

FORMATION OF COMMUNICATIVE COMPETENCE OF STUDENTS OF A PEDAGOGICAL UNIVERSITY

*Imangaliyeva M.¹, Samalbek A.²

^{1,2} master of Science, lecturer KazUIRandWL named after Ablai khan,
Almaty, Kazakhstan

¹*e-mail: mika_19_97@mail.ru,

²e-mail: arnasamalbek@gmail.com

Abstract. This article examines the importance of communication skills in the content and structure of professional training of university students in pedagogy, and identifies the indicators of communication skills that are formed and the organizational structure of effective educational activities. The author emphasizes the value of a competence-based approach to education. It emphasizes the individuality of students in all disciplines and activities. Communication skills are considered by the authors to be the most important indicator of teacher's professionalism. Scientific novelty includes identifying and demonstrating communication behaviors that determine the success and productivity of teachers' professional activities. Similar to indicators of communication skills trained by students at the higher educational institutions. The decisive role in the development of effective communication skills for university students is due to the communication conditions and educational environment created by the university. When organizing this process, as well as the various types of work offered in modern scientific research on the training of communication skills of future teachers, it is necessary to focus on the acquisition of communication behavior. It is important for the success and productivity of teachers. Professional activities whatever the field. These communication actions include: The allocation of initial actions between the interacting participants. Exchange modes of action, interaction and communication. Build communication based on dissemination, exchange, mutual understanding, communication, its own actions and the actions of partners. Planning the joint cooperation method according to the prediction of the situation, the outcome of the joint activities and reflection of each participant in self-control, self-regulated behavior, interaction and cooperation are important.

Keywords: competence-based approach; communicative competence; student of a pedagogical university; professional pedagogical activity; interaction; cooperation; educational process; communication skills

Main provisions

In the evolving context of modern Kazakh society, teachers are required to actively participate in the spiritual and social processes that determine their worldview and guide their content. The demands of society on modern teachers are very high. They include a wide range of academic backgrounds and innovations, the ability to acquire modern teaching skills, as well as some of the most important personal qualities such as independence, responsibility, self-organization and self-improvement. Increasing of self-awareness and creativity in various types of professional activities. This is reflected in the content of higher education in Kazakhstan, the main feature of which is the development of a new scientific basis for the educational process and a competent specialist, who is able to solve practice-oriented tasks.

S.S. Kunanbayeva understands competence as a "mobile system of qualification indicators" reflected in the professional qualification model of a specialist [13]

Introduction

D. Hymes (1972) provided the first definition of communicative competence, which supplemented N. Chomsky's idea of "linguistic competence" (N. Chomsky, 1965). He claimed that each utterance has its own set of rules, which are subject to grammar rules, and that assimilation of these rules enables the capacity to utilize the language in the communication process [4].

The saturation of the educational process in the individual sense is reflected in the competency-based approach. According to it, competency development is a system that integrates knowledge, skills and integrated competencies, experiences of independent professional activities and personal responsibility of students and outcomes of education.

The professional activities of teachers are based on the ability to organize and maintain a high level of multilateral contact and to communicate actively and effectively, both between participants in the educational process and the social environment outside. In our opinion, that can be considered as the most important indicator of teachers' professionalism. The formation of communicative competence is an actively researched scientific problem, widely presented in the work of S.G. Vorovshchikov, I.M. Osmolovskaya, who explain communicative competence as "a set of skills". There can be integrated simpler skill categories (linguistics, speech, pragmatics, subjects, culture, vocabulary, strategy, sociolinguistics, civilization, etc.). The complexity of the phenomenon of communicative competence is mainly due to the implications of the concept of "communication", which is understood as "the interaction of subjects in the process of exchanging information and establishing connections between individuals" [11]. Therefore, the communication actions performed by the participants in this process are intended to take into account the position of the interlocutor or communication partner and the coordination of actions in common activities in order to achieve the overall goal.

