

Communicative Practices and Their Role in Student's Gradual Approaching from Educational to Professional Activity

Tatjana Vladimirovna Ezhova and Ekaterina Anatolievna Verginskaya

Orenburg State Pedagogical University, Orenburg, Russia

Abstract: This article analyzes the concept of "communicative practices" and describes the experience of communicative practices' implementation for gradual approaching of students from academic activity to training and professional activity and then from training and professional activity to the pure professional one. The paper clearly demonstrates characteristics of academic, training and professional and quazi-professional activities and socio-psychological training and their pedagogically appropriate combination in professional communicative practices' development. The article convincingly proves the presence of sustainable relationships between the professional communicative practices' development and the level of professional and communicative competence formation of subjects of the educational process. The results of the study presented in this article confirm the author's thesis that the student's participation in the development and implementation of professional communicative practices ensures acquisition of advanced experience of professional communication accelerating future adaptation to work, optimizes fulfillment of the functional destination and harmonizes the professional communication.

Key words: Communicative practices • Professional communicative practices' development • Pedagogical conditions • Professional communicative competence • Socio-psychological training

INTRODUCTION

Fundamental changes in the social and economic structure of life in Russia have led to the methodological, ideological and professional priorities' shift in education and to the formation and spread of the new educational philosophy. Creativity and development of the society depends to a great extent on the fact how quickly and efficiently young specialists can move away from the familiar learning activity to the professional one and how long the period of their subject adaptation will last. Identified problems can and should be solved in several planes. On the one hand, these are nation-wide measures of social and economic nature and, on the other hand, these are pedagogical, educational measures that can help to solve emerging problems through high-quality training of competent specialist.

In the theory of sign-contextual learning designed by Verbitsky A.A. it is noted that the transition from learning to work is a complex process of transformation of learning activity into professional activity which is associated with the transformation of knowledge from the learning activity

subject into the means of professional activity regulation, with the change of one leading type of activity to another and with the change in the social position of a person. Being at first a student appropriating knowledge, he gradually becomes a manufacturer of material and spiritual wealth. In the meanwhile, the lack of work practice with the acquired knowledge as the means of a new activity leads to long-term subject adaptation of the young specialist and the lack of experience in social interaction and communication leads to long-term social adaptation. The contents of subject adaptation becomes the formation of specialist professional thinking and the contents of social adaptation is considered to be the process of joining to the group of production workers, getting the skills of social interaction and communication, cooperative making of decisions and their implementation [1].

According to Verbitsky A.A., the main purpose of professional education for adults is not the acquisition of knowledge itself but learning professional activity as a whole, the development or improvement of their general and professional culture. The author emphasizes that the

knowledge is necessary but not as a goal in itself (learn something to know it or to pass a test or an exam), it is necessary as a means of providing competent professional actions and deeds, professional activity in general. The goal of the student becomes not the learning of the system of information and the fundamentals of science but the formation of the competencies required for the professional activity [2].

However the results of psychological and educational studies (Batyshev S.Y., Zeer E.F., Kinelev V.G., Novikov A.M., Tikhomirov V.P., Tkachenko E.V., Bowden J., Morreale S., Nora P., Osborn M.) show that the period of adaptation of young specialists in industry or in any other world of work extends to 3-5 years and is not always easy [7, 9, 10]. Lademann N. indicates that the social component of adaptation is considered to be more difficult since the development of social skills of the future specialist (understanding and acceptance of other people, coordination of official duties and interests, cooperation and mutual help, communication and interaction during work, making decisions in teams, etc.) hasn't been included in the traditional education content [8].

The Main Part: This article distinguishes three types of activities implemented during the training of students and contributing to the mastery of the professional activities' basics (educational, training and professional, quazi-professional). Educational activity is carried out during in-class and self-directed learning. In-class learning on such subjects as "Psychology of communication", "General and professional pedagogics", "General and professional psychology," "Legal groundwork for professional activity", "Technology of professional training", "Theoretical and methodological basis of pedagogical support of students during curricular and extracurricular activities" has been considered not only to contribute students' acquisition of knowledge and skills but also to form their skills in the development and implementation of professional communicative practices.

Training and professional activity has been used to successfully model the objective and social content of future professional activity. The content of this activity used to be the simulation of relationships and actions of people in situations close to the conditions of future professional activity during classroom hours. The purpose of training and professional activity has been considered to be the formation of ideas about the methods, techniques, approaches, effective ways of solving complex professional situations, models of

communication that are optimal for the arising situations and also the formation of the complex professional competencies. Of high priority were the situations that required students to make independent decisions, to choose optimal strategies and tactics, to eliminate stress factors of activities and to overcome conflicts.

The most striking form of quazi-professional activity is practical training where students are still in the position of trainees and at the same time they have to apply their knowledge and skills in practice. The research work of students, writing of graduation paper also contribute to the integration of educational, scientific and practical training of students and to the development of the individuality of each future specialist.

