Federation, the Criminal Code of the Russian Federation, the Code of the Russian Federation on Administrative Offenses. To improve financial literacy, the Tax Code of the Russian Federation was used. The 3ds Max program was used in 3D modeling courses. Robotics was accompanied by such materials as Y. Rodichev "Regulatory framework and standards in the field of information security" (2017) and B. Ward "Inside Linux" (2016). Social design was accompanied by a textbook by V. Lukov "Social design". Participants in all three groups of twenty people were surveyed at the same time, remotely, using the Moodle e-learning platform. Respondents were given 15 minutes to give an answer, because broad and detailed answers were not required, although they were welcomed.

### IV. ANALYSIS AND DISCUSSION

For students, as mentioned above, the university implements various types of courses so that they can actively participate in the organization of education for children and the older generation. To determine the effectiveness of courses and identify the need for further participation in the project of students, we conducted a survey. It was attended by 60 volunteer students. Questions are presented in table 1.

**Table 1** Questionnaire for volunteer students participating in the project of Nizhny Novgorod State Pedagogical University

| | |
|---|---|
| 1. In your opinion, did participation in the project help you to gain knowledge and skills to strengthen and develop competencies? | Yes / no / your answer |
| 2. Would you like to take part in such a project again? | Yes / no |
| 3. Do you think it is necessary to introduce additional courses in any discipline? | It is necessary to introduce additional courses (specify which ones) / the information provided in the existing courses was sufficient. |

| | |
|---|---|
| 4. What areas did you need most during the training of the wards? | A) financial literacy<br>B) legal literacy<br>C) 3D modeling<br>D) social engineering<br>D) Robotics |
| 5. What areas did you manage to master best? | A) financial literacy<br>B) legal literacy<br>C) 3D modeling<br>D) social engineering<br>D) Robotics |
| 6. What would you recommend for the further development of the university project? | Your answer |
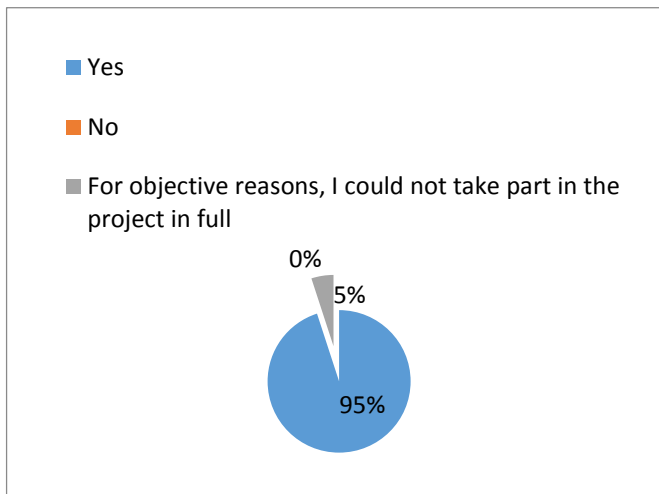


**Figure 1** The results obtained on the basis of the analysis of the first question "In your opinion, did your participation in the project help you acquire knowledge and skills to strengthen and develop competencies?"
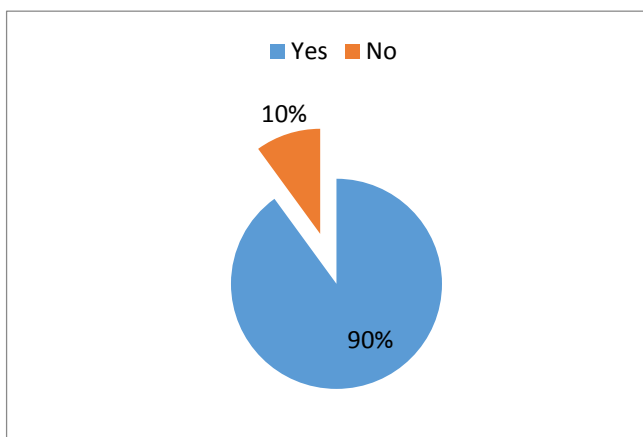


