Formation of Students Communicative Competence

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Annotation: Today, as you know, the idea of a competence-based approach and a list of key competencies are reflected in new State standards. The requirements of systemically organized intellectual, communicative, reflective, self-organizing principles that allow successful organization of activities in a wide professional, pedagogical and cultural contexts are gaining increasing priority.

Key words: special and professional competence, methodological competence, socio-psychological competence, differential psychological competence, auto psychological competence

1. The concept of competence and its structure

Finding ways to improve the modern model of education stimulates innovative processes in theory and practice, and contributes to the creation of new directions in pedagogical thought. One of them is the competency-based approach, which has become especially popular in recent years. To date, the conceptual foundations of the competency-based approach have been developed quite clearly; its main purpose is to strengthen the practical orientation of education, going beyond the boundaries of "knowledge-based" pedagogy.

Interest in the problem of the competency-based approach arose in the 60s of the last century. At this time, the understanding of the considered differences between the concepts of "competence" and "competence" was laid. Analysis of works on the problem of competence and competency (N. Chomsky, R. White, J. Raven, N.V. Kuzmina, A.K. Markova, V.N. Kunitsina, G.E. Belitskaya, L.I. Berestova, V.I. Bidenko, A.V. Khutorskoy, N.A. Grishanova, etc.) allows us to conditionally distinguish three stages in the formation of the CBE approach in education.

Due to the relevance of the problem in Russia, scientists are beginning not only to study competencies, identifying from 3 to 39 (J. Raven) types, but also to build training, bearing in mind its formation as the end result of this process (N.V. Kuzmina, A.K. Markova, L.A. Petrovskaya, L.M. Mitina, L.P. Alekseeva, N.S. Shablygina, etc.).

In 1990, a book by N.V. was published. Kuzmina "Professionalism of the personality of a teacher and a master of industrial training", where, based on the material of pedagogical activity, competence is considered as a "personal property". Professional and pedagogical competence, according to N.V. Kuzmina, includes five elements or types of competence:

1. special and professional competence in the field of the taught discipline;

2. methodological competence in the field of methods of developing knowledge and skills in students;

3. socio-psychological competence in the field of communication processes;

4. differential psychological competence in the field of motives, abilities, directions of students;

5. autopsychological competence in the area of strengths and weaknesses of one's own activities

and personality"

At the same time, a book by L.A. appeared in social psychology. Petrovskaya "Competence in Communication", where not only communicative competence itself is considered, but also specific special forms of training are proposed for the formation of this "personality property".

The stage of research into competence as a scientific category in relation to education, starting in 1990, is characterized by the appearance of the works of A.K. Markova (1993, 1996), where, in the general context of labor psychology, professional competence and its structure become the subject of special comprehensive consideration.

During the same period, L.M. Mitina continued the study of L.A. Petrovskaya in terms of emphasis on the socio-psychological (conflictology) and communicative aspects of teacher competence. According to L.M. Mitina, the concept of "pedagogical competence" includes "knowledge, abilities, skills, as well as ways and techniques of their implementation in activities, communication, development (self-development) of the individual".

Defining the meaning of the concept of "competence", modern scientist V.A. Slastenin proposes that a teacher's competence is understood as the unity of his theoretical and practical readiness to carry out teaching activities, which, in his opinion, characterizes his professionalism.

The materials of the "Strategy for Modernizing the Content of General Education" present the following structure of professional competence:

– competence in the field of independent cognitive activity, based on the assimilation of methods of acquiring knowledge from various sources of information, including extracurricular ones;

– competence in the field of civil and social activities (performing the roles of a citizen, voter, consumer);

– competence in the field of social and labor activities (including the ability to analyze the situation on the labor market, assess one's own professional capabilities, navigate the norms and ethics of relationships, self-organization skills);

– competence in the everyday sphere (including aspects of one's own health, family life, etc.);

– competence in the field of cultural and leisure activities (including the choice of ways and means of using free time, culturally and spiritually enriching the individual).

