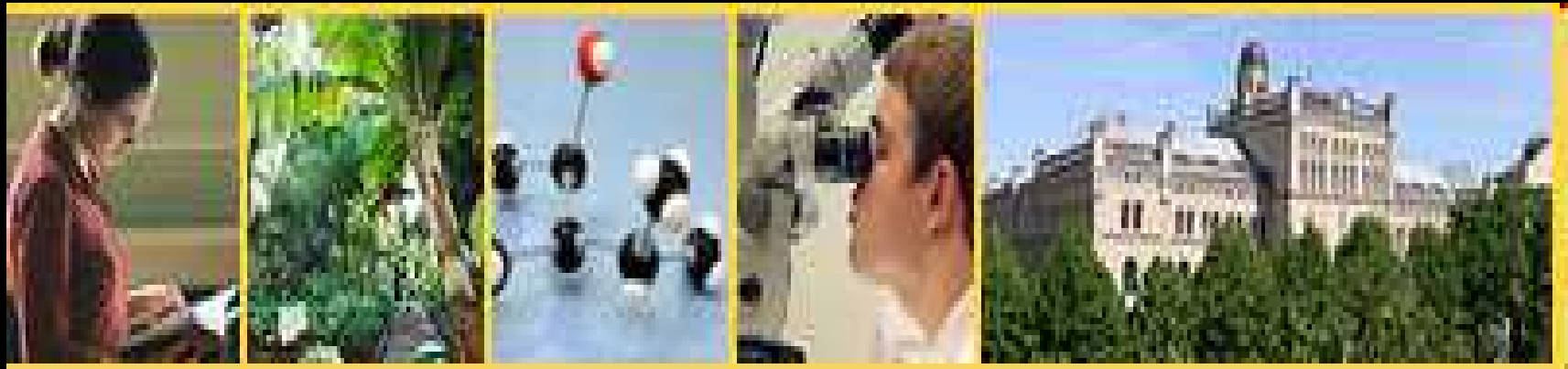




Social cultural competency as a concept of integrative core competences in the context of life wide learning



Irina Maslo et al., University of Latvia



Content

- 1. How is the concept of core competence defined and used in the context of Latvia?**
- 2. What do we know about the development of the interrelation between the concept of core competence and social - cultural competency in a life wide learning perspective?**
- 3. What is the actual state and needs of new developments in Asian – European LLL context like?**





I. How is the concept of core competences defined and used in Latvian context?

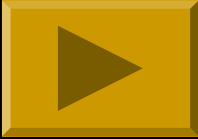




I.1. Concept (2003) of social cultural competence as a meta-concept of competencies.

I.2. Developed Concept (2006) of social - cultural competency as integrated core competences in a lifelong learning perspective

I.I. Concept (2003) of social cultural competence as a meta-concept of competencies.

Content and structure of competency (Maslo E., 2003; Tilla, 2003)

- **Structure and content of learning abilities in the interpretation of the theory of competence (Maslo, E. 2003);** 
- **The model for development of learning abilities (Maslo, E. 2003);** 
- **Criteria and indices for the development of adolescents' learning abilities (competence as disposition);** 
- **Content and structure of competency (Tilla 2003).** 

- **Content and structure of Social Culture Competence (Tilla, 2003)** 
- **Social culture competence as a process and a result (Tilla, 2003)** 
- **Constructive System of Organization of Social Culture Learning (Tilla, 2003)** 
- **Comparison of traditional learning with social culture learning (Tilla, 2003)** 
- **Opportunities of choice of the learning content in the modular system of social culture learning constructive organization (Tilla, 2003)** 

Consequently

- The set of learning abilities and experience – self development;
- Cooperation abilities and experience – socialization;
- The set of communicative abilities – culturalization (Tilla, 2003).

Consequently social - cultural competency - the individual combination of learning abilities and experience of learning, communication abilities and experience of communication, abilities to collaborate and experience of collaboration, which are based on possibilities of obtaining culture dialogue experience (Tilla 2003).

1.2. Developed Concept (2006) of social - cultural competency as integrated core competences in a lifelong learning perspective

For the scientific development of Latvian concept it was necessary

- to recognize the phenomena created in the course of scientific development of pedagogy which cannot be explained by existing theories (ability, competency, opportunity);
- to activate the search for new research strategies, based on new scientific cognitions in pedagogy (social cultural approach to research of competency and opportunities);
- thus to change and broaden the scientific conception of the social cultural competency orientated curricula being explored in pedagogy as well as the comprehension of the science of pedagogy itself.

