



FACTORS OF FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE IN THE STRUCTURE OF THE EDUCATIONAL PROCESS OF THE UNIVERSITY

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ABSTRACT

This article examines the factors of the formation of professional communicative competence of the future teacher. The concept of professional communication is revealed and the analysis of the concept of professional communicative competence is given.

KEYWORDS: *competence, professional communication, professional and communicative competence, professional orientation*

DISCUSSION

Pedagogy recognizes the fact that the formation of a personality is a process of its development through communication and activity-based association. It should be noted that the formation of a professional communicative competence of a specialist is not yet a fully investigated problem. In our time, the issue of educating the personality of a professional is rather acute.

Since the subject of this study is the process of forming the communicative competence of a future specialist, it should be clarified what is the meaning of the concept of "formation". This study focuses on the definition of L.D. Stolyarenko that the formation of a personality is the process of changing it in the course of interaction with reality, the appearance of physical and socio-psychological new formations in the structure of the personality [1].

It is generally accepted that the category of "communicative competence" is an interdisciplinary phenomenon, reflecting the achievements of various areas of linguistics, pedagogy, psychology, philosophy and other sciences.

The terms "communicative" and "competence" in combination with "communicative competence" were one of the first to be used by the American linguist Del Himes [2]. Emphasizing situational conditioning, which entails certain errors, reservations or mistakes in a person's speech, and, thereby, pointing out the inadequacy of the concept of "ideal communicant", D. Himes introduces the concept of "communicative competence", which refers to a person's ability to flexibly, use language accurately and quickly in changing social situations.

D.Himes's idea is that the communicant should have greater skills and abilities than just linguistic competence, i.e. the communicant needs to know how a particular language is used by other representatives of the linguistic community.

To conduct full-fledged communication, D. Himes believes, it is not enough to know the language, its system; one must also know how to use it depending on the social context, i.e. socio-cultural conditions for the implementation of the communicative act [2].

D.Himes' idea was developed in the works of other researchers. For example, in the United States more than 20 years ago, many scientists paid



attention to the development of the communicative competence of students studying foreign languages. In particular, S. Savington initially defines this concept as the ability to function in a real communicative situation [3]. By a real communicative situation, the author means a dynamically changing environment.

Let's dwell in more detail on the meaning of the concept of "competence". The term "competence" means the ability to perform a certain type of activity. And by communicative competence we mean the ability to work together with other people, knowledge of psychology and ethics; the ability to accurately perceive another person [4].

PROFESSIONAL COMMUNICATION CONCEPT

Based on the fact that the training of any specialist is carried out in the process of activity, and the activity implies communication between those who carry it out, and at the same time communication acts as a means of forming a specialist in a specific field, his culture in the process of professional education, namely, when studying at a university foreign language, it is necessary to identify the essence of the concept of professional communication.

Initially, communication is a basic category of social psychology and is defined as the interaction of two or more people, which consists in the exchange of cognitive, emotional and evaluative information.

Antoine de Saint Exupery called human communication the greatest luxury in the world. But, according to V.A. Kan-Kalik, in one case, is a luxury, in the other - a professional necessity.

V.A.Kan-Kalik emphasizes that in the learning process, three main tasks are solved: teaching, educational, developmental, and teaching allows you to provide real psychological contact with students; form a positive motivation for learning; create a psychological environment for collective cognitive search and joint reflections; when solving educational problems with the help of communication, educational and pedagogical relations are established, psychological contact between the teacher and students, which contributes to successful educational activities; the cognitive orientation of the personality is formed. When solving developmental tasks through communication, psychological situations are created that stimulate self-education and self-upbringing of the individual [5]. Thus, we can say that communication is a driving factor in expanding the horizons of the individual, his moral and intellectual education.

Of interest is the position of O.V. Leshner, who emphasizes in her dissertation research on the problem of intersocial education the idea that communication acts as a means of interaction between teachers and students; a means of forming the status of a future specialist; specialist training factor; means of intersocial education of students; information exchange process; a means of meeting the spiritual needs of students; a means of understanding each other by the participants in the pedagogical process.

ANALYSIS OF THE CONCEPT OF PROFESSIONAL COMMUNICATIVE COMPETENCE

The rapid development of communicative linguistics contributed to the emergence of interdisciplinary sciences - sociolinguistics, psycholinguistics and led to the development of new areas - linguistic pragmatics, the theory of speech acts, discourse analysis.

