

CHAPTER 3. FORMATION OF STUDENTS' GENERAL (KEY) COMPETENCIES IN INSTITUTIONS OF HIGHER EDUCATION

3.1. COMMUNICATIVE COMPETENCE AS A PROFESSIONAL QUALITY OF TEACHER FOR GENERAL SECONDARY EDUCATION

UDC 37.091.12:316.772.4

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Annotation. The article is dedicated to one of the topical problems of the New Ukrainian School – the development of communicative competence as a professional value of a modern teacher of a general secondary education institution. The structure and components of the concept of "communicative competence of the teacher" are revealed. The present educational situation poses serious demands to the specialists. Among them we can stress out the following ones as the communicative competence of the teacher, which is defined as a system of internal resources for effective solution of professional tasks, namely: positions of communication, roles, stereotypes, settings, knowledge, skills, skills which in a certain way is connected with the integrity of the individual. The acquisition of communicative competence becomes the dominant goal of the teaching activity. Taking into consideration the above mentioned facts we are to admit the necessity of training specialists not only at the courses of professional development of pedagogical workers, but also through creative pedagogical communities on a new conceptual basis where the competent approach is updated. The source of the formation of communicative competence of the teacher of the institution of general secondary education is the schools of innovation of the leading, scientific and pedagogical and pedagogical workers of postgraduate education and their network interaction.

Key words: communication, competence, communicative, communicative activity, communicative competence, school of innovation, teacher of institution of general secondary education.

Problems setting. The introduction of a competent approach to the practice of institutions of general secondary education makes it possible to solve a problem that is important for our country, since pupils successfully master considerable amount of theoretical knowledge, but there are significant difficulties in further work that requires the application of this knowledge to solve specific problems, life tasks or problem situations. That is why the introduction of this approach in educational practice, including in its communicative sphere, is one of the prerequisites for the development of domestic education in the post-industrial society [1, p. 13].

Formulation of the problem. Competency approach places the student in the first place, as well as the ability to solve problems that arise in such situations: in the knowledge introduction and explanation of the phenomena of reality; in mastering of modern technology and technologies; in the relations to people, in ethical norms, in assessing their own actions; in practical life when performing social roles of a citizen, a family member, a buyer, a client, a spectator, a citizen, a voter; in legal norms and administrative structures, in consumer and aesthetic assessments; when choosing a

profession and assessing your readiness to study in an educational institution when it is necessary to orientate on the labor market; if necessary, to solve their own problems: life self-determination, choice of style and way of life, ways to resolve conflicts [3]. In our opinion, the success of pedagogical activity is determined by the nature and content of relations that arise in the course of interaction, the condition of which is the establishment of a communicative activity of the teacher, that is, the behavior setting and the conduct of lessons through different types of communication. Therefore, competently oriented training results not only in a student's performing of the answer at the board, but in the creation of the new knowledge product. Masters, scientists, art workers have always been preparing within the framework of the "school" for scientific, artistic, sports, etc., while creating a new product with their teacher and mastering both the information and the rules, but also the method, approach, style of effective work, value system, which guided this master. In other words, learning and education by its very nature is a communicative process. With confidence it can be argued that the basis of the methodological content of the modern lesson should be communicative. In order to improve the professional knowledge and skills a teacher should focus on "communicative" and "activity" aspects. In these conditions, it is necessary to create freedom for communication, that is, pedagogical conditions for the formation of the communicative competence of the teacher of the institution of general secondary education.

Relevance of the research. The high level of education requirements is dictated by the needs of the present and can be realized only when the teacher is a highly professional, competent specialist in his field, who must not only have the basic education, but also have the professional knowledge and skills corresponding to the level of modern psychological and pedagogical science.