It is a collaborative ability that is actively developed through the education of children in school. However, in recent years, many schoolchildren have fallen behind in developing this ability. As teachers point out, more and more first-graders are becoming individualists who clearly do not want to communicate or act collaboratively and cannot act. This enhances the teacher's role in developing the student's necessary communication skills. This can only be achieved by the students' own communication skills.

Description of materials and methods

According to the definition of L.A. Petrovskaya, the ability is understood as the ability to define and solve a particular type of communication task, according to communication, for example, to assess the situation and account to determine the purpose of the communication we need to consider determination and method. By being ready for significant changes in their speaking behavior [8], choosing the right

communication strategy, partners can structure the content of future teachers' communication skills.

As a result, communicative competence contributes to the future teacher's overall social competence, as well as his conscious emphasis on the roles of partners in the educational process. We agree with V. I. Teslenko that communicative competences are what enable future teachers to listen and engage in dialogue, participate in group problem solving, integrate into the professional community, and build productive interactions and cooperation with students, colleagues, and parents [11]. Analyzing the content of communicative competencies proposed for formation in a pedagogical university allows us to assert that they are decisive in the construction of a productive educational process, which is the essence of a teacher's future professional activity, regardless of the chosen subject area.

Here we need to mention the following formula:

- Ability to plan educational partnerships between participants in the educational process, taking into account content and expected outcomes, as well as interests and individual needs.
- Ability to organize and implement active cooperation in information retrieval, knowledge management, etc.
- Ability to prevent and resolve conflicts in the educational process based on mutual respect, trust and cooperation.
- Possess appropriate educational management, modification and evaluation forms for partner behavior in the educational process.
- Ability to express one's thoughts completely and accurately in response to tasks and communication situations [1].

Research results

The result of the process of training communication skills of university students is that teachers organize and implement effective communication in mixed and extracurricular activities, based on observance of the rules of tolerance, verbal and non-verbal communication by considering specific educational situations for the benefit of all participants.

It is important to distinguish between the notions of "competence" and "competency", which are not equivalent. If competence is defined as an area of knowledge in which a person is fully aware (S.I. Ozhegov), authoritative, experienced, and possesses specific powers (D.N. Ushakov), then competency describes, first and foremost, the capacity to make decisions and achieve outcomes in this field. In other words, competence implies a person's level of representation of professional (and personal) experience within the context of a given competency (A.I. Turchinov [12]).

The communicative competence of students is formed primarily in speech studies, at school: Kazakh language, Russian language, foreign language, speech and culture of communication (practical rhetoric), literature; at the university: foreign language, Kazakh language, Russian language and culture of speech, stylistics of scientific text, as well as disciplines in the specialty: documentary linguistics, business communication, rhetoric, forensic eloquence, methods of teaching a foreign

language, etc., which determine the goals, objectives, principles, methods, techniques, forms and means of teaching, as well as the specifics of the chosen specialty, which ultimately forms a communicatively developed personality.

However, the formation of the communicative competence of students is not limited only to educational activities. Of no less interest is the extracurricular activities of students, during which active forms of work are in demand, including techniques and methods that allow developing the creative potential of students: discussion (dispute, debate, group discussion), game (didactic, creative games: business game, game design), role-playing games (role-playing), speech video training, etc [10].

It is necessary to say about the two-sided nature of the teacher's communicative competence: on the one hand, we are talking about mastering a wide range of communicative competencies necessary for the implementation of professional pedagogical activity, on the other hand, for the effective formation of the communicative competencies of students of a pedagogical university, the conditions of communication are extremely important, the educational environment in which develops partnerships, friendly relations, and also plans the result of joint activities of a special nature - not constrained by the framework of the "correct answer", having a search, creative nature, not only professional, but also personal significance.

In our opinion, modern educational research, focused on the formation of communication ability in students of the University of Pedagogy, offers many forms of interesting activities. For example, training on the development of educational communication. Modeling of educational situations [5]; Design the extracurricular activity system. Organization of the "School of young researchers" (subject) within the framework of industrial pedagogical practice [7]; mainly to learn active forms of activity (discussions, webinars, interactive training, professional communication behaviors) Develop and conduct private lessons on the training of cultural communication between students based on role plays, etc ... [6].