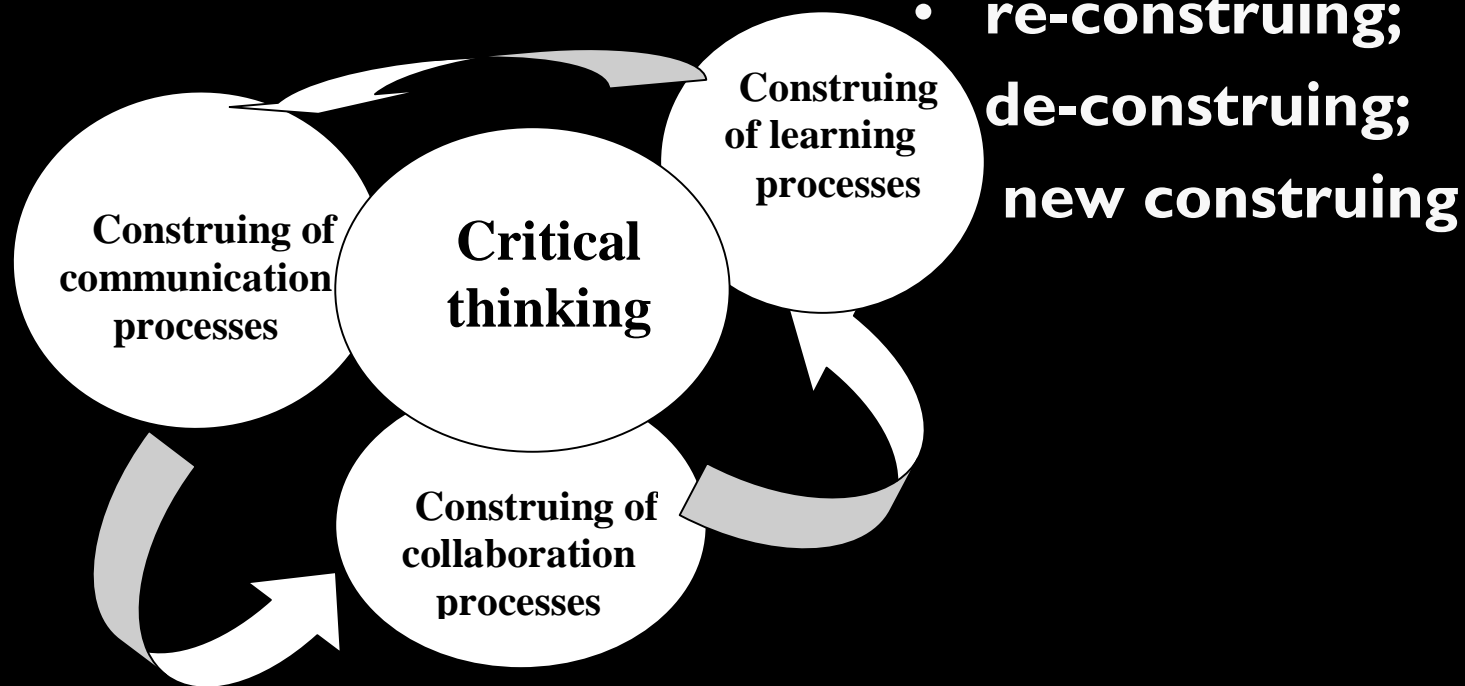
New principles for obtaining the experience in Lifelong learning

- Principle of choice,
- Principle of culture dialogue,
- Principle of integration of learning, communication and collaboration in various diverse interaction situations for mutual and social enrichment

Multidimensional opportunities to change life and work in LLL context

<i>Multidimensionality</i>	<i>Opportunities</i>
CULTURAL DIMENSION	To present diverse cultural contents.
	To broaden personal socio-cultural experience
	To explore further development of the present diverse of cultures
SOCIAL DIMENSION	To collaborate in various diverse cultural interaction situations
	To solve problems in multicultural contexts
	To create new social perspectives
LEARNING DIMENSION	To communicate using diverse information and communication technologies
	To participate creatively
	To contribute to learners' autonomy (choice, independence, responsibility)

