



FORMATION OF HIGH SCHOOL STUDENTS' COMMUNICATIVE COMPETENCIES BY MEANS OF ACQUIRING KNOWLEDGE ABOUT HUMAN

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Abstract. The article considers the relevance of the problem of communicative competency of high school students on the basis of assimilation of knowledge about human. This problem is caused by the needs of modern world community due to the processes of globalization and multiculturalism, tolerance and ability to conduct social dialogue. The author defines the meaning of such concepts as "competency" and "communicative competency", and the article gives the theoretical analysis of these two categories. It reveals some psychological and pedagogical conditions of communicative competency of high school students on the basis of assimilation of knowledge about human. The author investigates the potential of knowledge about human in preparing high school students to communicate effectively.

In recent decades, in terms of the humanization of education personality-oriented approach to establishing the nature of the content of education has become of great value. It emphasizes exceptional value of the knowledge not separated from of the person, but the man himself. Education can be seen as a process and outcome of personal development by means of organized research training and education. This approach provides the freedom to choose curriculum to meet the educational, spiritual, cultural and everyday needs of the individual, humane treatment of any person, to be able to self-realization in the cultural and educational environment. According to the Law of Ukraine "On Education", "On General Secondary Education", one of the main goals of modern education is to develop scientific, general cultural, technological, communicative and social competencies on the basis of the assimilation of knowledge about nature, human, society, culture, production, mastering the means of cognitive and practical activities.

It is a system of knowledge about human that is a universal scientific knowledge, an indispensable tool in understanding various processes taking place today and tomorrow. It allows the student to master the means of self-knowledge, and self-realization, creates the conditions for his active involvement in the civic culture, and forms the concept of state and society, democratic and humanist values, moral and legal norms. Thus, French philosopher and educator O. Rebul writes that we raise a child not in order to make him a citizen or employee, but above all - a human able to live among the people and the reality created by him [1, p. 24],

Providing students with adequate knowledge about their age, human as part of the natural world, a member of the society, and a subject and object of relationships enables to analyze self-knowledge, guides to the dialogic interaction, which ultimately contributes to the formation of an individual value orientation. So, it is indisputable that the high school student should have the knowledge system, the main elements of which are general philosophical knowledge, psychological, physiological, natural, cultural knowledge, and knowledge of current socio-political, social and cultural life. Therefore, the knowledge about human consists of qualitatively dissimilar parts or subsystems, each of which can reflect only some of the parties. The vast majority of subjects include knowledge about human. But every subject "dismantled" a human apart, that denies his integrity and therefore complete knowledge.

Research in various fields of science about contemporary socio-economic condition of the society shows, that the integration of science into different spheres of human activity involves radical systematic development of human knowledge, a constant correlation of human activities with environmental principles, and the approach to a human as a thinking and active individual. It also involves continuous development of human as a subjects of any activity (cognitive and transformative) throughout life, the development of humanistic style of thinking, focus on social and environmental aspects of activities and learning strategies

focused not only on knowledge, but also on transformation of the world, on the synthesis of knowledge and their interrelation [2, p. 63].

The system of knowledge about human is a combination of different types of knowledge and skills that mutually influence each other, and the learning of which creates the best opportunity for successful practical activity of the XXI century human, who must possess not only the knowledge, abilities and skills, but also be competent. That means a student should be taught on the competency based approach that is a set of general principles defining the goals of education, selection of educational content, organization of the educational process and assessment of educational outcomes. These principles are: • the meaning of education in the development of students' ability to independently solve problems in various fields and activities using social experience, part of which is also their own experience; • the content of education is didactically adapted social experience in solving cognitive, philosophical, moral, political and other issues; • nature of the educational process is to create conditions for the development of students' experience of independent solving of cognitive, communicative, organizational, ethical and other problems that are part of the education content; • assessment of educational outcomes is based on analysis of the levels of education that students achieve at a certain stage of training.

To clarify the meaning of "communicative competency" it is necessary to explain exactly the term "competency". The term "competency" describes a more complex system of activities than literacy. It comprises skills, and other components of activity that help to achieve the desired results and meet the requirements of society. The formation of competencies occurs by means of education. Students develop skills to solve real problems in everyday life - from individual to social. The content of education is defined as a set of systematized knowledge, skills, attitudes and beliefs, as well as a certain level of cognitive effort and practical training, which is achieved through educational work.