**Figure 3** Do you think it is necessary to introduce additional courses in any discipline?



**Figure 2** Would you like to take part in such a project again?
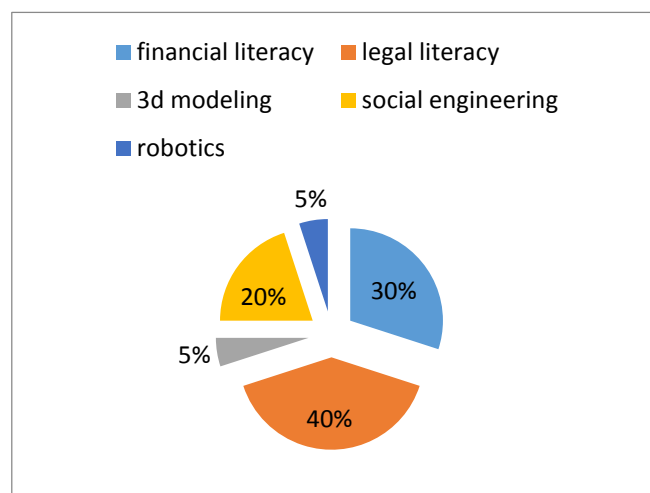


**Figure 4** Which areas have been most useful to you during the training of the wards?
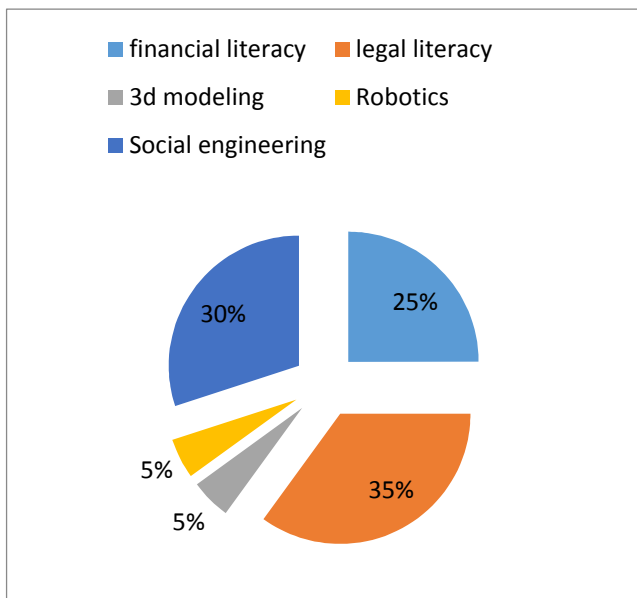
**Figure 5** Which areas did you manage to master best?

The survey results show the positive impact of the project on the students who took part in it. 95% of students noted this. In addition, they would like to take part in it again. It should be noted that it is necessary to expand computer literacy courses. And best of all, students have mastered legal literacy courses.

The authors showed the benefits of the development of social and educational projects in Minin Nizhny Novgorod State Pedagogical University. The authors of the article based on the personal experience gained in the process of project implementation in creating and managing an open social and educational environment implementing activities, including volunteers, come to the conclusion that the creation of social and public spaces has a positive effect by pooling the resources of partner organizations and the revitalization of the activities of citizens of different ages for the development of the space not only of the educational institution, but also of the whole region. A comprehensive review of the implementation of social educational projects is presented. On the basis of the analyzed information, we can say that the system of socio-educational projects for people in Russia as a whole has developed, but, as a rule, it considers elderly people as objects of study, not involving them in the role of teachers, mentors, a source of invaluable experience.

Based on the analysis of the data obtained after the survey, we can talk about the students' interest in further participation in such projects. 95% of respondents consider participation in the project helped to acquire knowledge and skills to strengthen and develop competencies, the remaining 5% could not fully realize themselves in the project due to compelling reasons, therefore they could not answer properly, but this gives us reason to assume that almost all students are aware of the benefits of such an event. Most students are satisfied with the organization of the process and courses conducted, but still a significant percentage of students (70%) argue about the need to introduce computer literacy courses, because using information technologies in their own lives and explaining the theory to the audience is not the same thing.

The implementation of the project proposed by Minin

University contributes to the establishment of closer contacts between various groups of the urban (regional) community, increases the efficiency of resource use, and contributes to the transformation of public space. As part of the center: students of the university have the opportunity to receive additional education at the expense of the university and at the same time to apply existing knowledge in working with retirees and children, in the work of the student association, in volunteering and other socially useful activities; the university has the opportunity to provide a base of practices for students, a base of additional education for various segments of the population, an educational platform for the cultural and educational activities of the city authorities; employers have the opportunity to interact with the child and youth audience on the basis of professional self-determination on the basis of the site; The population of different ages has the opportunity to obtain additional knowledge, new information and enhance interaction on the social life of the urban area, the city and the region as a whole

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