"Communication" has replaced structuralism in linguistics, behaviorism in psychology, a consciously practical method of teaching foreign languages in methodology. To date, "communicative competence" as an interdisciplinary phenomenon reflects the achievements of various areas of linguistics, pedagogy, sociology, philosophy.

In connection with the changes taking place in society, science and technology, the issues of professional training of specialists in various fields of science and industry require constant attention. Thinking about vocational education, it should be noted that its main goal is to train a qualified specialist. It should be emphasized that in the process of professional training of a future specialist, the formation of his professional competence is of paramount importance. Let us clarify that in scientific research there are two concepts that are close, but do not coincide in content: competence, competency, which are directly related to the professional activity of any specialist. Competence is defined in the dictionary of foreign words as the terms of reference of any body or official. Analysis of pedagogical literature has shown that competence is interpreted as awareness, erudition, possession of knowledge that makes it possible to judge something.

Professional communicative competence is understood as a set of professional knowledge, skills, as well as the ability to perform professional activities.

Often, within the framework of a particular professional activity, competency and qualifications are considered as related concepts.

Based on research materials from foreign and domestic authors, it can be noted that the



concepts of "competence" and "qualifications" are used as synonyms. In their understanding, qualification reflects the degree of personality development in the social sphere of its life, determines its social status and has economic indicators, which is its hallmark.

The vocabulary meaning of the concept "qualification" (from Latin *qualis* - which is in quality and *facio* - I do) is "a socio-economic characteristic of the level of development of the abilities of an employee to perform his labor functions." The content of the qualification includes "the amount of theoretical knowledge and practical skills."

If we talk about any professional activity, then, unlike the term "qualifications", competence, in addition to purely professional knowledge and skills, also contains such qualities as initiative, cooperation, the ability to work in a group, communication skills, the ability to learn, evaluate, think logically, select and use information.

PROBLEMS OF THE FORMATION OF FOREIGN LANGUAGE PROFESSIONAL COMMUNICATIVE COMPETENCE

Foreign and Russian researchers pay great attention to the problems of foreign language professional communicative competence of a specialist. The work of many researchers is devoted to the issues of professional development: K.M. Durai-Novakova, E.F. Zeera, G.M. Kodzaspirova, V.G. Ryndak, V.A. Slastenin, A.I. Shcherbakova and others. For example, L.L. Zelinskaya believes that professional competence is determined by the level of corresponding professional education, experience and individual abilities of a person, his motivated desire for continuous self-education and self-improvement, his creative and responsible attitude to work. According to the named author, the components of the structural chain "literacy - education - professional competence - culture - mentality" reflect the structure of personality formation and are interdependent and complementary. According to the above-named author, education, professional training, professional experience and professionalism are the main levels of professional competence of the subject of activity [6]. In the process of professional development of a personality, a system of professionally important qualities is formed.

Professional communication, as a special case of communication as such, is the process of establishing and developing contacts between people, which is generated by the needs of joint activities.

Foreign researchers, considering the process of forming professional communicative competence, distinguish the following approaches: communicative, cognitive, contextual, cognitive-academic and problem solving method. For example, D. Wilkins writes that the communicative approach to a foreign language is formulated as follows: to develop the ability to use a foreign language effectively for practical communication [7]. F. Hill considers the process of teaching and learning as a communicative process. This approach is defined by D. Phillips as an attempt to avoid formal methods, consisting of grammar and translations, and move to approaches in which the student uses language as a means of communication [8].

The contextual approach is considered by T. Hutchinson and A. Waters primarily from the standpoint of professional content in the study of a foreign language, which is an important motivating factor; at the same time, the tasks performed by students should be related to solving the problems of professional activity in a foreign language. Consequently, all the material to be studied should be selected based on a contextual approach to teaching a foreign language, since in the realities of one's own country it is impossible to master a foreign language without regard to the realities of the country of the target language, which is possible only in the context and when creating certain situations.

Considering the cognitive approach, A.R. Tamponi believes that the latter helps students overcome the difficulties of the intermediate stage of mastering English. In England, a cognitive academic approach to learning a foreign language based on a contextual approach is widespread. This approach combines teaching English with contextual learning and the use of special teaching methods and involves considering the model of the content contextual component as declarative knowledge, while the language component is aimed at teaching the procedural knowledge necessary for students to use the language as a means of communication.

The problem-solving approach is most effective for stimulating the cognitive activity of students, since it involves the use of tasks and the organization of activities based on the principle of problem solving and the development of independent thinking in students.