Indicators of the pedagogical professionalism of future teachers should be general pedagogical skills, such as prognostic skills (forming an image of the future); projective (mastering project activities); reflective (self-analysis of activities); organizational (inclusion of all participants in the activity); communicative (high level of communication); information (transformation and integration of information), etc.

Based on the above skills, the future teacher develops professional competence:

- basic, or reproductive (recreation, application of knowledge in practice);

- creative, or creative (personal transformation, increment, addition of something);

- intellectual (ability for productive analytical and mental activity);

- social (knowledge of legal culture, civic literacy);

- communicative (organization of interaction between subjects of the educational space), including the following communications: communication, perception, empathy, group work;

- behavioral (ethical-aesthetic and conflict competencies);

- social and personal (criticality, self-criticism, self-esteem, etc.);

- project culture (solving problems through creating projects);

- reflective-effective (analysis of results, revision);

- professional mobility (i.e. the ability to adapt to a changing educational environment);

- authorship.

In contrast to the traditional characteristics of professionalism - knowledge, skills and abilities -

the concept of "competence" emphasizes such qualities as:

- integrative and creative nature;
- high efficiency of the result;
- practice-oriented orientation of education;
- correlation of the criterion with the value-semantic characteristics of the individual;
- formation of motivation for self-improvement;
- academic and labor mobility.

Thus, taking into account the various approaches and interpretations of the concepts of "competence", "competence", "pedagogical competence", we consider it as a high degree of professionalism, as one of the most important aspects of a teacher's professional culture. Competence is a set of individual skills in a certain area acquired as a result of education, combined with initiative, adequate social behavior, effective communication, the ability to cooperate and overcome conflicts in group activities. The structure of professional competence is determined both through the system of teacher's pedagogical skills and by highlighting individual competencies in accordance with the leading types of professional activity of a teacher in the areas of: independent educational and teaching activities; educational activities; scientific, methodological and research activities; social-pedagogical and cultural-educational activities; correctional and developmental activities; management activities.

2. Communicative competence as the basis of pedagogical activity

The works of V. I. Bidenko, E. F. Zeer, I. A. Zimnyaya, O. E. Lebedev, L. M. Mitina, L. A. Petrovskaya, J. Raven, G. K. Selevko are devoted to the problems of communicative competence , A.V. Khutorskoy, V.D. Shirshov and others.

Researchers define the communicative culture of a teacher as specifically human modes of behavior that ensure the flow of communication between people (O.I. Danilenko), consider general problems of pedagogical communication (V.D. Shirshov); characterize the culture of a teacher's speech behavior as an important component of professionalism, which is manifested in the fact that he solves communicative tasks not so much on an intuitive, but on a conscious level, relying on knowledge of psychological and pedagogical laws (I.I. Rydanova); analyze the concept of "communicative competence", as well as the technology of communicative activity (A.A. Rean, Ya.L. Kolominsky). Various aspects of the formation of communicative competence, speech culture, and communication culture were studied in the works of S.V. Belova, L. S. Znikina, L. L. Luzyanina, V. V. Okhotnikova, L. M. Shapovalova, L. A. Povarnitsina and others.

A wide range of researchers who have devoted their work to the topic of developing communicative competence confirms that the subject of research is of significant interest, since communicative competence is an important characteristic of the professional competence of a future teacher. Firstly, because today it is no longer enough to be a good specialist, you also need to be a good employee, which means the ability to work in a team for a common result, participation in decision making, the ability to make the meaning of your statement clear to others and understanding the point of view of your colleagues. work, students. In addition, you need to be able to work with information using various information technologies, resolve conflicts productively, publicly present the results of your work, taking into account meaningful criticism; be able to build positive relationships with work colleagues, students and their parents. Secondly, if we define the main meaning of education as the development of practical abilities, skills necessary for a person to achieve success in personal, professional and social life, then one of the important ones is his communicative competence. Individual personal qualities, and socio-cultural and historical experience contribute to the formation of competence in communication. In the

broadest sense, a person's communication competence can be defined as his competence in interpersonal perception, interpersonal communication and interpersonal interaction. Knowledge about communication is a necessary element of competence, but only in the case when it becomes a social attitude - a willingness to act in a certain way in relation to oneself, others, and the situation. An important indicator of competence in communication is a person's attitude to his own values: how much he reflects them, how much he is aware of them.