The National Doctrine of the Development of Education in Ukraine in the 21st Century, the Laws of Ukraine "On Education", "On General Secondary Education", first of all, require the preparation of a new generation of teachers with a high general level of professional competence that would be able to put into practice the basic educational principles of education: humanization, humanization, democratization, differentiation and individualization. In the context of the development of humanistic background a system of education is regarded as competently oriented, addressed to the student, then the dialogue of the teacher and students is turned into the foreground of pedagogical activity. In our opinion, these principles can only be realized under conditions of effective formation of communicative competence of teachers of institutions of general secondary education. The development of communicative competence involves active teacher-student interaction, the high level of the general and communicative culture of a teacher, the use of special forms and methods of training. At the foreground in the educational process is the process of communication student and teacher, and not the various technologies of knowledge transfer. Relationships are considered as the primary matter from which the whole system of education and education is built. It is very important that the teacher comprehend the lesson not only as a sequence of stages that lead students to the conclusions and outcomes of cognitive activity. It is necessary that the teacher build a

communicative line of his linguistic behavior, as well as the linguistic behavior of his students. Thus, the teacher needs to eliminate the existing inconsistencies, to develop their communicative competence.

Relevance of the author's contribution to the important scientific and practical issues. The authors of the project "Modernization of education: prospective development" (RF) identified as the main (key) competency of the graduate communicative competence, and the National Association of Communications Specialists (NCA USA) formed a list of key positions in the labor market, which requires a separate diploma on communicative competence (the list consists of 155 items) (V. Zakharchenko, V. Kremen, V. Lugovy, Y. Rashkevich, J. Talanova) [14]. In this context, there is a clear need for the modernization of the communicative training of competitive specialists in higher education institutions and the formation of communicative competence of teachers of institutions of general secondary education. The doctrine is no longer considered as a simple translation of knowledge from teacher to student, and acts as a collaboration – the joint work of teachers and students in the process of knowing and solving problems. All this attaches particular importance to the task of forming a communicative universal educational activity in the institution of education.

Analysis of previous studies and publications. The theoretical foundations of the competence approach are laid down in the writings of many modern scholars (V. Baidenko, I. Zimnya, L. Karpov, A. Markov, A. Pometun, V. Slastonin, L. Horuzha, A. Khutorsky, etc.). These developments served as theoretical basis for the disclosure in our study of the peculiarities of the formation of communicative competence of teachers of institutions of general secondary education. Significant contribution to the development of the conceptual foundations of communicative pedagogy was made by O. Bodalov, V. Kan-Kalik, T. Yatsenko and others. Scientists-psychologists are versatile researching the problems of communication through the prism of pedagogical activity (O. Leontiev) as a social phenomenon (S. Maksymenko), communicative activity (D. El'konin), the side of one unity of human existence (B. Lomov), an element of pedagogical skill (I. Zyazun), a personally oriented approach to communication (I. Beh).

The communicative competence of the teacher was considered by scientists in such perspectives: the communicative competence of the teacher: the structure, stages of formation (N. Azhitok) [1]; communicative competence as a condition for effective professional activity of the elementary school teacher (O. Borovets) [4]; communicative competence of the teacher: a characteristic, ways of improvement (V. Vvedensky) [5]; the structure of the communicative competence of the teacher (Yu. Vtornikova) [6]; formation of the communicative competence of the teacher by means of social and psychological training (N. Gimpel) [7]; diagnostics of the formation of the communicative competence of the teacher (M. Zabrotsky, V. Rochymenko) [9]; communicative competence and representations of the teacher about oneself (I. Makarovskaya) [11]; communicative competence as a component of the professional mastery of the teacher and the means of building a humane relationship between the participants in the educational process (G. Rurik) [15]; vocational and communicative competence of the elementary school teacher

(S. Skvortsova) [16]; the communicative competence of the teacher: the essence and structure (O. Filatova) [17], etc. The aforementioned scientific works have a significant theoretical and practical significance.

The introduction of previously unsolved issues of the general problem discussed in this article indicates that there are no solid scientific developments devoted to the essence, the structure of the notion of "communicative competence of the teacher" and the characterization of its components in the conditions of the institution of general secondary education of the New Ukrainian school. In this regard, the demand for increasing the professional communicative competence of the teacher of the institution of general secondary education is very acute and is to be regarded as a model of linguistic behavior. The communicative literacy of the teacher is one of the main components of his pedagogical culture.