One of the main means of ensuring students' acquisition of advanced experience of professional communication and contributing to the reduction of terms of their future adaptation to work are considered to be the communicative practices which are understood as a complex multidimensional process of establishing and developing contacts between people, created by the needs of cooperative vital activity which includes the exchange of information, interpersonal and inter-group communication and interaction.

Implementation of communicative practices of academic, training and professional and professional types provides a gradual approaching of student from learning activities to professional ones. The dynamics of the development of students' activity has been implemented as a system of transitions from learning activities (lectures, seminars, workshops) to the professional activities (practical training, research work of students) through the forms of quazi-professional activities (problem and training and professional situations, role-playing and simulation) with the constant use of possibilities of socio-psychological training.

Training in modern pedagogical science is understood as a form of interactive learning the aim of which is to develop competence of interpersonal and professional behavior in communication and also as one of the most important techniques in the system of professional and pedagogical training which is modified into the training of business communication that is a kind of social and psychological training aimed to acquisition of knowledge and skills, correction and formation of guidelines necessary for successful communication in professional activities [3, 5, 6].

In the context of this study it is said about the socio-psychological training which can be represented as the practice of psychological impact based on the active

methods of group work and having the purpose of communicative competence formation including the development of knowledge, attitudes, skills and experience in the field of interpersonal communication [3, 6]. Socio-psychological training requires the development of clear rules of the group work which traditionally include the accurate start and finish of the procedure, confidentiality, participants' activity, openness and the right to say "no", the obligation to listen to, the right to a personal opinion and support, the demand to speak for themselves personally and about what is happening here and now [4, 6]. The method of training combines the accuracy of planning with the high level of freedom, flexible approach and the ability to meet the specific challenges of the professional communication. The range of socio-psychological training now includes several types: business communication training, communication skills training, training for certain social and professional groups, etc.

In the context of this study special attention is paid to professional communicative practices which are considered as the institutionally defined activity with communicative, interactive and perceptual components that provides student's internalization and activation of professional values, knowledge and skills and is aimed at student's advancing acquisition of professional experience through gradual approaching from the academic activity to the training and professional activity and from the last one - to the pure professional activity. Professional communicative practices are considered as an integral component of professional competence of any specialist and his communicative culture.

The results of the experiment have demonstrated that significant proportion of students (60%) does not possess the knowledge and skills necessary for effective development of professional communicative practices. The reasons of such situation are the following: reduced hours on the humanities in Federal state educational standards of secondary general education, the reduction of educational content to its modular representation at the level of separate professional knowledge and skills; the reduction of human communication as the result of computerization of education; the lack of psychological readiness of students and teachers to mutual development of professional communicative practices; inconsistency of goals in chains "teacher - student", "teacher - collective entity" and "student - collective entity"; low level of professional and communicative competence of students.

Comprehension of the obtained information allowed us to conclude that if the development of professional communicative practices in the educational environment of college is not specifically and persistently implemented, spontaneous implementation of this process becomes inefficient and differently directed; this process should be guided and improved. The professional communication practices development is deliberately organized, targeted, multifunctional process implemented on the base of priority educational values, goals and objectives, ensuring the students' acquisition of advanced experience of professional communication and aimed to accelerate in the future students' adaptation and integration into the profession.

Pedagogical experiment allowed to distinguish pedagogical conditions necessary for the effective development of professional communicative practices: creating of informational and educational environment in college; the development of student's personal goal-setting skills; subject to subject dialogic interaction of the student and the teacher; pedagogically appropriate combination of educational, training and professional and quazi-professional activities and socio-psychological training; phased monitoring of the level of formation of students' professional and communicative competence.

The monitoring has indicated and experimentally proved stable relationships between the development of professional communicative practices and the level of formation of professional and communicative competence of educational process' subjects. The experiment proved that the formation of professional and communicative competence is not considered to be incidental, consequential or indirect result of the educational activity; it is rather the direct result of subjects' activity in developing professional communicative practices. Thus our study turns out to be not only of descriptive but also of prescriptive nature that allowed not only qualitative but also quantitative assessment of the final educational product - professional and communicative competence of the future master of professional training.

Professional and communicative competence of the student is understood as a professional and personally relevant integrative quality which includes motivational and evaluative, cognitive, operational and pragmatismal, reflexive and axiological components providing the success of professional communication through the effective and appropriate communication activities of the subject in a range of situations of professional interaction related to purposes and norms of communication and the specific situation.

CONCLUSION

Therefore it is possible to make a conclusion that the students' participation in the development and implementation of professional communicative practices ensures the acquisition of advanced experience of professional communication, helps to accelerate future adaptation to work, optimizes the fulfillment of functional destination and harmonizes professional communication.

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