Researchers, in the course of research in the practice of modern schools, found that teachers are not sufficiently prepared for systematic work on the formation of students' communication skills through academic subjects. Explaining this, teachers indicate different reasons: lack of necessary methodological literature; difficulties in identifying criteria for the development of communication skills; insufficient professional competence in this type of activity.

Taking into account the existing problem of developing the communicative competence of a future teacher, it should be recognized that it is appropriate to purposefully develop the communicative competence of a future teacher who is fluent in speech, independently chooses the style of professional communication and activity, and actively uses in his work generalized humanitarian and pedagogical knowledge that meets the requirements of a modern school. The process of forming communicative competence in the conditions of a secondary school should focus on system-activity, personality-oriented, competency-based approaches, including:

- diagnostics of the development of the communicative competence of the future specialist;

- determining the content of the formation of communicative competence based on the starting level of communicative competence, as well as taking into account the motivational needs of students;

- step-by-step organization of activities aimed at achieving the highest possible level of students' communicative competence in the conditions of the educational process at the university.

3. Development and justification of a system of methods and techniques of pedagogical activities for the formation of communicative competence of students

Changes in the system of secondary vocational education are aimed at building a qualitatively new pedagogical education, capable of creating a new type of teacher, ready for professional self-realization not only in the traditional position of a teacher, but also in a much broader system of "person - society - person", therefore one of the important His professional competence is communication. The communicative competence of a teacher is considered as a purposeful process and the result of the development of professional skills (the ability to establish psychological contact with the audience, manage the communication process, speech and reflexive skills) and personal qualities (kindness, tact, objectivity, tolerance, organization, initiative, etc.) of future teachers, contributing to the solution of pedagogical problems arising in the process of communication.

The teacher must be able to listen and understand, explain and prove, ask and answer, convince and convince, create an atmosphere of trust in a conversation and a businesslike attitude in an interview, find an individual psychological approach to the student, resolve conflict, relieve tension. The basis of such activities is the communicative technique of communication, the mastery of which is an important sign of a teacher's professional suitability.

Work on the formation of communicative competence with students can be carried out using a variety of forms and methods of work that are effective, in our opinion.

Discussion– exchange of views on a specific issue. Through discussion, students acquire new knowledge, strengthen their own opinions, and learn to defend them. The main function of educational discussion is to stimulate the cognitive process.

Conversation– the leading function of this method is stimulating, but it also performs other

functions with no less success. The conversation method in the practice of a teacher is used to solve complex problems of mastering new things, consolidating material, developing creative abilities, and developing general educational skills, which allows students to understand the problem from different positions.

*Lecture-dialogue.*The content here is presented through a series of questions that students must answer directly during the lecture. The dialogue method consists of a collective search for the truth (the correct answer, solution to a problem situation) through dialogue between a social teacher and the audience. This method has common features with the problematic method, however, the subject of dialogue may not necessarily be a controversial position or problematic issue. The teacher can ask students a question regarding one or more problem situations, clarify knowledge of standards, and the like. Here the correct answer may not be found immediately; you will need to find out the opinions of several people.

Brainstorm– It is recommended to carry out both with teachers and children. When conducting a brainstorming session, criticism is prohibited and any idea, even humorous or obviously ridiculous, is encouraged. All ideas expressed are recorded for subsequent consideration by a group of experts. After the decision is approved, "idea generators" are distributed among its opponents and supporters in order to identify weaknesses and correct them.

