

COMMUNICATIVE COMPETENCE ENHANCEMENT: NEW TRENDS AND ANALYSES

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Abstract. One of the competencies is communicative competence, which ensures successful socialization, adaptation and self – realization in the conditions of modern life. Communicative competence implies a willingness to set and achieve the goals of oral and written communication: obtaining the necessary information, expressing one’s point of view in dialogue and public speech on the basis of recognition and respect for the diversity of positions, and civil protection. Values (religious, ethnic, professional, personal, etc.). other people.

The importance of the formation of communicative competence of a person at the stage of basic general education is also determined by the transition of students to a new age stage – adolescence, when complex processes of self-consciousness development are carried out. The formation of a value system that determines a new type of relationship with society. However, in a number of psychological and pedagogical studies, it is noted that in the educational process of a basic general education school there is no system of methods and forms of work that ensures the achievement of communicative competence by students (D. I. Arkharova, N. Sh. Galliamova, T. A. Dolinina, T. A. Ladyzhenskaya, A. Yu.Maslova, O. S. Salamatova).

An indispensable resource will be the educational dialogue, understood both as a way of working with the content of the lesson and as a form of organization of learning to achieve the goals of the formation of communicative competence of adolescents (M. V. Klarin, V. N. Kurbanov, Tumanova L. B.). The formation of communicative competence is carried out within the framework of the dialogue relationship between the teacher and students. The organization of dialogue in the educational process, in particular in history lessons, is a very urgent problem for the modern school, since new technologies and approaches direct teachers and students to conduct dialogue, develop verbal communication, and communicate. All of the above indicates the relevance of the topic of this work “dialogue as a way to form the communicative competence of students”.

Key words: Competence, competence, approach, formation, communicative competence, methodology, foreign language, method, personality.

Basic provisions and Introduction

Competence is the possession of knowledge, skills, skills, accumulation of experience in creative activity, emotional-volitional relationships integrated with the initial experience of professional activity, as well as the emergence of personal wisdom, the ability to use acquired knowledge, skills, skills in standard and non-standard situations with good efficiency [1].

The following elements are distinguished in the structure of the indicative basis of the competence approach:

- subject and methods (mental, organizational, communicative, etc.);
- conceptual knowledge of the essence of the object or process created in this activity;
- a set of proven methods of activity in their own experience;

- experience in performing this activity in problematic conditions;
- the mechanism of reflection, manifested in a consistent testing of the situation with their value-semantic attitudes.

The nature of competence is such that, being a product of learning, it does not directly follow from it, but is rather a consequence of the individual's self-development, his not so much technological as personal growth, a consequence of self-organization and generalization of activity and personal experience [2].

The concept of modernization of the education system determines new social requirements for the formation of a person's life outlook. There is a reorientation of the assessment of educational results by students on the concepts of "competence", "competence". The concept of "competence" is considered as an independently realized ability based on the knowledge acquired by the student, his intellectual and life experience, values and inclinations formed as a result of cognitive activity and learning experience. Competence refers to a whole complex of personal qualities of a person, which includes not only cognitive and operational-technological components, but also motivational, ethical, social and behavioral qualities. Competence – a set of knowledge, skills, skills that are formed in the process of educational or other cognitive activities.

The concept of "communicative competence" was first used by A. A. Bodalev and was interpreted as the ability to establish and maintain effective communication with other people in the presence of internal resources (knowledge and skills). V. N. Kunitsina defines communicative competence as "communication success". By definition V. I. Zhukov, communicative competence is a psychological characteristic of a person as a person, which is expressed in his communication with people or in his ability to establish and maintain the necessary contacts with people. Consequently, communicative competence includes a set of knowledge, skills and abilities that ensure the successful course of communicative processes in a person.

Thus, communicative competence is an integral personality trait that provides adaptation and freedom of use of verbal and non – verbal means of communication to the situation, the ability to adequately reflect the mental states and personality of another person, the ability to correctly assess his actions, predict on their basis. Features of the behavior of the perceived person. The communicative competence of a person is formed mainly on the basis of the experience of communication between people, which is formed in conditions of direct interaction. The development of communicative competence in ontogenesis occurs depending on the development of the nature and direction of mental and general activity. The nature of the communicative activity of an individual depends on his communicative competence, the communicative values that he recognizes, the characteristics of motivation and communicative needs [3].

