



DEVELOPMENT OF COMMUNICATIVE COMPETENCE AS A COMPONENT OF TEACHER PROFESSIONAL GROWTH AT PROFESSIONAL EDUCATION INSTITUTIONS

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Abstract.

Relevance: In professional activities, the teacher is an active subject of communication: transmits and receives information from students, establishes contacts with them, builds relationships based on dialogue, seeks to maximize the abilities of each and ensure their emotional comfort in the educational process through a competency approach. Therefore, an important component of professional growth of a teacher is the development of his communicative competence, and one of the priority tasks in the education system is the development of professional and pedagogical communicative competence of a teacher, as it is a spiritual and moral factor and scientific content of the educational process. The problem of development of communicative competence of teachers is relevant, because it is from pedagogical communication, or rather from the level of development of communicative abilities of teachers depends on the formation of professional competence of the future specialist.

Objective: to identify and analyze the main aspects of the development of communicative competence as a component of professional growth of teachers of vocational education institutions

Methods: definition and analysis of theoretical researches, scientific and methodical literature of forecasting of possible forms and methods of development of communicative competence of pedagogical workers of colleges, pedagogical supervision over professional activity of teachers, retrospective analysis of own experience.

Results: the analysis of the basic scientific works on development of communicative competence is carried out; the main aspects of the development of communicative competence as a component of professional growth of pedagogical workers of vocational education institutions are highlighted; the components of this competence are identified (cognitive, communicative-speech, social-perceptual, interactive); the results of research of the level of communicative competence of pedagogical workers of colleges are described; formulated recommendations to the heads of colleges on the professional development of teachers and the development of their communicative competence; It was found that teachers, usually successfully having a significant amount of theoretical knowledge in their disciplines, at the same time experience significant difficulties in the process of effectively bringing them to the minds of students.

Conclusions: it is shown that the effectiveness of pedagogical activity depends on the level of formation of communicative competence of teachers; it was found that the formation of this competence in colleges should be organized on the basis of a systematic approach; the development of communicative competence of teachers should take place in several stages (diagnostic, theoretical-educational, practical-educational, control-reflexive); it is proved that for the development of communicative competence it is necessary not only to provide knowledge, but also to ensure the formation of skills and abilities; the pedagogical conditions important for formation of communicative abilities and skills (increase of motivation of teachers to professional self-development; increase of their activity; introduction of innovative educational technologies) are allocated; emphasis is placed on the importance of ensuring the humanistic orientation of the process of formation of communicative competence of teachers.

Keywords: *competence, communicative competence, professional growth.*

Introduction. A teacher striving for self-development and professional growth is a formed personality who can improve professional skills and abilities. A pedagogical specialist of professional educational institution who growing professionally is able not only to increase his potential as a teacher, but also to improve the quality of the educational process. As all are aware, a teacher is an active subject of communication in professional activity: transfers and receives information from students, reaches out to them, builds relationships based on dialogue, aims at the fullest possible of implementation abilities of everyone and gives emotional comfort in educational process through competency-based education. An important component of teacher professional growth is development of communicative competence and one of the priority tasks in the education system is development of professional and pedagogical communicative competence of a teacher because it's a spiritual and moral factor, the scientific content of the educational process.

The problem of developing teacher communicative competence is actual because professional competence of a future specialist depends on pedagogical communication, especially the level of teacher communicative abilities.

Sources. Analyzing the research of scientists about professional features of teacher activities in modern society it is worth mentioning the scientific contribution of different scientists like Yu. Vavylov, V. Kovalchuk, E. Klymov, V. Kovalov, V. Miroschnichenko, I. Palyshkova and others.

The issue of development communicative competence (Maksymova, 2006) was widely developed by scientist among them O. Bieliaiev, A. Bohush, M. Vasylieva, M. Vashulenko, L. Vyhotskyi, N. Volkova, Ye. Holoborodko, Yu. Yemelianov, Yu. Zhukov, I. Zymnia, V. Kan-Kalyk, A. Kapska, T. Ladyzhenska, L. Matsko, N. Pashkivska, L. Petrovska, S. Savinon, O. Savchenko, H. Sahach, O. Skvortsova and others. However, due to the increasing requirements of teacher professional level the searches of communicative competence development don't stop and are marked by persistent relevance.