Communication training– this is the next type of socio-psychological training aimed at developing social competence. Communication training is aimed at developing the following basic skills: making contact, initiating it; encourage the partner to clarify his position, proposals, statements; listen, hear and understand what the partner meant; perceive and understand what the partner is unable to express; equalize emotional tension in conversations, negotiations, discussions, etc.

*Seminars – conferences.*Seminars are a form of educational organization in which the preparation stage is dominated by independent work of students with educational literature and other didactic means on a series of questions, problems and tasks, and during the seminar there is an active discussion, discussions and presentations by students, where they are under the guidance of a teacher make a generalization.

The implementation of conditions for ensuring intensive speech practice in a relatively free creative atmosphere is facilitated by the use of role-playing games. Role-based communication has great potential for improving knowledge by developing and activating students' skills in creative thinking, cognitive and communicative activities.

Business games are specially created situations that simulate reality, from which students are asked to find a way out. They involve the organization of verbal communication in artificially recreated situations of a production and professional nature. Their goal is to develop students' skills and abilities of professional communication, develop creative independence and initiative on the basis of joint collective activities, stimulate students' interest in their professional activities and the desire for self-improvement.

*Use of information technology*in the activities of a social teacher opens up new opportunities for improving professional competence, the main of which are:expanding access to educational and methodological information; developing students' communication skills, communication culture, and ability to search for information; organization of operational consulting assistance; organization of joint research projects, etc. We will indicate possible options for using information technology in social and pedagogical activities:

- use of ready-made multimedia classes using information technologies and computer programs;

- carrying out diagnostic procedures;

-search via the Internet for a number of regulatory documents, educational and methodological materials;

- creation of multimedia presentations;

- students developing their own web pages and posting them on the Internet is another form of using the Internet;

- organizing students' independent work using Internet resources: writing a review essay; review of a site on a topic, etc.

Leading among the methods found in the arsenal world and domestic pedagogical practice and aimed at the formation of communicative competence, today belongs to the project method. The project is distinguished by the fact that each student in it demonstrates a genuine interest not only in the materialized product obtained during its implementation, but also in the process of its implementation itself, which is accompanied by the building of a complex system of communication relations, behavioral aspects, and the project activity itself, i.e. . through a holistic and at the same time multifaceted interaction with another person (teacher, student). Interaction in project activities is always an active process that involves improving communication skills.

Thus, the profession of a teacher belongs to the category of communicative ones, since this practical activity involves communication, and its success largely depends on the communicative competence of specialists in interpersonal communication, interpersonal interaction, and interpersonal perception. In addition, the intensification of social connections and the expansion of the field of communication increase psychological stress and create tension in the communication process. A high level of communicative competence protects the social worker from these stresses and promotes intense interpersonal communication. The use of various forms and methods of joint activity between the teacher and students will optimize the process of formation and development of students' communicative competence.

4. Analysis of the progress and results of experimental work to determine the effectiveness of the system for developing students' communicative competence

In this chapter we present experimental work on the formation of communicative competence among students of the Volsky Pedagogical College named after. F.I. Panferova. The work was carried out with group 2C1 (department "Social work"), in which 23 people study. The choice of the experimental group was justified by the specifics of the social worker profession.

The profession of "social worker" is part of the "person-to-person" system, therefore one of its important professional competencies is communication. The communicative competence of a specialist is considered as a purposeful process and the result of the development of professional skills (the ability to establish psychological contact with an audience, manage the communication process, speech and reflexive skills) and personal qualities (kindness, tact, objectivity, tolerance, organization, initiative, etc.) of future social teachers who help solve pedagogical problems arising in the process of communication.