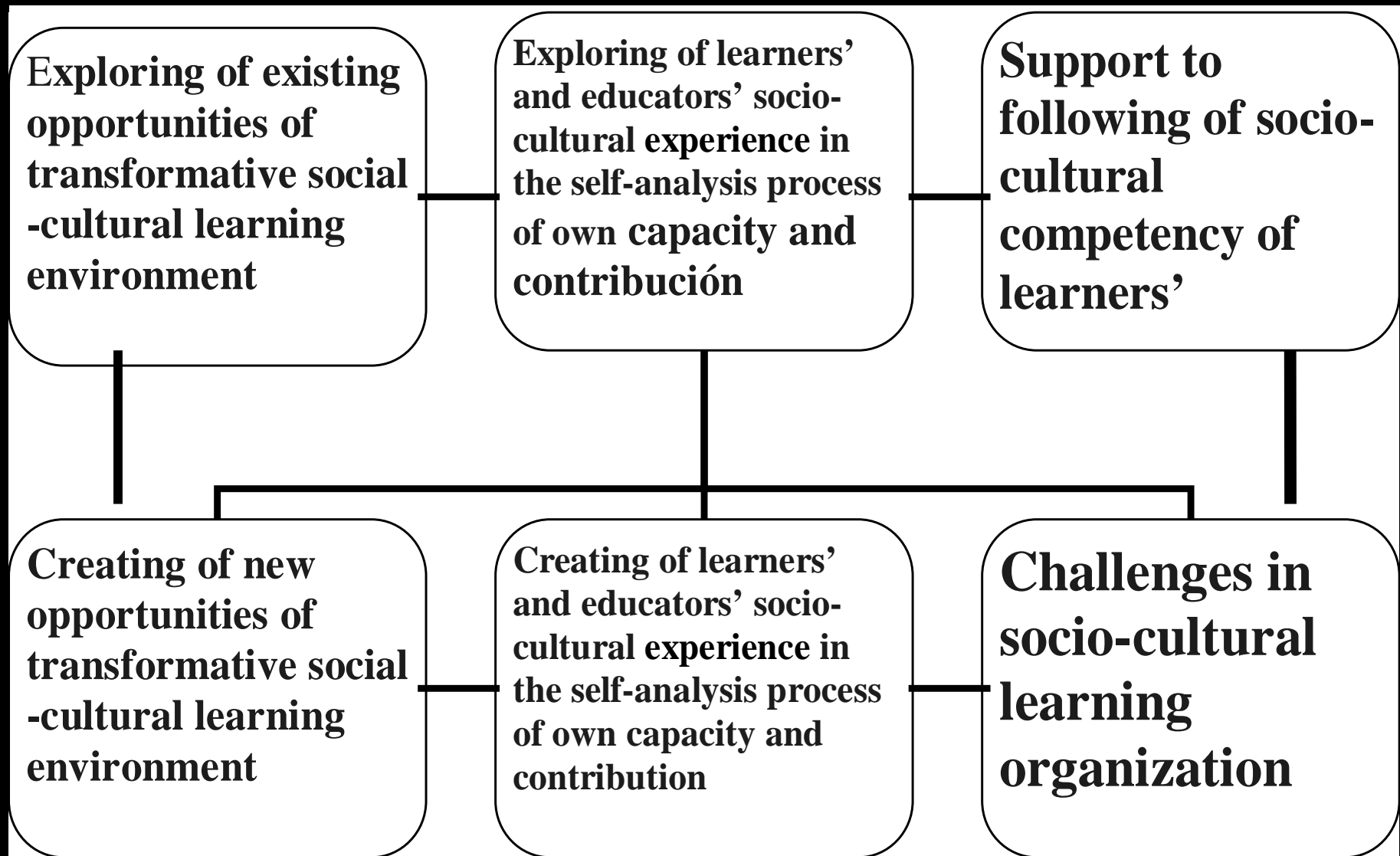
Construing system of social-cultural experience LL



Social-cultural model of educational work:

- **Exploring of learner's and educator's socio-cultural experience in the analysis process of their labor-professional working LL**





Conditions for LLL

- social interplay,
- present social and cultural contents,
- contribution to learners' autonomy,
- further development of the present social culture,
- providing possibilities for the learners to broaden their socio-cultural experience.

Consequently

- **Social and cultural progress gives the human a great responsibility for ability to evaluate, analyze, choose and work as a professional in new and unknown situations. That is why the human ability to develop his/her own competency becomes the most important issue.**
- **The social-cultural competency gives the human an opportunity to work in a self-organized way in social and cultural variation.**
- **Thus nowadays educators, especially teachers and teacher trainers, have to be well qualified in the wide meaning.**

2. What do we know about the development of the interrelation between the concept of core competence and social - cultural competency in a life wide learning perspective?