The scientific novelty and the theoretical value of the obtained results are the following: the essence of the notion "communicative competence of the teacher of the institution of general secondary education" is characterized; the components of communicative competence of teachers of the institution of general secondary education are determined; The role of schools of innovation of leading, scientific and pedagogical and pedagogical workers of postgraduate education in the formation of communicative competence of teachers of the institution of general secondary education is revealed. ***Methods of research:*** theoretical (analysis of philosophical, psychological and pedagogical literature, normative documents for finding out the essential characteristics of communicative competence as a professional quality of a teacher); generalization and systematization for substantiation of theoretical materials; content analysis to clarify the initial concepts of "competence", "communicative", "communicative competence".

Presentation of the main material. Communication is a process of bilateral exchange of information, the result of which is mutual understanding. If mutual understanding is not reached – communication has not taken place. In order to be sure of the success of communication, you need to have a feedback that tells you how people understood you, how they perceive you, how they relate to the problem you are experiencing. The communicative competence contains the following components: communicability (the ability to establish and maintain the necessary contacts with other people); possession of meaningful information and ability to operate it; the ability to partner with each other and achieve mutual understanding.

The reasons for the failure of communication can be: stereotypes – simplified thoughts about individuals or the situation, as a result of which there is no objective analysis and understanding of people, situations, problems; the saturation of the communicative space with information prevents the adoption of relevant decisions, leads to unnecessary emotional overload, thereby complicating relationships with others; "Biased representations" – the tendency not to take into account what contradicts the person's established views, that which is new, unusual ("We believe in what we want to believe"). A person seldom realizes that the interpretation of events by another person is just as legitimate as his own interpretation; bad relationships between people – if the attitude of a person is hostile, then it will be very difficult to convince her of the justice of your eyes; the lack of attention and

interest of the interlocutor, and interest arises when a person realizes the importance of information for himself: with the help of this information it is possible to obtain desired or prevent unexpected development of events; regardless the habit of drawing conclusions without a sufficient number of proofs; mistakes in the construction of statements: incorrect selection of words, difficulty of the message, poor persuasiveness, illogicality; the wrong choice of strategy and communication tactics.

For each participant in the educational process, the quality and the result of the professional interaction will be determined by the orientation of the individual (orientation to another person, on the joint activity, the desire to understand it, to maintain the relationship); the pedagogical tact and style of communication (the share of responsibility taken by the participants in the joint activity should be adequate to the contribution to the final result, and forms of communication must reflect not only the social status, but also other subjective qualities of the individual); the level of tolerance (the property of the individual, which implies its protection from the influence of adverse factors, the formation of the electoral tolerance of adverse actions without reducing adaptive capabilities, manifestations of self-control).

The wish to bring about positive changes in their lives is the only positive option of the consequences that can lead to such a kind of pedagogical influence as persuasion. Instead, students have a lot of unpredictable consequences and "unplanned" teacher experiences and feelings in response to such pedagogical methods as suggestion, coercion, destructive critique, manipulation, etc.

It should be emphasized that teachers rarely have time to analyze these feelings and feelings of students, only sometimes aware that each of these types of influence often causes such reactions: anger, hostility, rejection; fear, anxiety; the destruction of hopes and expectations; sorrow, depression; loneliness (frustration); rancor; hatred; hopelessness, apathy; embarrassment; obstinacy; feeling of insignificance; humiliation. Of course, none of the teachers is planning to bring at least one emotion to the student from this list. Sometimes it is not planned but happens.

The communicative competence of the teacher is regarded as a system, which includes, according to D. Izarenkov [10], a number of other competences: speech, linguistic and language. The professional speech of the teacher in the educational process is an indicator of the most important factors of his activity: erudition and methodical skills; character and style of communication with students; an understanding and a desire to see active, independent educators in the pupils.