Researcher E.I. Kholostova points out that the specificity of social work lies in the fact that when solving the problems facing it, all forms and types of social relations and human activities, all aspects of society are directly or indirectly affected. Identification and solution of these problems is carried out, first of all, through establishing and maintaining contacts with representatives of government services, public organizations and associations, citizens and social groups (clients) in need of help, protection, support, which, in turn, requires high development social workers have communication abilities and communicative competence. For sociometrist professionals' groups (professions of the "person-to-person" type), the author points out, one of the components of their professional competence is competence in communication.

A social worker must be able to listen and understand, explain and prove, ask and answer, convince and convince, create an atmosphere of trust in a conversation and a businesslike attitude in an interview, find an individual psychological approach to the client, resolve conflict, relieve tension. The basis of such

activities is the communicative technique of communication, the mastery of which is an important sign of the professional suitability of a social worker. The characteristics that make up the professional portrait of a social worker from the point of view of his mastery of communication techniques are called the specialist's communicative professiogram. It is presented in the works of E.I. Kholostova, from whose position a social sector specialist should:

- know speech etiquette and be able to use it;
- be able to formulate the goals and objectives of business communication;
- organize and manage communication;
- analyze the subject of communication, analyze a complaint, statement, pose questions and specifically answer them;
- possess the skills and techniques of business communication, its tactics and strategy;
- be able to conduct a conversation, interview, business conversation, argument, polemic, discussion, dialogue, debate, debate, disputation, round table, business meeting, business game, negotiations, bidding;
- have the skill to prove and justify, argue and convince, criticize and refute, reach agreements and decisions, compromises and conventions, make assessments and proposals;
- master speech technique, rhetorical devices and figures, be able to correctly structure speech and other public speeches;
- be able to use words to conduct psychotherapy, relieve stress, fear, adapt the client to the appropriate conditions, adjust his behavior and assessments.

When determining the professionally significant qualities of a social worker, based on the works of R.V. Ovcharova, it was found that for successful work a specialist in a professional field needs the following groups of professionally significant qualities - communication (flexibility in relationships, delicacy, goodwill, empathy, control over emotions, extroversion), organizational - volitional - (responsibility, self-control, independence, determination). The communicative qualities of a social worker, as the researcher notes, largely determine the psychological atmosphere in working with a client, the state of public morality, and the success of psychological and pedagogical activities.

In our opinion, communicative competence is the "core of a specialist's professionalism", because communication is the essence of his activity. Developing professionally significant personality traits, when working with students it is necessary to develop in them such communication skills as:

- easily communicate with different people;
- carry out a specific individual approach to people with varying degrees of problems;
- create a comfortable and friendly atmosphere;
- sympathize and participate in problem solving;
- be trustworthy;
- be tactful and merciful.

5. Conclusions

Carrying out experimental research activities on the problem of developing the communicative competence of students at a pedagogical college, we came to the following conclusions:

1.   competence is a high degree of professionalism, a set of individual skills in a certain field acquired as a result of education, combined with initiative, adequate social behavior, effective communication, the ability to cooperate and overcome conflicts in group activities. The structure of professional competence is determined both through the system of teacher's pedagogical skills and by highlighting individual competencies in accordance with the leading types of professional activity of a

teacher in the areas of: independent educational and teaching activities; educational activities; scientific, methodological and research activities; social-pedagogical and cultural-educational activities; correctional and developmental activities; management activities.

2. Communicative competence is an important characteristic of the professional competence of a future teacher. In the broadest sense, a person's communication competence can be defined as his competence in interpersonal perception, interpersonal communication and interpersonal interaction. An important indicator of competence in communication is a person's attitude to his own values: how much he reflects them; how much he is aware of them.

3. The profession of a teacher belongs to the category of communicative ones, since this practical activity involves communication, and its success largely depends on the communicative competence of specialists in interpersonal communication, interpersonal interaction, and interpersonal perception. The use of various forms and methods of joint activity between the teacher and students will optimize the process of formation and development of students' communicative competence.

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