The question of development communicative competence of pedagogical specialists of professional educational institutions is a problem and has an importance in pedagogical activity in general. Although it has already explored by different scientists, this question continues to be actual in our days (Sahanets, 2016a; 2016b).

N. Kuzmina (1990) defines competence as personality traits and divides them into several types based on human maturity in professional activity:

- socio-psychological competence which defines as feature of individual effectively interacts with other people in system of interpersonal relationships (to be capable of responding quickly to social situations, to choose appropriate way to communicate with others etc.);
- communicative competence should be understood as conglomerate of knowledge, verbal and nonverbal communication skills;
- professional and pedagogical competence as ability of productive communication in conditions which are defined by the pedagogical system.

Pedagogical activity, pedagogical communication, teacher's personality are included in professional competence of a teacher as content blocks which are divided in: professional knowledge; necessary for self-diagnosis and self-formation professional skills; professional psychological positions; psychological characteristics which provides realization of this aspect of work; psychological neoplasms occurring during its implementation; psychological map of this side of work state.

The purpose of the article. The purpose of our article is the definition and the analysis of the main aspects of communicative competence development as a component of teachers professional growth at professional educational institutions, definition of system of communicative competence development. This gives us an opportunity to define main tasks to be implemented in the article: to analyze the state of problem solution of teacher communicative competence development at colleges and to determine the main aspects of its improvement; to substantiate the structure and content of teacher communicative competence at colleges; to explore the level of communicative competencies development; to prepare methodical recommendations about improving the development system of teacher communicative competence at colleges.

Methods. To solve certain tasks and achieve the purpose of the article provides for the use of such research methods: definition and analysis of theoretical research, scientific and methodical literature forecasting of possible forms and methods of communicative competence development of pedagogical specialists at colleges, pedagogical observation of teacher professional activities, retrospective analysis of own experience.

Results and discussion. Exploring this problem it is necessary to highlight the structural elements of communicative competence.

Among the components of communicative competence scientists (Korniiaka, 2011) define: cognitive, communicative-speaking, social-perceptual, interactive (table 1).

Table 1

Structural components of competence

No p / p	Structural components	Contents of components	Indexes
1	Cognitive	Knowledge of communication psychology; ability to self-knowledge and self-understanding of the person of the communicative characteristics; readiness for communicative and mental activity.	Communicative knowledge; experience (knowledge and skills) of communication; knowledge of situational norms of greeting, addressing and attracting attention; knowledge of moral norms of communicative behavior; rationalism in the communicative sphere; the orientation of the commune commune to its "I", to communication and to business.
2	Communicative-speech	The communicator's ability to use verbal and nonverbal means to perform the communicative functions of professional activity	ability to speak (the ability to form and formulate thoughts. adequate to the situation of interaction; the ability to listen (the ability to correctly and in-depth understanding of the position of a communication partner and the condition for achieving mutual understanding); non-verbal communication skills (ability to have intonation, voice, pauses, pantomime skills, the ability to avoid unnecessary movements).
3	Socio-perceptual	The ability to understand the psychological essence of the communication partner, the ability to create a holistic image for the organization of their own communicative actions.	Possession of internal means of regulation of communicative actions (empathy, reflection); ability to adequate interpersonal perception; the ability to regulate the emotional state in interaction.
4	Interactive	ways of behavior in interaction; ability to adapt individual communicative characteristics to the requirements of professional communication.	organization of interaction; ability to interact effectively; ability to behave adequately and constructively in conflict situations; ability to control the communication process; ability to dialogical style of interaction in professional and communicative situations.

To study the system of development of communicative competence of pedagogical workers as a component of professional activity, we have chosen such institutions of vocational education as colleges. During the study of this issue, we got acquainted with the system of development of professional competencies in these educational institutions, analyzed observational data on this process, determined that college management is directly focused on improving communication skills of teachers (Fetiskin, 2002).

However, observing the pedagogical process, we noticed that although the development of communicative competence in the college is carried out at a high level, but, the communicative competences of teachers differ in quality with the abilities of masters of industrial training.

Thus, according to the study, we see that teachers working in colleges are characterized by mostly medium and high levels of these properties, however, it should be noted that there are a small

number of respondents with low and below average. Percentages can be seen in *Fig. 1*.