A comprehensive study of communicative competence A. I. Petrushin. In his opinion, communicative competence is a comprehensive education consisting of three components: emotional-motivational, cognitive and behavioral components. The emotional and motivational component is formed by the needs for positive contacts, motives for the development of competence, semantic attitudes to become a "successful" partner of interaction, as well as communication values and goals.

The cognitive component includes knowledge in the field of human communication and special psychological knowledge acquired in the educational process, as well as meanings, the image of another as a partner of interaction, social and perceptual abilities, personality characteristics that form the communicative potential of the individual. Personality. At the behavioral level, this is an individual system of optimal patterns of interpersonal interaction, as well as subjective control of communicative behavior [4].

According to O. V. Kryuchkova, highly developed communicative competence can be discussed only if a person has these abilities and demonstrates them in communication with people.

E. E. Sysoeva considers the concept of communicative competence from the point of view of professional development. It characterizes the communicative competence of a specialist as a certain level of formation of personal and professional experience of communication with others, necessary for the successful functioning of an individual in a professional environment and society within the framework of his abilities and social status.

According to L. V. Konovalova, communicative competence in the educational process has a certain impact on the integral development of the individual. Therefore, the following tasks that he performs in the course of different learning situations can be distinguished. Communicative competence: directly affects the educational achievements of the child; forms the basis of successful vocational training in higher education; helps the child adapt to school, thereby ensuring emotional well-being in the educational team.

Thus, communicative competence is an integral, relatively stable, holistic psychological formation, manifested in individual psychological, personal characteristics in the behavior and communication of a particular person. Despite the difference in understanding the components of communicative competence, all authors agree that, in essence, communicative competence is the ability to establish and maintain the necessary contacts with other people. One of the tools for the formation of communicative competence is the educational dialogue [5].

The process of improving communicative competence cannot be separated from the general development of the individual. The means of regulating communicative actions are an integral part of human culture, the acquisition and enrichment of which occurs in accordance with such laws as the development and improvement of cultural heritage in general. Society gives the individual the opportunity to learn not only problems (including communicative), but also ways to solve them [6].

We acquire communicative experience not only through direct interaction with other people. From literature, films and other channels of mass communication, a person receives information about the nature of communicative situations, the problems of interpersonal communication and ways to solve them. The programs developed by specialists for the formation and development of the communicative potential of the individual, no matter how perfect, cannot replace the “natural” acquaintance of the individual with the communicative culture of society. The purpose of such programs should not be to replace “natural” experience with

another, more effective one, but to organize the most effective ways to master the richness of communicative culture, or rather, to help self-organization [7].

Having mastered the field of communication, a person receives from the cultural environment tools for analyzing communicative situations in verbal and figurative form, which allows him to divide and re-synthesize, as well as classify episodes. Social interaction. Of course, when mastering the “language” of the sphere of communication, inadequate cognitive structures can also develop, which are responsible for orienting communicative actions. Often this can correct the deformations that a person has with a certain subculture (subordinate relationship in the service, etc.). Familiarization with socio-psychological literature can also play a role – it enriches the dictionary, optimizes classification tools [8].

Special socio-psychological assistance is necessary when there are difficulties in assessing the reliability and effectiveness of the funds being mastered, due to the impossibility of obtaining and providing alternative feedback. Group forms of work in the style of introspection groups and business communication training are very effective here, where participants have the opportunity to double-check their ideas about communication situations by comparing the opinions of all team members [9].

An important advantage of group forms of work is that new analysis tools can be developed by joint efforts, the advantage of which will be a clear manifestation in the process of their formation and, consequently, the possibility of initial correction [10]. But the biggest advantage of Group analysis is that the group can use uniform procedures to diagnose and improve the system of tools for orienting communicative actions [11].

Analytical control of various communicative interactions not only allows you to train the acquired communication skills, but also contributes to the acquisition of tools for regulating one’s own communicative behavior. In particular, by observing how others communicate, it is possible to determine the system of rules, guided by the rules by which people organize their own communication. By paying attention to the result of the interaction, the observer can understand which rules contribute to the establishment of communication and which prevent [12]. This, in turn, can serve as the basis for the development of a system of “rules of effective communication”.

Analytical control to an even greater extent affects the formation of a system of communicative actions. Here, as in the case of the rule, conditions arise not only for creating ideas about the repertoire of methodologies, but also for evaluating their effectiveness. It is no coincidence that observation of the communicative behavior of other people is proposed as a good way to increase one’s own competence [13].