In this regard, the prevailing student's competency can be considered as the main quality indicator of educational outcomes, and thus it can be considered as a pedagogical goal that most closely reflects the needs of society and the individual. Changes in pedagogical goals cause necessary changes in the content of secondary education through the level of school subjects, educational material, the level of interaction between a teacher and a student. The efforts of scholars researching the individual competency in education are focused on resolving these issues (Bibik N., Borisov P., Vashchenko L., Dahin A., Ermakov I., Zymnia I., Lokshyna O., Markova A., Parashchenko L., Pometun O., Ramen J., Savchenko O., Hutorskoy A. Shishov S. and others). International experts have outlined the major criteria that are the basis for the definition and selection of key competencies: a) key competencies contribute to the high-level results, including the results of a social level on the way to a successful life and developed society; b) key competencies are appropriate means of important, complex needs and challenges in a broad context; c) key competencies are important for the individual [3].

The concept of competency is not limited to knowledge and skills, and belongs to the complex skills and personality traits. Competency is a common man's ability, based on knowledge, experience, values and abilities acquired through training [4, p. 244]. From the analysis of various scientific sources it is obvious that the concept of "competency" is interpreted differently. In particular, competency is considered: as a concept that is logically derived from attitudes to values from skills to knowledge [5, p. 6]; as educational outcomes that are achieved not only by means of educational content, but also of social interaction [6, p. 408-409]; as possession of knowledge that allow to make judgments about anything; knowledge and ability to realize the potential in a particular area of life; as experience in a particular area, which allows to achieve good results in some kind of activity; as psychological quality, which means strength and confidence that comes from a sense of success and usefulness given by awareness of personal ability to interact effectively with others and to efficiently solve the problems. Thus, the competency can be defined as integrative personal quality formed in the process of socialization and enables a person to adapt quickly and adequately to society and to interact effectively with the social environment.

Effective interaction with the social environment cannot be apart from communication. Communication is a necessary condition of human life, which is crucial not only to complete the formation of separate mental functions, processes and properties of a human, but also of the whole person. The reality and the need for communication are defined by common activity: to live people are forced to interact. The phenomenon of Mowgli children leads to the conclusion that starting from the beginning, you have long way to become a human in the true sense of the word. That is, in order to become a human, a child should live among humans

from the birth. From the birth a human communicates with other people, but sometimes people with significant advances in the knowledge of the material world are helpless in the field of communication, so they should learn the rules of interaction with each other to become socially capable member of society.

The need to communicate can be caused by different needs: the desire to remove internal stress or anxiety; to hear favorable opinion about the actions; obtain or clarify one's understanding of the other person, of his abilities; to influence actively the opinion of another person, to change his attitudes, beliefs; to show concerns about other people's issues; to present oneself as a person, etc. So, we agree with N. Lavrychenko who defines competency as an individual psychological and social quality, which means strength and confidence, the source of which is a sense of success and usefulness. Competence promotes awareness of the individual's own ability to effectively interact with the environment [7, p. 434],

Communicative competency is characterized by a number of human abilities, manifested in speed, depth and strength of mastering means and techniques of communication, namely the ability to listen, to perceive and reproduce (oral and written) information, to dialogue, to participate in discussions, to negotiate, to persuade and defend personal views.

In the curriculum for 10-11 grades of Ukrainian secondary schools within the socio-cultural contextual lines (standard level) special themes in speech development are offered. To form the system of knowledge about human the following topics are suggested: "Universal values", "The role of language in the development of personality," "Friendship. Love. Family. Culture of family relationships". In this regard, we would like to suggest the theme, which in combination with the assimilation of knowledge about human facilitates the formation of communicative competencies. This theme can be "What person you are". The questions for discussion are: "What is common between spirit, soul and body?", "What is consciousness?", "What do light, clean, good, dark, evil soul mean?", "What makes man feel well: good thoughts or evil ones?", "How is man different from animal?", "Is humanity now in harmony?", "In your opinion, how does the Earth respond to our psychological state?", "How can you help yourself and the Earth?".

To excite internal cognitive power, to motivate, to encourage further search are indirect ways of managing learning and creative activities of high school students who have already made certain outlook on life and human actions. They can be encouraged to act by motives of personal interest or motives related to the knowledge of others. Formation of communicative competency requires reorienting teacher on personal- active model of interaction with students. This includes: the active involvement of the student to a creative learning activities organized on the basis of internal motivation, organization of common activities, of partnerships between teachers and students, providing communication not only between teachers and students, but between students themselves in the process of obtaining new knowledge.