2.1. New capacity through obtaining the opportunities for developing capability.

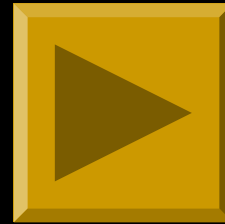
2.2. Necessity to start a research for ensuring the investigation of the good praxis patterns of contribution of continued education to new generation learning quality and to elaborate evidence-based suggestions for succeeding in life wide learning quality.

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2.1. New capacity through obtaining the opportunities for developing capability.

Competency (Gento, 2006)



Achievable Learning Outcomes

Samuel Gento, Antonio Medina, & Concepción Domínguez (2006) [Empirical Justification of the Interuniversity Joint Master Degree on "Educational Treatment of Diversity"](#). Maslo, I. & Kiegelman, M. & Huber, G.L. (Edition) (2008) *Qualitative psychology in the changing academic Contexts Qualitative Psychology Vol. VI (2008)*. Center for Qualitative Psychology, Tuebingen ISBN 978-3-9812701-1-2 URN: URL: <http://psydok.sulb.uni-saarland.de/volltexte/2009/2356/>; http://en.scientificcommons.org/irina_maslo [Thomson DB],

The program's goal is to develop students' **competency** in the field of educational treatment of diversity which is characterized by:

- **Generic competencies** - profound knowledge and critical understanding of specialized facts/theory;
- **Basic competencies** - highly developed abilities that show the understanding of study course and innovation ability that would help to work out creative solutions to complex and unpredictable problems at work or in studies, the responsibility for individual and group activities;
- **Specific competencies** – the responsibility for selected professional fields of complex activity or project management in unpredictable work or learning contexts.

Generic competencies (LO-1)

- To structure critically basic approaches to scientific contents;
- To differentiate critically; epistemological structures of concepts and their development (?) tendencies;
- To use knowledge in social and cultural context;
- To fulfill knowledge into the practice;
- etc.
- To use available sources of particular knowledge areas;
- To fulfill knowledge into the practice;
- To use available sources of particular knowledge areas;
- To use academic contents in different languages (Spanish, English and others);
- To widen knowledge by different kinds of researches;
- etc.

Basic competencies (LO-2)