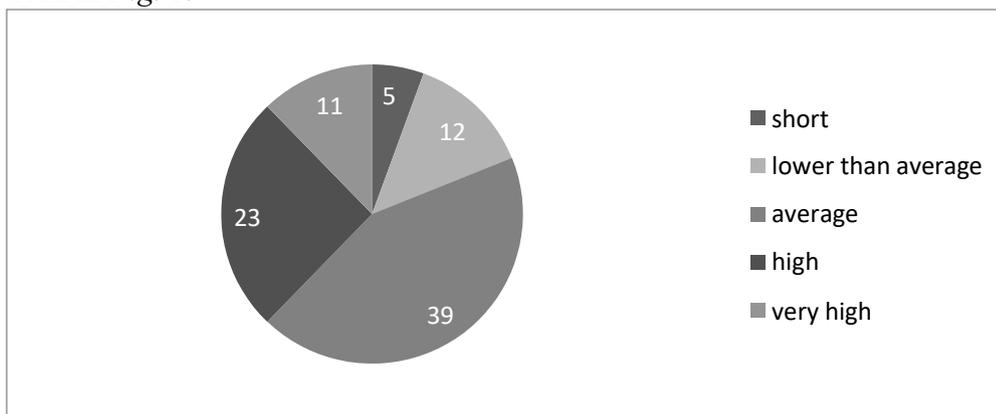


Fig. 1 Indicators of communicative abilities of teachers

According to the results of the study, we have summarized the indicators of the formation of communicative competence among teachers during

the experiment. Based on this, the level of mastery of communicative competence by teachers working in colleges was identified (table 2).

Table 2

Indicators of the levels of formation of communicative competence among teachers during the experiment

Indicators of respondents	degree		
	high	average	short
Formation of communicative competence	32%	51%	17%

Thus, we see that the level of formation of communicative competence in teachers who have studied has different indicators.

We observe that mostly teachers with an average level of development of communicative com-

petence work in colleges. The third part of the respondents has a high level of communicative competence, which indicates a positive performance. However, there is a small percentage of those who still have a low level of communicative competence. Graphically, these results are shown in *Fig 2*.

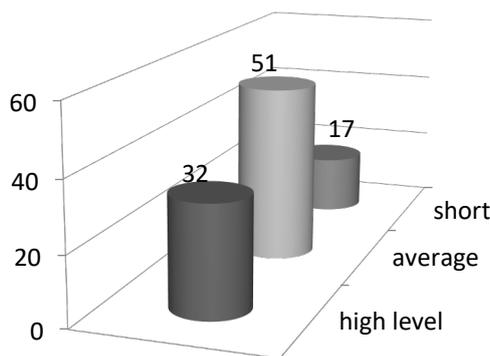


Fig. 2. Differences in the levels of formation of communicative competence.

Thus, each of the following groups of respondents has a certain level of development of communicative competence, which deserves more attention. Thus, teachers of special disciplines, general course disciplines, masters of industrial training

and other pedagogical workers have different indicators of their inherent communicative competencies.

The results of the obtained data on the levels of development of communicative competence in percentage, depending on the subtypes of activity of

pedagogical staff of colleges are observed in the table. 3

Table 3

Indicators of respondents	Levels of formation of communicative competence		
	high	average	short
Teachers of special disciplines	71%	18%	11%
Teachers of general education courses	34%	64%	22%
Masters of industrial training	17%	45%	38%
Other pedagogical workers	39%	48%	23%

Indicators of the development of communicative competence in respondents, by specialization are observed in Fig.3.

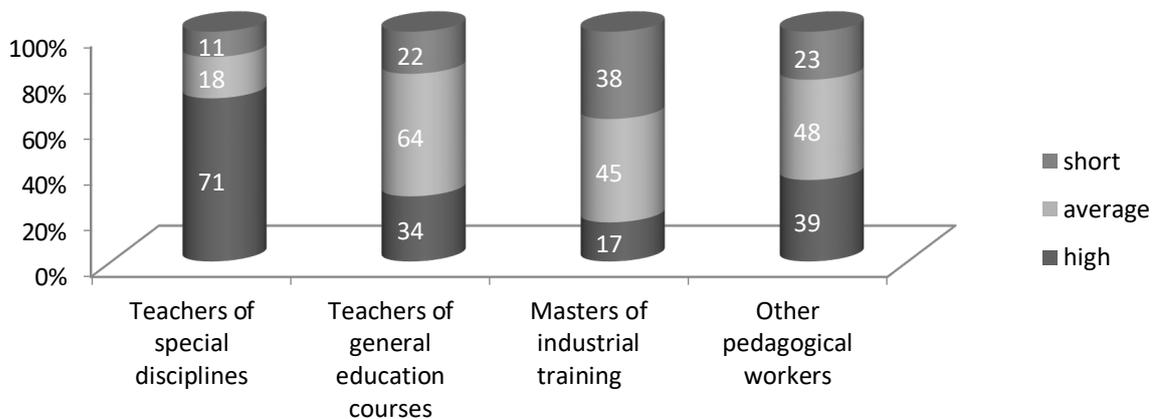


Fig.3 Indicators of development of communicative competence in teachers depending on specialization