What do scientists mean by the term "communicative competence"? In detail, the concept of "communicative competence" is analyzed in the works of Yu. Yemelianov [8], which interprets it as experience based on knowledge and sensory, the ability of the individual to navigate in situations of communication, emphasizing that such ability involves socio-psychological training, that is, the further opportunity to learn communication.

Communicative competence is always acquired in a social context. It requires from the personality of awareness: their own needs and value orientations, the techniques of their work; their own perceptual skills, that is, the ability to perceive the surrounding without subjective distortions and "systematized white spots" (persistent prejudices regarding certain problems); readiness to perceive the new in

the external environment; their capabilities in understanding norms and values of other social groups and cultures (real internationalism); their feelings and mental states in connection with the action of environmental factors (ecological psychoculture); ways of personalizing the environment (material embodiment of "feeling of the owner"); the level of your economic culture (attitude to the environment of habitation – housing, land as a source of food, native land, architecture, etc.). Consequently, the communicative competence of the individual is regarded as an ideological and moral category that governs the whole system of human attitudes to the natural and social world, as well as to itself as a synthesis of these two worlds.

According to V. Narolina, professional communicative competence is a means of achieving success in professional-business and personal communication, which is based on the knowledge of values, norms, standards of conduct and communication [12, p. 24]. According to N. Ashitko, communicative competence reflects the integral manifestation of professionalism, which combines the elements of professional and general culture (the level of education sufficient for self-education and the independent solving of cognitive problems), the experience of pedagogical activity and pedagogical creativity, which is specified in a certain system of communicative knowledge, abilities and skills, readiness for professional interaction with all participants in the pedagogical process. The competence of this variety is the property of the individual, which is the representative of its value orientations, internalized qualities, experience, creative thinking, a means that is essential for successful pedagogical activity. Following N. Ashitko, the communicative competence of the teacher is defined as the ability to communicate effectively within the frame of professional duties, which involves the ability to share information, perceive the interlocutor, to understand his needs, to understand his feelings and psychological states, to reach mutual understanding. The competence of this kind involves the teacher's ability to communicate with different kinds of persons, in which the specialist must maintain a psychological balance, control his emotions and perform professional tasks in a qualitative way [1, p. 11].

When we try to isolate the structural components of communicative competence, we also encounter the unambiguous approach to this problem. In particular, the authors distinguish the following components of communicative competence:

- knowledge and skills (L. Petrovskaya);
- knowledge, skills and methods (L. Mitin);
- knowledge, skills, position, quality (V. Markov);
- communicative abilities, communicative skills and communicative knowledge, adequate to communicative tasks and sufficient for their decision (O. Sidorenko);
- communicative orientation, communicative awareness (knowledge, skills, skills), communicative ability (A. Popova);
- a set of knowledge, skills and dispositions (settings and value orientations) (Yu. Zhukov);

- cognitive (orientation, psychological knowledge and perceptual abilities), emotional (social settings, experience, system of personality relationships) and behavioral (skills and abilities) components (I. Makarova);
- behavioral, affective, cognitive, regulatory, informational components (N. Burtova);
- conceptual-operational unit (knowledge and skills) and personality (quality, position) (I. Nesterov).

O. Prozorova distinguishes two components. The first belongs to the communicative values, the needs of the communicator in communication. The second component determines the manifestations of communicative competence directly in communication and contains two components, namely: actions during the act of communication (skills and communication skills) and knowledge about communication [13].