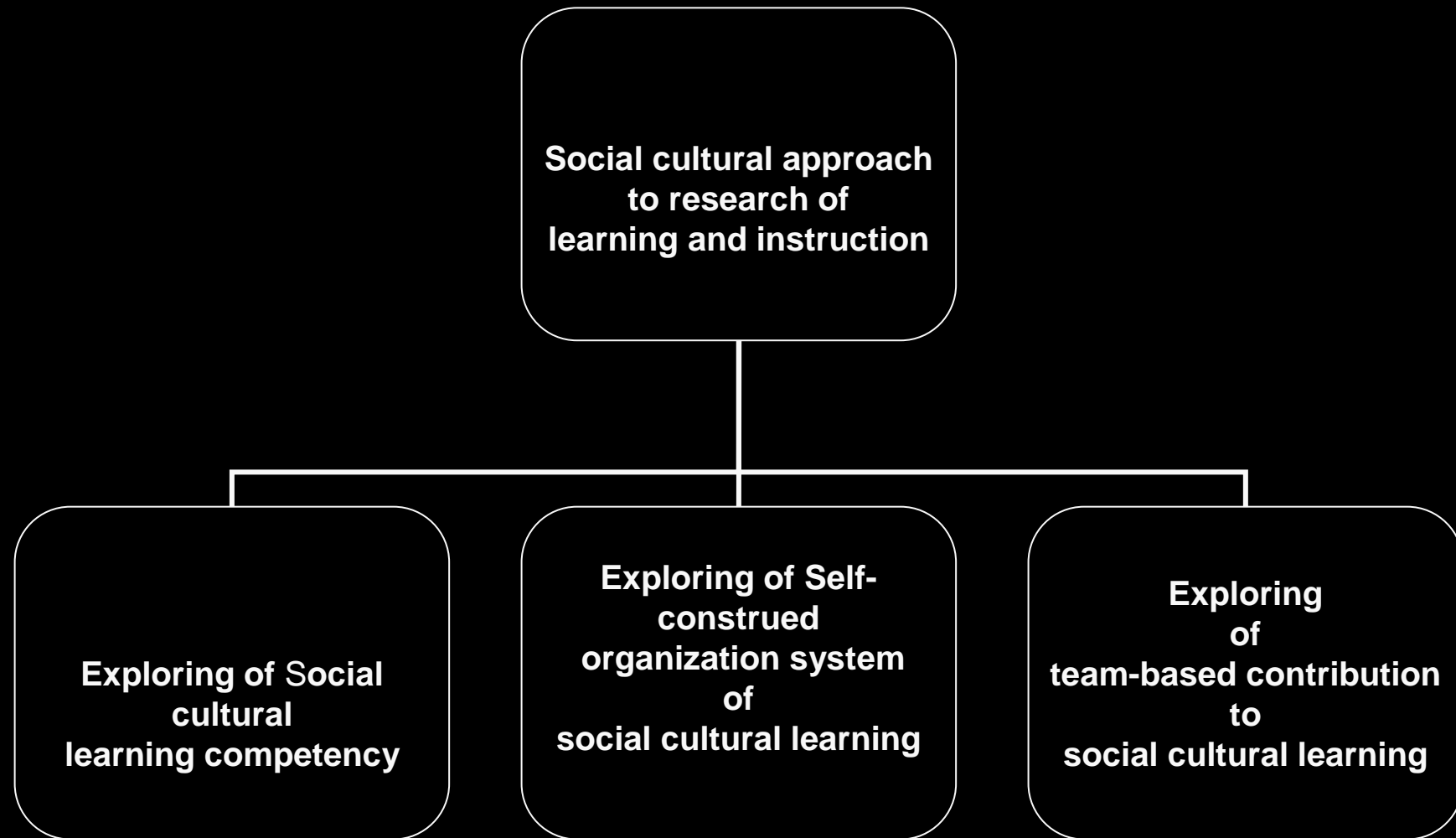
- To carry out and promote pedagogic leadership;
- To take advantage of contextual and personal implications affecting action projects;
- To promote self-reliance on one's own abilities;
- To empower initiatives to face and solve problems;
- To transfer theoretical knowledge into practical use;
- etc.
- To give advice appropriate to needs;
- To empower the feeling of membership of groups, communities and society;
- To promote solidarity among people living or working together;
- To reinforce dialogue among persons and communities;
- To use communication techniques and resources effectively;
- To take part and intervene actively in team working with diverse professionals;
- etc.

Specific competencies (LO-3)

- To assume *role, functions and tasks of professionals* dedicated to educational treatment of diversity;
- To *improve continually professional activity*;
- To use the most appropriate *approaches* to educate people with diverse special needs;
- To handle *international and national regulations*
- To deal with procedures, techniques and instruments required to *assess processes, results and impact* of people's development in all dimensions; applicable to the education of people with diverse special needs;
- etc.
- To *validate design, implementation and results* of educational intervention with people having diverse special needs;
- To choose and implement the required *methodological strategies* to promote personal development of abilities of people with special needs;
- To *counsel* appropriately people with diverse special needs
- To *promote self knowledge and self esteem* in people with diverse special needs;
- etc.

2.2. Necessity to start a research for ensuring the investigation of the good praxis patterns of contribution of continued education to new generation learning quality and to elaborate evidence-based suggestions for improving life wide learning quality.