The curriculums in the Ukrainian language envisage the creative story retelling. This, of course, promotes productive language mastering, but now most children are experiencing these or other events by watching videos. So why did not teachers use the opportunity to encourage reinterpretation of movies and creative retelling of certain events? After watching the film, you can organize quite effective in terms of learning debate, because the same events are not necessarily to cause people the same reaction, and thus the differences in the interpretation of seen and experienced can be observed. One of those movies that "touch a nerve" is a film of D. O'Donnell "Inside I am dancing". This film is the reflection of who we are and why we sometimes are indifferent? Who is a man among men? This will bring the curriculum closer to the student's personality and make the knowledge necessary and personally-oriented.

So, the teacher faces the necessity to create conditions that would facilitate the development of students' communicative competencies. One of the main teacher's tasks is to motivate students to take the initiative and be independent. He creates conditions, developing environment in which the development of students' intellectual and communicate abilities become possible: to contact anybody, to develop communication following the norms and rules of communication, to listen to an interlocutor with respect and tolerance for his thoughts, to speak, to argue, to defend the views, to encourage the interlocutor to continue communication, to resolve communicative conflicts competently, to change if necessary the linguistic behavior, to assess the communicative situation, to end the communication, etc.

The use of interactive, problem-search, explanatory, illustrative, dialoging, research and game methods turned out to develop students' intellectual skill. These forms promote students' self-study and develop students' in-action-communication skills. Educational material should contain informational and cognitive differences or create conditions for their occurrence. Possibilities of educational material, however, may

remain unrealized if during its study the need to find out informational and cognitive differences will not be taken into account. If the teacher, avoiding students' doubts and different opinions, explains the material in detail there is nothing left to create situations for search.

The forms of group training activities characterized, above all, a direct interaction between their members, who together solve the learning tasks, are of great interest to high school students. We believe that these forms of work chosen by students should be used at certain types of lessons: lesson-conversation and lesson-discussion. There are lessons, at which some specific situations are examined and discussed. The organization of cognitive activity of students, based on the analysis of specific situations, is one of the most effective ways of training. Description of the situation may be different - depending on the purpose of its use. The lesson with elements of "brainstorming" involves the use of heuristic methods that stimulate creativity. Creativity is the promotion of ideas that include a new, unexpected, grounding assumptions and logical reasoning. A lesson-consultation is conducted when a subject is very complex and difficult to study. After a brief presentation of the material students ask the teacher questions. Finding answers takes a lot of study time. At the end of class a small discussion takes place. Lessons-consultations now should take leading places, because high school students prefer independent study.

A lesson "press conference" is organized when there is a complex problem and a lot of highly skilled professionals may be involved to solve it. It makes sense to invite experts from different disciplines to suggest diverse solutions. This form of training allows considering knowledge about human at different levels. For example, to discuss the problem of globalization several experts of different spheres are invited. Organizing the classes with several specialists it is most appropriate to prepare questions in writing. Sometimes it can be done beforehand for the experts to prepare the necessary material. A themed discussion is held after completing the topic under discussion, complex problems are solved through educational exchange of information and experience between the students. The chosen topic for discussion should include the subject matter of different solutions to the same issues.

So, the formation of communicative competency based on the knowledge about human is aimed at meta disciplinary results: • developing abilities to perceive, process and present information in verbal, figurative, symbolic forms, analyze and process received information, to find a basic content of a text, to find the answers to the questions in the text; • gaining experience of self-searching, analysis and selection of information from different sources and using new information technologies to solve cognitive tasks;

• developing monologue and dialogue speech, the ability to express their thoughts and ability to listen to the interlocutor, to understand his point of view, to recognize the right of another person to his own opinion;
• acquiring methods of action in unusual situations, mastering heuristic methods and methods of problem solving; • developing abilities to work in groups on different social roles, to present and defend their views and beliefs.

So, the conclusion is that the formation of communicative competency is possible due to modeling typical real communication situations that arise in different fields of life and related to different topics in the educational process. The learning activities of pupils should be organized in such a way that high school students perform motivated actions with linguistic material to solve communication problems aimed at achieving educational goals and meeting the needs to communicate. It is a condition of communicative competency of pupils on the basis of knowledge about human.

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