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ЦИФРОВА КОМПЕТЕНТНІСТЬ ЯК КЛЮЧОВА СКЛАДОВА ОРГАНІЗАЦІЙНОЇ КУЛЬТУРИ ПІДПРИЄМСТВ У КОНТЕКСТІ МОДЕРНІЗАЦІЇ СУЧАСНОЇ СИСТЕМИ ОСВІТИ.....	329
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COMMUNICATIVE COMPETENCE AS A COMPONENT OF ADAPTION OF THE SPECIALIST IN THE TRANSFORMATIONAL SOCIETY

Kateryna Kovalova

Annotation

This paper aims to examine the problem of formation and development of communicative competence of students in the transformational society. In the course of the research the sense and the content of the concept of «communicative competence» is specified, the components, criteria and indicators of the formation of communicative competence have been determined, which made it possible to specify the structure of communicative competence of students, which includes motivational-emotional, gnostic, conative and reflexive components. The experiment of formation of communicative competence of students is organized and it proves the effectiveness of the usage of the author's selected model of communicative competence and the usage of such pedagogical conditions as a person-centred approach, modelling in the learning of communicative situations of future professional activities, the formation of motivation of training.

Key words: a communicative competence, transformational society, pedagogical conditions of formation of communicative competence, adaptation, a model of communicative competence, the process of preparation of future specialists.

Introduction

The integration of Ukraine into the European space, the intense transformations in the social life of the country at the beginning of the 21st century, connected with the globalization of the world economy, its general informatization raise new requirements for communication processes in the society. The success of adapting of future specialists in a professional environment, the quality of performing of functional responsibilities, and the resolution of professional and social problems depend on the ability to communicate effectively. Therefore, today we should pay special attention to the issues of development and formation of the communicative competence of the specialist, as an important humanitarian aspect of adaptation in a transformative society and building a successful career in the future. In the article we will examine the concept, essence and peculiarities of formation of communicative competence of a specialist, as a component of humanitarian aspect of transformations in society.

Literature Review

The study of "communicative competence" was investigated by Ukrainian and foreign scientists, in particular G. Ball, I. Zimnya, A. Markova, L. Mitina, L. Petrovskaya, E. Rudenskyi, M. Kotz, D. Hymes and others. For the first time, the term "communicative competence" was introduced into scientific use by American linguist D. Hymes, who defined it as "knowledge that enables an individual to be engaged in spoken communication that is aimed at achieving success in communication in a foreign language culture" [2; p. 271].

Scientists use the concept of "communicative competence" in different ways. According to A. Petrashchuk, "communicative competence" is the ability of a person to be involved in a complex multicomponent speech activity, which can be influenced by various factors [4]. A. Holiday sees in

communicative competence an internal readiness and ability for speech communication, A. Dobrovich explains it as a constant readiness for contact [8].

R. Vallet also points to the importance of the developing of communicative competence and sees it as "the ability of a person to communicate in specific situations" [1]. S. Petrushin describes communicative competence as a complex of formation that includes cognitive, emotional and behavioral components [9]. Richards Jack C. and Wiemann J.M also tested the model of communicative competence, in which the most important role they dedicated to the development of students' character and inner world [10, 12].

The communicative competence

On the basis of generalization of the opinions of scientists and due to own researches, the communicative competence of a student is defined as the possession of communicative knowledge and skills that ensure the effective implementation of the communicative function in professional activities and in society, finding an adequate style and tone of communication taking into account the personality of the interlocutor, circumstances of communication and strategies of speech interaction.

In order to meet professional needs and ensure a proper culture of professional communication, future specialists need to have a high level of communicative competence. Future specialist should organize training and professional development of employees, provide continuous improvement of personnel training, coordinate work on patent and inventory activities, unify, standardize and certify products, organize research and experimentation, as well as work in the field of scientific and technical information, rationalization, invention, distribution of advanced production experience. We think that possibility of realization of these functions, as well as the resolution of labour conflicts, the ability to improve the socio-psychological climate in the collective – all these tasks are successfully implemented if the student has a communicative competence at a high level. Communicative competence is key in the structure of basic competences and an important component of the formation of professionally significant qualities of future specialists.

High-level communication skills of the specialists help to create a positive microclimate at the job, establish partnership relations, achieve success in professional, organizational and managerial activities and successful adaptation in a transformational society.

The specialists' communicative competence should include knowledge of professional terminology, the ability to use it in linguistic, oral and written professional speech, based on their own internal motivation and experience, recognizing the need for self-improvement.

In the article we define the model of formation of the communicative competence of a student. It includes motivational-emotional, gnostic, conative and reflexive components and pedagogical conditions of formation of communicative competence.

The motivational-emotional component includes motives, needs and goals, which form cognitive interest to the interlocutor, readiness to start the conversation with him. This component develops the ability of a student to communicate, dispute, prove their point of view, build a constructive conversation, while taking into account the emotional state of the interlocutor, his level of attention and the degree of physical and mental fatigue.