Note that the level of development of communicative competence is very different for teachers and depending on their professional experience. According to the results of the research, young "inexperienced" teachers have lower rates than those who have a long teaching experience. However, respondents with an average level of communicative competence, relatively, the same percentage is available among both "young" and experienced teachers. Comparative indicators are shown in table 4.

Table 4

Indicators of respondents	Levels		
	high	average	short
Inexperienced teachers	12%	46%	43 %
Experienced teachers	28%	55%	17%

According to the results of the research, mostly colleges employ experienced teachers with a medium and high level of communicative competence, but teachers with a high level of competence development are slightly less, although it actually exceeds the indicator of low level of development. As for teachers with little experience in teaching, the indicators of low and medium level in this group of

respondents are almost the same. But the respondents with a high level of development of the studied competence were very few.

These results motivate us, first of all, to continue research on this topic, to work on improving this skill in teachers. In order to improve the system of development of communicative competence of pedagogical staff of colleges as a component of

professional growth, we offer the following methodological recommendations for the development of communicative competence of teachers.

1. Communicative competence of teachers is undoubtedly necessary for effective pedagogical activity, and therefore in colleges due attention should be paid to its development throughout the professional activity of a teacher, and not only during the educational teaching of educational material to students.

2. The development of this type of competence of specialists in colleges must be carried out through a systematic approach that can be implemented in the educational institution at all stages of professional activity of teachers.

3. The process of developing communicative competence in colleges should be divided into stages:

1) diagnostic, during which it is advisable to find out the presence of such characteristic features of teachers as: communication skills; communicative potential; the degree of initial language formation of novice teachers; relevance and importance for teachers of the development of their communicative competence as a condition for successful pedagogical activity;

2) theoretical and educational, which should provide for the acquisition by teachers of communicative knowledge, representing the generalized experience of mankind in the field of communicative activities; reflection in the minds of the bearers of knowledge of communicative situations with their causal relations and relations;

3) practical and educational, which should be aimed at the development of communicative skills of automated conscious actions, which contribute to the rapid reflection in the minds of teachers of communicative professional situations; determine the success of perception, understanding of the world and the corresponding impact on it in the process of pedagogical communication. This stage takes place in practical classes during the implementation of training courses and workshops;

4) control-reflexive, during which various forms of testing and analysis of acquired communicative competence are carried out, the success of teaching is assessed.

4. It is necessary to understand that communicative knowledge and skills for professional activity, pedagogical workers, are not enough. That is why it is expedient in colleges to provide teachers not only with certain knowledge and skills, but also communication skills, the development of which is facilitated not only by practical classes, but also by

constant presentations to the audience, which is part of the educational process.

5. For the purpose of efficiency of process of development of communicative competence of pedagogical workers as a component of professional growth, it is expedient to provide realization of the corresponding pedagogical conditions: increase of motivation of teachers to professional self-development; increasing their activity; enrichment of the content of implemented technologies for the development of their communicative competencies.

6. We recommend to develop communicative competence in teachers not superficially, stimulating only its external aspects, but deeply, through value orientations: communicative competence should become a component of spiritual position and culture of a specialist and help to identify his humanistic professional activity.

7. The process of development of communicative competence of teachers in colleges should be carried out not only during their main activity - teaching disciplines, but also during the forms and methods of development of their competencies offered to teachers by different departments of the college.

Conclusions. The analysis of the basic scientific works on development of communicative competence is carried out. The main aspects of the development of communicative competence as a component of professional growth of pedagogical workers of vocational education institutions are highlighted. The components of this competence (cognitive, communicative-speech, social-perceptual, interactive) are determined. The results of the research of the level of communicative competence of pedagogical staff of colleges are described. Recommendations for college leaders on professional development of teachers and the development of their communicative competence have been formulated. It was found that teachers, usually successfully possessing a significant amount of theoretical knowledge in their disciplines, at the same time experience significant difficulties in the process of effectively bringing them to the minds of students.