With a range of recommended types and forms of structuring the process of developing students' communication competence, a number of invariant communicative acts must be included, the presence of which affects the success of the teacher's professional activity:

1. distribution of initial activities among interaction participants depending on a particular subject and conditions of joint activity;
2. trade of modes of action, interaction, and communication governed by the possible productivity and effectiveness of collaboration;
3. establishing the correspondence of their own actions and those of partners;
4. planning common ways of cooperation based on forecasting the conditions and results of joint activities;
5. self-control, self-correction of actions, reflection of each participant in interaction and cooperation, allowing to overcome existing or possible communicative limitations.

Because educational communication occurs in a particularly structured educational process, it is preferable to design jointly divided activities with role

dynamics for the creation of future teachers' communicative ability. This enables each educational process participant to communicate their point of view, listen and hear communication partners, tolerate their viewpoint, coordinate activities and engage with the overall outcome.

Conclusion

Finally, it should be noted that the adoption of a competency-based approach is the most essential prerequisite for enhancing the quality of higher pedagogical education. According to current scholars (S.G. Vorovshchikov [3], D.I. Ivanov [4], A.G. Sergeev [9], etc.), mastering a broad range of skills provides the teacher with the chance for effective professional, personal, and socio-cultural adaptation, growth, and improvement. The importance of the competence-based approach in education stems, first and foremost, from the fact that it focuses directly on the student's personality in all domains and areas of activity.

The components of communicative competence include sociability (the ability to establish and maintain the necessary contacts with other people), possession of semantic information and the ability to operate it (Morozova, Adonina 2018).

As mentioned above, the content of the ability to communicate is considered not only the exchange of educational and other information, but also the meaning of the process from the point of view of communicative interpretation. Communication and social interaction. Starting with the establishment of friendly contacts and ending with a complex type of cooperative activity, the establishment of interpersonal relationships not only in the educational process but also outside. As a result, you can consider the indicators of the formative communication skills of students of the University of Pedagogy. We consider and respect different views on communication and interaction. A clear and logical formulation of your opinion. The ability to create questions inspires students to independently research, collaborate and interact. The ability to resolve disputes through joint activities and action plans to achieve common goals. Willing to organize mutual management and autonomy. Ability to collaborate and support [8].

The ability to work in pairs and groups, to perform in cooperation tasks of a search nature and aimed at a common creative result, containing a change in the roles of communication, competitiveness, and other factors, is critical for the effective formation of communicative competencies among students of a pedagogical university.

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ПЕДАГОГИКАЛЫҚ ЖОҒАРЫ ОҚУ ОРЫНДАРЫ СТУДЕНТТЕРІНІҢ КОММУНИКАТИВТІ ҚҰЗІРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

*Иманғалиева М.¹, Самалбек А.²

^{1,2} педагогика ғылымдарының магистрі, оқытушы, Абылай хан атындағы
Қазақ Халықаралық Қатынастар және Әлем Тілдері Университеті
Алматы, Қазақстан