The gnostic component is aimed at forming of theoretical knowledge about the essence, structure, form, means, functions, types, and features of communication, understanding of the importance of communication in future professional activity, creating of analytical thinking through which communication is considered as a kind of social creativity.

Conative component involves mastering of the student by general and specific communicative skills that make it possible to establish contact with the interlocutor, control the situation of interaction with him, as well as perceptual skills that facilitate the penetration to the inner world of the communication partner.

This component of the model is aimed at developing of the ability to communicate effectively, conduct discussions, choose a strategy of behaviour during a conversation, establish contacts with

people, use verbal and nonverbal means of communication, predict the behaviour of the partner, and understand his emotional state.

The reflexive component is aimed at creating of the ability to work analytically, understand the importance and peculiarities of communicative competence for self-improvement and effective professional activity. One of the objectives of my study is to identify pedagogical conditions of the formation of communicative competence of students. In general I think that the most important pedagogical conditions are the application of a person-centered approach, modelling in the learning of communicative situations of future professional activities, the formation of professionally significant motivation of training.

Pedagogical conditions of formation of communicative competence of students

One of the objectives of my study is to identify pedagogical conditions of the formation of communicative competence of students, in particular the application of a person-centred approach, modelling in the learning of communicative situations of future professional activities, the formation of professionally significant motivation of training.

In my opinion, the most effective form of formation of communicative competence is to form it during studying the humanitarian disciplines, namely "Business Ukrainian", "Foreign language for professional orientation" and "Psychology". During the study of these disciplines, I have paid the greatest attention to communication, discussions, analysis of scientific facts; exchange of experience and development of communicative skills. Language disciplines are aimed at mastering of professional speech and speech activity in general, working with official-business documentation, activating the process of speaking in foreign and native languages. Zymnia emphasizes that these disciplines contribute to the development of speech mechanisms, linguistic means of speech activity due to the expansion of vocabulary, assimilation of linguistic rules; finding ways of forming thoughts and their differentiation for different communication conditions [13]. Also the great role should be paid to the development of linguistic talent especially in the field of working memory of talented foreign language learners [3].

The content of the teaching of the discipline "Psychology" is communication, its structure, types, features, functions. The knowledge gained in psychology classes allows future specialists to establish contact with the interlocutor, determine his psychological state, develop skills to influence the course of the conversation, anticipate possible complications and find ways to overcome them, support the initiative and interest of the interlocutor.

Disciplines "Business Ukrainian", "Foreign Language for Professional Orientation" and "Psychology" helped students to master and develop communicative, organizational, managerial skills, ability to communicate with colleagues, establish partnerships, form a positive microclimate in a team, build a labour relationship on the principles of cooperation and mutual understanding. Receiving of knowledge in the process of studying at a higher educational establishment requires from a student to understand its content, importance of gaining. Effective learning of the material contributes not only to understanding the purpose of learning, but also motivation.

Therefore, an important pedagogical condition for the formation of the communicative competence of a specialist is the motivation for training. Motivation and skills as the main elements also influencing the effectiveness of second language learning [6].

The motivational spheres of the individual form the needs and goals. The goals are not only "generalized ideas about the desirable", they also serve as motivational factors, which, together with needs, determine the behaviour of the individual [5].

At the classes of "Psychology", "Foreign language for professional orientation", we tried to offer students the tasks that were interesting, entertaining, induced them into thinking, creative activity, self-improvement, learning based on internal motivation.

We believe that one of the main tasks of the teacher is the organization of educational activities of students, aimed at increasing the proportion of internal motivation. High motivation can

compensate for inadequate abilities, but even the presence of significant abilities cannot compensate for the lack of motivation for learning.

Therefore, learning, like any activity, requires motivation. Realizing that in order to increase the motivation of learning, the student must be setup for an effective process of cognition, we have to use personal methods for personalization in the personality (applying to own student experience), encouragement, and freedom of choice. An important step is the students' awareness of the ultimate goal of learning, so we tried to demonstrate the feasibility of studying the material, applying the acquired knowledge and skills in future professional activities. Conceptualizing interaction from students' underlying motives may represent a fresh perspective that helps arrive at a more nuanced understanding of interaction and its relationship to students' success [7].

Today, person-centered studing is interpreted as "education that provides self-development of the student, taking into account his individual characteristics" Tavozhnyanskyyi and Zymnia describes a personally oriented approach as follows:receiving of positive feelings from cooperation with others in the process of solving educational tasks;creation of favorable conditions for self-actualization, self-development, self-esteem;learning in the subject of subject-subjective interaction, which involves the free choice of the method of education;formation of readiness of students for problem solving [11, 13].

The formation of the communicative competence of students largely depends on the pedagogical communication style that the teacher adheres to, from his ability to set up a conversation, discussion, to form a positive psychological microclimate and friendly partner relations.

Therefore, in the process of training, we tried to manage the democratic style of communication, adhere to a humanistic, caring attitude towards students. Our task was to develop the students' desire for knowledge, help in mastering the methods of self-education, joint decision of problems and decision-making in the professional sphere and everyday life.