Studying the problem of professional competence, N. Chomsky emphasizes that not only "linguistic competence" is important, but also "communicative competence" [9]. Ciampio de Lope agrees with him, considering language as something much more than lists of words and sets of grammatical rules, believing that language is not just the possession of a system of linguistic rules. In his opinion, language is a form of communication



between people in a specific social context. Moreover, language is a way of thinking and processing information; it is a symbol of culture and personal identification. Researchers L.R.Oxford, R.F. Trenbly, M.Samral, T.A.Dyck and others consider it necessary to connect the studied language with its individual application in future activities or for communication at the everyday level.

It should be noted that in domestic science there are also different opinions on the problem of professional communication. In Russian psychology, the idea of the unity of communication and activity has always been accepted, since communication is logically real human relations, suggesting that any forms of communication are specific forms of joint activity of people, since people communicate in a certain type of activity and about it. Human activity and his communication with other individuals are also conditioned by the existing type of social relations. Consequently, there is an interaction between communication and social relations, which can be interpreted as follows: "communication is a real activity that unfolds procedurally, and social relations is a type of communication between its participants, which becomes the structure of society and, being formed in the process of practical communication of people, it and determines".

The professional orientation of training is one of the principles of didactics, the implementation of which makes it possible to ensure the orientation of each component of the educational process towards the formation of a competitive personality of a specialist, his knowledge, skills, creative thinking, and the development of professional abilities [11].

Professional orientation is one of the important characteristics of a foreign language course as an academic discipline designed, together with other sciences, to form a student's professional education. Mastering a foreign language means acquiring another code that provides direct connection to the information sources of world culture, science and practice, which significantly expand the professional capabilities of a specialist and make him more cultural.

As N.A.Protasova rightly answers in her research:

"Professional orientation is a multifaceted process that requires taking into account a number of specific factors as a driving force for the formation and development of the intellect of a professionally oriented personality."

She highlighted the following factors:

- Social, reflecting the needs of society for high-level specialists with knowledge of foreign languages;
- Socio-pedagogical, related to the development of the education system;

- Pedagogical, including the activities of the teacher and students in the formation of a specialist;

- Psychological and pedagogical, associated with intellectual activity in the formation of professional creative thinking and professional motivation.

Undoubtedly, the professional orientation of the learning process depends on the organization of educational activities. This process is influenced by internal (psychological characteristics of a student, motivation, his preparedness) and external (assessment of his activities by others) psychological conditions.

The formation of a foreign language communicative competence of a student - a future specialist is carried out mainly in the learning process. At the same time, for the formation of a foreign language professionally-oriented communicative competence of a student, it is important that upbringing, training and education are integrated by the development of the personality, which is of paramount importance. Communicative competence is not formed spontaneously; this requires a special organization of educational activities, taking into account the diversity and versatility of skilled labor in the modern community, as well as the complexity of cultures. The development of communicative competence is seen as a prerequisite for effective professional activity. At the same time, communicative competence is based not only on the breadth (volume) of knowledge of professional activity; this includes the skills of logical and semantic understanding of texts of professionally oriented literature and the use of special informative sources, the ability to ensure business contacts with representatives of foreign enterprises and communication with foreign clients and partners.

A.K. Markova distinguishes between types of professional competence:

- Special - possession of professional joint activities, cooperation, as well as the techniques of professional communication accepted in this profession; social responsibility for the results of their professional work;

- Personal - possession of the techniques of personal self-expression and self-development, means of resisting professional deformations of the personality;

- Individual - possession of the techniques of self-realization and personality development within the framework of the profession, readiness for professional growth, the ability for individual self-preservation, etc. [ten].

Summarizing, it can be argued that professional communicative competence is:



- Individual characteristics of the degree of compliance with the requirements of the profession;
- Knowledge, abilities and skills in the field of interpersonal interaction;
- Social communicative attitudes and positions necessary for effective interaction;
- Communication skills for the implementation of interaction.

In addition, communicative competence is based on the level of development of the spheres of individuality and is formed in the conditions of direct interaction.

Investigating the problem of the formation of professional communicative competence of a future specialist, we have traced that the majority of scientists consider communicative skills as one of the components of this phenomenon.

In the structure of competence, an important place is given to skills and abilities. A skill, as you know, is an action formed by repetition, characterized by a high degree of mastering and the absence of element-wise conscious regulation and control. A specific feature of the skill is the element of automation, it is based on techniques, methods of solving previously encountered problems. By thinking, one understands the method of performing an action mastered by the subject, which is provided by the totality of acquired knowledge and skills. The skill is formed through exercises and creates the ability to perform an action not only in familiar, but also in changed conditions.

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