¹*e-mail: mika_19_97@mail.ru, ²e-mail: arnasamalbek@gmail.com

Аңдатпа. Бұл мақалада педагогика бойынша ЖОО студенттерін кәсіптік даярлаудың мазмұны мен құрылымындағы коммуникативтік дағдылардың маңызы қарастырылады, сондай-ақ коммуникативтік дағдылардың қалыптасу көрсеткіштері мен тиімді білім беру қызметінің ұйымдастырушылық құрылымы айқындалады. Автор білімге құзыреттілік тәсілінің құндылығын баса айтады. Бұл студенттердің барлық пәндер мен қызмет түрлеріндегі даралығын көрсетеді. Авторлар коммуникативтік дағдыларды мұғалімнің кәсіпқойлығының маңызды көрсеткіші ретінде қарастырады. Ғылыми жаңалық мұғалімдердің кәсіби қызметінің табыстылығы мен өнімділігін анықтайтын коммуникативті мінез-құлықты анықтау мен көрсетуді қамтиды. Жоғары оқу орындарында оқитын студенттердің коммуникативтік дағдыларының көрсеткіштеріне ұқсас. Университет студенттерінің тиімді қарым-қатынас дағдыларын дамытудағы шешуші рөл қарым-қатынас жағдайлары мен университет құратын білім беру ортасына байланысты. Бұл процесті, сондай-ақ болашақ мұғалімдердің коммуникативтік дағдыларын оқыту бойынша қазіргі ғылыми зерттеулерде ұсынылған әртүрлі жұмыстарды ұйымдастыру кезінде коммуникативтік мінез-құлықты қалыптастыруға назар аудару қажет. Бұл мұғалімдердің жетістігі мен өнімділігі үшін маңызды. Кез келген саладағы кәсіби қызмет. Бұл байланыс әрекеттері мыналарды қамтиды: өзара әрекеттесетін қатысушылар арасында бастапқы әрекеттерді бөлу. Әрекет, өзара әрекеттесу және қарым-қатынас әдістерімен алмасу. Тарату, алмасу, өзара түсіністік, қарым-қатынас, өз іс-әрекеттеріңіз және серіктестердің әрекеттері негізінде байланыс орнатыңыз. Жағдайдың болжамына, бірлескен қызметтің нәтижелеріне және әр қатысушының өзін-өзі бақылауға, өзін-өзі реттейтін мінез-құлыққа, өзара әрекеттесуге және ынтымақтастыққа сәйкес бірлескен ынтымақтастық әдісін жоспарлау өте маңызды.

Тірек сөздер: құзыреттілік тәсіл; коммуникативтік құзыреттілік; педагогикалық ЖОО студенті; кәсіби педагогикалық қызмет; өзара іс-қимыл; ынтымақтастық; білім беру процесі; коммуникативтік дағдылар

ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ПЕДАГОГИЧЕСКОГО ВУЗА

*Имангалиева М.¹, Самалбек А.²

^{1, 2}магистр педагогических наук, преподаватель, Казахский университет международных отношений и мировых языков им. Абылай хана, Алматы, Казахстан, ¹*email: mika_19_97@mail.ru, ²email: arnasamalbek@gmail.com

Аннотация. В статье исследуется значение коммуникативных навыков в содержании и структуре профессиональной подготовки студентов вузов по педагогике, а также определяются показатели формируемых коммуникативных навыков и организационная структура эффективной образовательной деятельности. Авторы подчеркивает ценность компетентного подхода к обучению. А также подчеркивают индивидуальность студентов во всех дисциплинах и видах деятельности. Коммуникативные навыки считаются важнейшим показателем профессионализма учителя. Научная новизна включает выявление и демонстрацию коммуникативного поведения, определяющего успех и продуктивность профессиональной деятельности учителей. Решающую роль в развитии эффективных коммуникативных навыков у студентов вуза играют условия общения и образовательная среда, создаваемая университетом. При организации этого процесса, а также различных видов работ, предлагаемых в современных научных исследованиях по обучению коммуникативным навыкам будущих учителей, необходимо сосредоточиться на приобретении коммуникативного поведения, что важно для успеха и продуктивности учителей. Коммуникативные действия включают: распределение начальных действий между взаимодействующими участниками. Обмениваться способами действия, взаимодействия и общения. Выстраивание общение на основе распространения, обмена, взаимопонимания, общения, собственных действий и действий партнеров. При планировании метода совместного сотрудничества важно прогнозирование ситуации, результат совместной деятельности и отражение каждого участника в самоконтроле, саморегулируемом поведении, взаимодействии и сотрудничестве.

Ключевые слова: компетентный подход; коммуникативная компетенция; студент педагогического вуза; профессионально-педагогическая деятельность; взаимодействие; сотрудничество; учебный процесс; навыки коммуникации

Статья поступила 17.11.2021