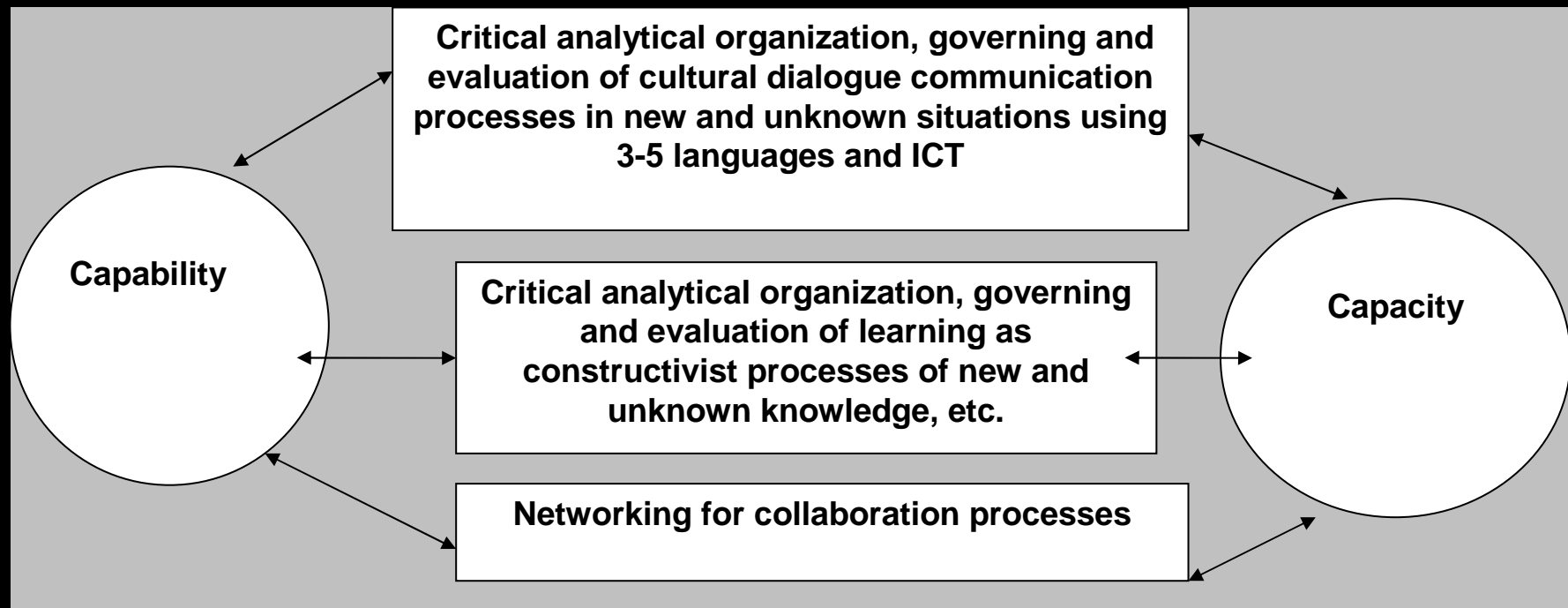
Social cultural approach to pedagogical research as result of doctoral research collaboration in international LLL context (Maslo I., 2009a)



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New capacity through obtaining the opportunities for development of capability LL (Maslo 2009b)



Consequently

- social - cultural competency conceptually unites its own individual capacity to critical analytical contribution to learning, communication and collaboration in one's own life and professional work in new and unknown working situations. Social - cultural competency will be considered as a core category of life wide learning quality.

3. What is the actual state and needs on new developments in Asian – European Life Wide context like?

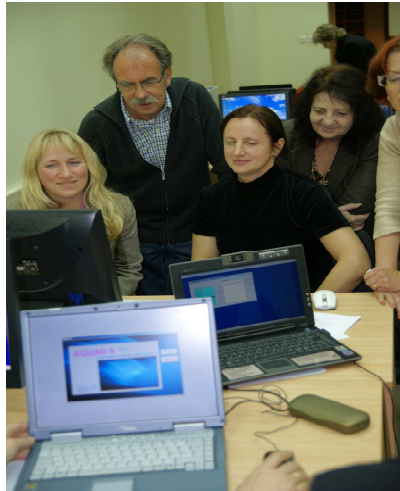
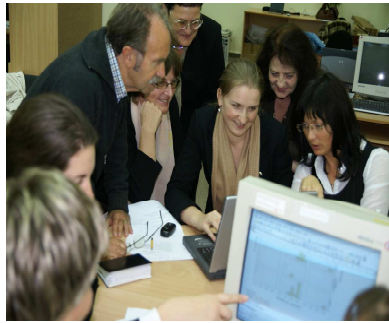
Conclusions and Discussion 1

- ***In the view of economy*** inclusion of learning quality life wide determines the human capital society as an intellectual value in the economic development in the transition from the industrial to the postindustrial society.
- ***In the strategic view of further research*** the results of the Asian-European scientific research will state due to the validity of research methods which will ensure the validity of the descriptive data obtained from the research of the current situation, the objectivity of conclusions and recommendations, will lay scientific foundation for the development of trans-sub-sectors of science and trans-disciplinary implementation.

Conclusions and Discussion 2

- ***In the view of practical significance the*** recommendations for evidence based research support to competent inclusion of learning quality not only in education but as well life and work wide will be suitable for practical implementation in life and work in various life, educational and professional spheres, taking into account and developing learning diversity in diverse social and cultural contexts.
- ***In the view of the significance of the development in the science of pedagogy*** the research results will be of benefit in the practical change of the scientific paradigm in pedagogy, overcoming the stagnation in the system of education and promoting the search for new pedagogical theories, emphasizing the charisma of the pedagogical thought and the expansion of its feasibility.

Thank you!



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