Based on the research of I. Zimnaya, the researcher O. Filatov presents communicative competence in the form of a model with the following components:

- a motivational-value component that includes the teacher's readiness for professional development, reflects a steady interest in innovation, a need for professional growth, a desire for self-development and self-realization; cognitive component which includes the awareness of the communicative competence essence and reflects the meaningful role and content of communicative competence which is related to the cognition of a person and which involves the ability to solve different problems (which might occur during the communication) effectively;
- an operational-activity component is that which includes experience in using competence in a variety of standard and non-standard situations, the teacher's ability to personally oriented interaction during the educational process, the ability to maintain an emotional balance, prevent and resolve conflicts in a constructive way, showing the oratory skills and good level of language fluency both oral and written, public representation of the results of work, the selection of optimal forms and methods of self-presentation, the ability to develop a strategy, tactics and techniques active interaction with people organize their work together to achieve certain socially important goals, the ability to objectively evaluate the interaction of subjects of educational process, the ability to predict and justify the results of efficiency of interaction [17].

The acquisition of teachers' communicative competence takes place during various events and implementation of various forms of educational activity in schools of innovation in Ukraine. For example, one regional school together with 11 district schools of innovation in leadership for scientific and pedagogical workers of postgraduate educational institutions were created in 2012 on the basis of the M. V. Ostrogradsky Poltava regional institute of postgraduate pedagogical education [2].

Schools of innovation widely apply various forms of communication and the dissemination of innovative pedagogical experience: scientific and practical conferences, web conferences, methodical festivals, Internet festivals, methodological studios, pedagogical bridges, workshops, lectures, trainings, pedagogical forums,

"round tables", consultations, video marathon, web-marathon, creative reports, presentations of author's laboratories, basic educational institutions; simulation of lessons; discussion and review of pedagogical and managerial projects; exhibitions of pedagogical ideas and technologies; 'launching' of creative groups of teachers who wish to develop methodological material on a certain theme; creating a professional portfolio and more. The ability to combine several approaches and different styles of pedagogical communication allows the coordinators of schools of innovation to form the communicative competence of teachers in the period of professional assessment with their active participation in various forms of work, which, of course, contributes to the development of their creative thinking, cognitive forces and innovative potential. Let us consider the projective model of the site of the Poltava Regional School of Innovation Leadership, Research and Pedagogical Workers in Postgraduate Education, created on the basis of networking with pedagogical communities.

Giving access to schools of innovation to the Internet is to turn them into innovative development, ensuring quality and accessibility to the results of their activities in accordance with European standards, focusing on the satisfaction of the requests of pedagogical workers. The ability of regional and district schools of innovation to respond to the needs of the society and at the same time to keep the accumulated positive experience is of the utmost importance. Thus, the directions of professional development of a modern specialist are: the development of creative thinking; development of professional competences; formation of skills for working with information resources; desire for innovation.

Designing network interaction is the most effective way to solve the problems of modernizing the education system: qualitative change in the system of resource support, management, updating of the content of education, because network interaction allows us to build programs for real solutions to sectoral tasks and needs as the following: differentiation, variation, integration of general, preprofessional and postgraduate education. Network interaction is the most effective mechanism for the dissemination and development of innovative ideas. Interaction of participants of all-Ukrainian, regional and districts schools of innovation expands the possibilities of network communication. So, computer-mediated communication is a special form of communication, in which people interact with each other on the Internet, and are implemented through the exchange of symbolic, and/or multimedia messages.

Conclusions. Thus, for effective communication, it is necessary to achieve understanding between the partners and awareness of the situation and subject of communication. Communicative competence is the ability to establish and maintain the necessary contacts with other people, the system of internal resources necessary to build effective communication in a certain range of situations of interpersonal interaction. Communicative competence involves the level of interaction with others that allows a person to function successfully in society within his abilities and social status, as well as the availability of life experience, erudition, scientific knowledge, etc. It is necessary not only to develop their own communicative skills, but also to 'instill' students a culture of communication. The teacher needs both knowledge of psychology and constant account of sociological data concerning the peculiarities of socialization and value orientations of modern youth. ***Prospects for the use of***

research results. The perspective directions of the research include the development of methodological recommendations on the development of communicative competence of teachers of institutions of general secondary education through schools of innovation for scientific and pedagogical workers of postgraduate education in the context of integration, dissemination of innovative approaches on the communicative competence approach.

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