An important point in the formation of communication skills is the mental reproduction of a person’s behavior in various situations. Planning your actions in the mind is an indicator of communicative activity that proceeds normally. Such imaginary playback, as a rule, occurs directly before the actual execution, but it can also be performed in advance, sometimes mental playback is performed not before the communicative act, but after its completion (often unsuccessfully). Fantasy is not always translated into reality, but the “behavioral blanks” created in it can be realized in other cases [14].

We have already said that communicative competence, like other types of

competence, is formed, developed and improved in a complex of processes in which maturation, upbringing, socialization, upbringing and adaptation are not always clearly differentiated [15].

Among the methods of developing communicative competence, learning occupies the most important place. Although there are and are successfully developing other ways to increase and enrich communication experience, training remains the most effective method of work in the field of increasing communication competence. This is also recognized by specialists who oppose the “dominance of learning” in training and development programs. Interpersonal communication skills are something that is not included in basic vocational education and is not easily acquired in the workplace during adaptation. It is not surprising that with a general decrease in the share of formal training programs in organizational learning systems, communicative learning remains in constant demand. The most popular are basic communication skills and team building trainings.

Description of materials and methods

Theoretical analysis, generalization, systematization, classification, explanation, conclusion of the published scientific literature on the problem under study.

Results and Discussions

As a result of the analysis of the works of various authors studying communicative competence, A. I. Petrushin comes to the conclusion that the structure includes various elements. However, among this variety, the following components are clearly distinguished:

- communicative education;
- communication skills;
- communication habits.

Communicative knowledge is the knowledge of what communication is, what are its types, phases, patterns of development. This is knowledge about what methods and techniques of communication exist, what impact they have, the possibilities and limitations. It is also to know which methods work for different people and different situations. This area also includes knowledge about the degree of development of one or another communication skills and which methods are effective in their performance and which are not.

Communication skills: the ability to organize the text of the message in an adequate form, speech skills, the ability to combine external and internal manifestations, receive feedback, overcome communication barriers, etc. are a group of interactive skills. Distinguished by: virtue, the ability to build relationships on a democratic basis, the ability to initiate an emotionally favorable-psychological atmosphere, the ability to self-control and self-regulation, the ability to organize Cooperation, be guided by principles and rules of professional ethics and etiquette, the ability to actively listen, - and a group of socio-perceptual skills: adequate perception and assessment of the behavior of a partner in a relationship, the ability

to perceive it through non-verbal signals States, desires and motives of behavior, creating an adequate image of the other as a person, the ability to make a positive impression. Communicative abilities as individual psychological properties of a person that meet the requirements of communicative activity and ensure its rapid and successful implementation.

Studying the concept of communicative competence, G. M. Andreeva identifies three components in it:

- Accuracy (correctness) of perception of other people;
- Development of non-verbal communication tools;
- Mastering oral and written speech.

Conclusion

Communicative competence is considered as a system of internal resources necessary to build effective communication in a certain range of situations of interpersonal interaction. In the structure of communicative competence, two interrelated components can be distinguished: socio-perceptual, reflecting the inner side of psychological communication and the corresponding components of communication; communicative, which corresponds to the communicative-appeal component, which manifests itself from the outside of psychological communication and combines all the features of the external behavior of the subjects and objects of communication .

As a result of the detection experiment, the state of communicative competence of adolescents was analyzed and the need for its further formation was noted. Our study gives reason to conclude that the use of the proposed methodology for using various types of educational dialogue contributes to increasing the level of communicative competence of adolescents and has an impact on improving the educational process.

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КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ: ЖАҢА ТӘСІЛДЕР ЖӘНЕ ТАЛДАУ

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Аңдатпа. Құзыреттердің бірі – қазіргі өмір жағдайында сәтті әлеуметтенуді, бейімделуді және өзін-өзі жүзеге асыруды қамтамасыз ететін коммуникативті құзыреттілік. Коммуникативті құзыреттілік ауызша және жазбаша қарым-қатынас мақсаттарын қоюға және оларға қол жеткізуге дайын болуды білдіреді: қажетті ақпарат алу, диалог пен көпшілік алдында сөйлеу кезінде өз көзқарасын білдіру, позициялардың әртүрлілігін тану және құрметтеу, сондай-ақ азаматтық қорғау. Құндылықтар (діни, этникалық, кәсіби, жеке және т.б.), басқа адамдар.