It is shown that the effectiveness of pedagogical activity depends on the level of formation of communicative competence of teachers. It is noted that the formation of this competence in colleges should be organized on the basis of a systematic approach, and the development of communicative competence of teachers should take place in several stages (diagnostic, theoretical-educational, practical-educational, control-reflexive). It is proved that for the development of communicative competence

it is necessary not only to provide knowledge, but also to ensure the formation of appropriate skills and abilities. The pedagogical conditions important for formation of communicative abilities and skills (increase of motivation of teachers to professional self-development; increase of their activity; introduction of innovative educational technologies) are allocated. Emphasis is placed on the importance of ensuring the humanistic orientation of the process of

formation of communicative competence of teachers.

It is expected that the use in practice of colleges obtained results and proposed recommendations for the development of communicative competence of teachers will help solve the problem, especially relevant in the modernization of the education system of Ukraine – improving scientific and methodological support of the educational process.

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Розвиток комунікативної компетентності як складової професійного зростання педагогічних працівників закладів професійної освіти

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1 аспірантка Інституту професійно-технічної освіти Національної академії педагогічних наук України, заступник директора з виховної роботи Білоцерківського коледжу сервісу та дизайну

Реферат.

Актуальність: У професійній діяльності педагог виступає активним суб'єктом спілкування: передає та приймає інформацію від здобувачів освіти, установлює контакти з ними, будує взаємовідносини на основі діалогу, прагне до максимальної реалізації здібностей кожного та забезпечення його емоційного комфорту в освітньому процесі шляхом компетентнісного підходу. Відтак важливим складником професійного зростання педагога є розвиток його комунікативної компетентності, а одним із першочергових завдань в системі освіти – розвиток професійно-педагогічної комунікативної компетентності педагога, оскільки вона виступає духовно-моральним чинником і науковим змістом освітнього процесу. Проблема розвитку комунікативної компетентності педагогів є актуальною, оскільки саме від педагогічного спілкування, а точніше від рівня розвитку комунікативних здібностей викладачів залежить становлення професійної компетентності майбутнього фахівця.

Мета: визначення та аналіз основних аспектів розвитку комунікативної компетентності як складової професійного зростання педагогічних працівників закладів професійної освіти

Методи: визначення та аналіз теоретичних досліджень, наукової і методичної літератури прогнозування можливих форм і методів розвитку комунікативної компетентності педагогічних працівників коледжів, педагогічне спостереження за професійною діяльністю педагогів, ретроспективний аналіз власного досвіду.

Результати: здійснено аналіз основних наукових праць із розвитку комунікативної компетентності; висвітлено основні аспекти розвитку комунікативної компетентності як складової професійного зростання педагогічних працівників закладів професійної освіти; визначено компоненти даної компетентності (когнітивний, комунікативно-мовленнєвий, соціально-перцептивний, інтерактивний); описано результати дослідження рівня комунікативної компетентності педагогічних працівників коледжів; сформульовано рекомендації керівникам коледжів щодо професійного вдосконалення педагогів та розвитку в них комунікативної компетентності; з'ясовано, що педагоги, зазвичай успішно володіючи значним обсягом теоретичних знань зі своїх дисциплін, водночас відчують суттєві труднощі в процесі ефективного донесення їх до свідомості здобувачів освіти.

Висновки: показано, що ефективність педагогічної діяльності залежить від рівня сформованості комунікативної компетентності педагогів; з'ясовано, що формування даної компетентності в коледжах має бути організоване на основі системного підходу; розвиток комунікативної компетентності педагогів повинен відбуватися у кілька етапів (діагностичний, теоретично-навчальний, практично-навчальний, контрольно-рефлексивний); доведено, що для розвитку комунікативної компетентності потрібно не лише надавати знання, але й забезпечувати формування умінь і навичок; виокремлено педагогічні умови, важливі для формування комунікативних умінь і навичок (підвищення мотивації педагогів до професійного саморозвитку; підвищення їх активності; запровадження інноваційних освітніх технологій); акцентовано увагу на важливості забезпечення гуманістичної спрямованості процесу формування комунікативної компетентності педагогів.

Ключові слова: компетентність, комунікативна компетентність, професійне зростання.

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