In order to achieve these goals, we have developed the communicative competence of the students, because only through communication between the participants of the educational process we can establish the degree of trust and respect, which is extremely important in a person-centeredstuding. The basis of the person-centeredstuding is the subject-subjective nature of communication, which is aimed at creative development, successful training, high motivation of the student. A student, as a subject of study, is potentially ready for self-determination, self-realization, self-evaluation, he chooses forms and methods of teaching and actively participates in educational and cognitive activities.

Such communication allow specialists to become subjects of the educational process, in contrast to traditional education, where they acted as objects. The benefits of a person-centeredstuding, which I used during lectures and seminars, were the use of creative methods focused on the development of internal motivation, application of the acquired knowledge in practice and own experience; stimulation of cooperation, individual and collective activity in groups for the purpose of forming communicative skills.

Person-centeredstuding envisaged a subject-subjective interaction between a teacher and a student, which was realised with the help of such teaching methods as problem lectures, educational discussions, role games, in which the potential of a student is opened up and their communicative abilities are intensified.

Dynamic development of society leads to changes in the education system. Providing of the qualitative new knowledge is a requirement of time and a guarantee of success in the future. Today, the use of only traditional technologies is not enough, so there is a need to develop new, innovative technologies, one of which is the method of modelling communicative situations of professional activity. A necessary condition for the formation of the communicative competence of a specialist is the modelling of communicative situations of future professional activity.

The method of teaching in specially simulated professional situations was first tested in 1924 in the USA and was called "case study", which literally translates as "the investigation of the case or an accident". While using this method: the teacher offers students a certain professional situation

(case) and sets the task – to solve it independently. At the same time the case develops thinking, provide favourable conditions for communication, creative freedom, self-expression, enlarges the experience, knowledge, forms new theoretical and practical skills. While solving the professional situation, the student activates all kinds of language activities, forms a willingness to communicate as a professional, which has positive consequences for communicative competence.

Modelling of future professional situations allows students to deep into the world of the future profession, learn its features, try to establish business relations, choose appropriate forms of behaviour, try to form a positive microclimate, be responsible for one's own actions. The main feature of such training is the modelling of the subject and social content of the future profession by means of displaying real professional situations.

I am sure that modelling of professional situations will train students to act creatively, develop their own strategy of behaviour, find mutual understanding, support of colleagues, be psychologically ready for possible difficulties and overcome them. In addition, this is the opportunity to use the gained knowledge in practice, which will indicate to the shortcomings and make it possible to catch up in the training. Case study in the learning process allows you to display the content of the future profession through the formation of the communicative competence of a student during the classes in "Psychology" and "Business English."

The use of problematic communicative situations in the educational process promoted the development of linguistic-thinking activity, pushed to search for new ideas, logical-justified solutions, stimulate the processes of analysis, comparison, synthesis.

In order to solve situations, it is necessary for students to apply thinking, analysis, disagreement, creativity, dedication, independence, use of hypotheses, prove their point of view, understand interlocutor's thoughts, form skills to overcome obstacles. The solution of situations contributed to the improvement of the communicative skills, make it possible to build a dialogue, answer questions, reject incompetent proposals, disagree with the opinion of classmates and seek solutions to the proposed problems. The analysis of situations helped to understand the importance of communication and mastering communicative competence for achieving success in the professional field.

Successful implementation of future professional activities of students is impossible without knowledge of the national and foreign languages and in order to learn a language one should use the communicative approach. In accordance with this approach, the process of teaching languages should be a model of the process of language communication. Languages are studied and improved on the basis of these activities. During case study the teacher checks not only the correctness of the tasks, but also supervises and directs the activities of students. Mastering conversational methods, listening, reading and writing in the process of learning a foreign language is much more effective when using these methods of language activity.

The effectiveness of case study was precisely that students receive their own experience, which they can use in the future. This is the first step to adulthood, which allows you to multiply your own knowledge, skills, obtained from teachers and colleagues. So case study was realized while teaching subjects of linguistic and psychological cycle with using of business, simulation games and it contributed to the enrichment of experience, broaden the horizons, develop thinking, self-presentation, self-actualization, enhance motivation, creative activity, improve and develop communicative skills in order to understand the importance of communication for a future career.

So, during the study I have determined that application of a person-centred approach, case study, the formation of professionally significant motivation of training are very important pedagogical conditions in the process of formation of communicative competence of students.

Conclusions

During the research we have determined the model of formation of the communicative competence of a student. It includes motivational-emotional, gnostic, conative and reflexive components and pedagogical conditions of formation of communicative competence. The process

of formation of the communicative competence of future specialists will be more effective if the following pedagogical conditions are met: a person-centred approach, modelling in the learning of communicative situations of future professional activities, the formation of professionally significant motivation of training.

So, one of the priorities humanitarian aspects of transformation in society is communication and the upbringing of an educated individual, able to participate in communication in all spheres of activity and to adapt in a transformational society.

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