Негізгі жалпы білім беру кезеңінде тұлғаның коммуникативті құзыреттілігін қалыптастырудың маңыздылығы сонымен қатар оқушылардың жаңа жас кезеңіне – өзін-өзі тануды дамытудың күрделі процестері жүзеге асырылатын жасөспірімдік кезеңге өтуімен анықталады. Алайда, бірқатар психологиялық-педагогикалық зерттеулерде негізгі жалпы білім беретін мектептің білім беру процесінде оқушылардың коммуникативтік құзыреттілікке қол жеткізуді қамтамасыз ететін жұмыс әдістері мен формаларының жүйесі жоқ екендігі атап өтілді (Д. И. Архарова, Н. Ш. Галлямова, Т. А. Долинина, Т. А. Ладыженская, А. Ю. Маслова, О. С. Саламатова).

Сабақтың мазмұнымен жұмыс істеу тәсілі ретінде де, жасөспірімдердің коммуникативтік құзыреттілігін қалыптастыру мақсаттарына қол жеткізу үшін оқытуды ұйымдастыру нысаны ретінде де түсінілетін білім беру диалогы таптырмас ресурс болады (М. В. Кларин, В. Н. Құрбанов, Л. Б. Туманова). Коммуникативтік құзыреттілікті қалыптастыру оқытушы мен оқушылар арасындағы диалогтық қатынастар шеңберінде жүзеге асырылады. Білім беру процесінде, атап айтқанда тарих сабақтарында диалог ұйымдастыру қазіргі мектеп үшін өте өзекті мәселе болып табылады, өйткені жаңа технологиялар мен тәсілдер мұғалімдер мен оқушыларды диалог жүргізуге, ауызша қарым-қатынасты дамытуға және қарым-қатынас жасауға шақырады. Жоғарыда айтылғандардың барлығы осы жұмыс тақырыбының өзектілігін көрсетеді.

Тірек сөздер: құзырет, құзыреттілік тәсіл, қалыптастыру, коммуникативтік құзыреттілік, әдістеме, шет тілі, әдіс, тұлға.

ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ: НОВЫЕ ПОДХОДЫ И АНАЛИЗ

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Аннотация. Одной из компетенций является коммуникативная компетентность, которая обеспечивает успешную социализацию, адаптацию и самореализацию в условиях современной жизни. Коммуникативная компетентность подразумевает готовность ставить и достигать целей устного и письменного общения: получение необходимой информации, выражение своей точки зрения в диалоге и публичном выступлении на основе признания и уважения разнообразия позиций, а также гражданскую защиту. Ценности (религиозные, этнические, профессиональные, личные и т.д.). другие люди.

Важность формирования коммуникативной компетентности личности на этапе основного общего образования определяется также переходом учащихся к новому возрастному этапу – подростковому возрасту, когда осуществляются сложные процессы развития самосознания. Формирование системы ценностей, определяющей новый тип взаимоотношений с обществом. Однако в ряде психолого-педагогических исследований отмечается, что в образовательном процессе основной общеобразовательной школы отсутствует система методов и форм работы, обеспечивающая достижение учащимися коммуникативной компетентности (Д. И. Архарова, Н. Ш. Галлямова, Т. А. Долинина, Т. А. Ладыженская, А. Ю. Маслова, О. С. Саламатова).

Незаменимым ресурсом станет образовательный диалог, понимаемый как способ работы с содержанием урока, так и как форма организации обучения для достижения целей формирования коммуникативной компетентности подростков (М. В. Кларин, В. Н. Курбанов, Л. Б. Туманова). Формирование коммуникативной компетентности осуществляется в рамках диалоговых отношений между преподавателем и учащимися. Организация диалога в образовательном процессе, в частности на уроках истории, является очень актуальной проблемой для современной школы, поскольку новые технологии и подходы побуждают учителей и учащихся вести диалог, развивать вербальную коммуникацию и общаться. Все вышесказанное свидетельствует об актуальности темы данной работы «диалог как способ формирования коммуникативной компетентности студентов».

Ключевые слова: компетентность, компетентностный подход, формирования, коммуникативная компетентность, методология, иностранный язык, метод, личность.

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