Communicative Competency in Teacher Training

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Abstract: The article deals with the problem of updating of education and communicative training of the modern teacher from the perspective of competence building approach, as a basic development strategy of general and professional education in Russia. Communicative competency of the teacher is considered as "metacompetency", an "integral" of professional competency of the teacher, a specific expression of personal communicative culture in the professional significance. Based on the content analysis of the teacher's professional training, the structure of communicative competency was determined; five groups of sub-competences were distinguished: philosophical, general scientific, culturological, psychological-pedagogical, technological, including humanistic, ethic, axiological, acmeological and other sub-competences. Task-oriented formation of communicative competency is considered as an essential condition for quality improvement of professional training of the modern teacher and as one of the leading directions of pedagogical education updating.

Key words: Education · Multicultural-educational space · Competence building approach · Competence · Communicative competency · Communicative culture · Communicative sub-competences

INTRODUCTION

UNESCO declared our XXI century a "century of education"; it has been realized that the welfare of people and nations will be measured by the science and education. The priorities of education are being changed all over the world, the world-wide and European tendencies of its development are being determined and the leading significance of the humanitarian education is admitted [1].

The world civilization experiences the real "educational boom", caused by birth of "information society", revolution in technologies, technological processes, economy and changed perception of personal rights, liberties and responsibility. A man becomes a real subject by means of active communicative activity with another alter ego, cultures, himself, acquires his own image, determines the life strategy [2].

Globalization, as a whole-planetary phenomenon, covering all spheres of existence, actualized the problem of global education in multicultural educational space; its leading mechanism of functioning is the pedagogical communication. Today education functions as multicultural-educational space - a special sphere of inclusion of individual consciousness into world public consciousness, the cultural dialogue, mentalities, based on harmony, integration, human unity and formation of readiness to personal and professional perfection [3].

The updating of education is one of the leading conditions for the progressive development of modern society.

The priority of Russian education updating is to increase the quality of general and professional education and, firstly, pedagogical education, determining the efficiency and educational potential of the whole educational system of the country. The necessity to increase the quality of general and professional education is determined by the number of factors, including: the inclusion to Common Education Space; globalization, as a whole-planetary phenomenon; post-industrial information society; competence building approach as a basic strategy for development of general and professional education, etc.

Some investigators consider Aristotel to be the founder of the competence building approach; he studied the possibilities of human state, denoted by the Greek "arre", what means the "force, which was developed and improved so much, so that became the personal quality".
The formation of competence building approach is connected with implementation of such notions, as "competence" (from English "competence" - prosperity, consistence), "communicative competency" to the scholarly apparatus of linguistic theory (N. Khomsky, R. White) and development of content of notion "social competences-competencies" [4].

German researcher Ute Clement notes, that the "attractiveness" of term "competence", as compared with the term "qualification" is in its "open and universal meaning": "if "qualification" describes the functional correspondence between the requirements of working places and special purpose of education, then competency shall include the possibility to act adequately in comply with the situation in wide areas" [5].

John Raven develops 37 competencies, pointing out, that some of them can refer to intellectual sphere, the others - to emotional one, that they can replace each other and present the "motivated abilities". He determines competency as a specific ability, required for execution of the definite action in the definite subject area and including narrowly-specialized knowledge, subject skills of special kind, ways of thinking and also understanding of self responsibility [6].

The essence of competence building approach is analyzed in the works of V.I. Baydenko, E.F. Zeer, I.A. Zimnyaya, G.I. Ibragimov, N.V. Kuzmina, A.K. Markova, A.V. Khutorskoy and others); there are suggested the versions of methodological bases of competence building qualitative model of higher professional education, there are being searched the most significant, key competencies-competences etc.

Key competencies are those generally presented main competencies, which provide normal human life activity in society. Professional and educational competencies are formed and manifested in these types of activity. Social competencies characterize human interaction with the world, society and other people. It is important to note that in the widest sense all competencies are social, as they are all formed and manifested in the socium and they are social in their content.

The Council of Europe (1996) named five groups of key competences, which the "young Europeans" shall possess for optimal intercultural, social, socio-political and intercultural communication. They are the political and social competences; competences, connected with the life in multicultural society; competences, referred to possession of oral and written communication; competences, connected with the increase of IT penetration to the society; competences in the sphere of continuous education [7].

It determines the integrating meaning of communicative competence, providing the most important aspects of general vital and professional competence of young generation and proves our concept of communicative competency, as an ability to enter the global sphere of educational, professional and socio-cultural communicative space [8].

Professional-pedagogical competency of the teacher is determined from different theoretical positions and appears as a complex integral phenomenon with the variety of essential edges, specific for pedagogical activity. Thus, for instance, A.K. Markova, studying the teacher's professional competency, distinguishes special, social, personal, individual competency and determines the groups of skills to solve professional-pedagogical problems, which are always the communicative tasks (V.A. Kan-Kalic); L.M. Mitina, paying attention to socio-psychological and communicative aspect of professional competency of the teacher, distinguishes two sub-structures: activity and communicative [9].

More detailed search for the key competence results in communicative competence, as the most demanded in all types of pedagogical activity and invariant component of professional competence of the specialist, determining the interaction of a person with the socium. Social competency of a person is implemented through different types and forms of communication, the communicative activity in the unity of its three sides: communicative, interactive and perceptive, presenting, essentially, the communicative competency.

In our study the communicative competency is understood as multidimensional, multifunctional phenomenon, involving cognitive, motivational, ethic, social, behavioral and technological constituents; the invariant component of professional competency, integrating all pedagogical competences; the means and condition of all-round upbringing and professional-personal formation and self-development of the future teacher; the main, integral characteristic of quality of professional training of the modern specialist. It includes personal qualities and professional skills in the sphere of principles of thinking, speech, culture of intercommunication, emotional culture etc. It gives reason to consider the communicative competency of the teacher as a key one, as "metacompetency", as an "integral" of the teacher's professional competency.

Probably, the communicative competency has such integrating value for separate competences of all types of professional education. However, its particular importance for the pedagogical profession is determined by the role
of teacher in development of material and spiritual culture of the society. Therein, the communicative competency in pedagogical profession acquires a new quality, turning it into the communicative culture. The communicative culture of the teacher is understood as the higher level and humanistic quality of communicative competency. The communicative competency becomes the communicative culture, acquiring the level and quality, corresponding to modern culturological humanitarian strategy: humanistic orientation, outside-pragmatic spiritual values, creative content, manifesting in humanistic creative work of the teacher's personality.

The formation of communicative competency of the (specialist) pedagogue is a complex multicomponent process, where the main thing is the formation of humanistic communicative core of the personality, presupposing the achievement of such reflection level of any person, the attitude to him and behavior, when he is perceived as the utmost value (A.A. Bodalev).

To determine the possibilities of communicative competency formation of the modern teacher in the process of academic training, it was necessary to analyze the state standard of the higher pedagogical education. To analyze the educational standard, four methodological approaches were distinguished: the philosophical approach is connected with the ideas about essence of communication, as about universal phenomenon, forming the public and individual consciousness in the process of human labor activity and modern contradictory development tendencies of global communicative processes; the culturological approach is conditioned by the actuality of humanitarian strategy of development of material and spiritual culture, opposing to modern global contradictions. At that, the communicative culture gets the role of foundation, where the whole aggregate of material and social culture of the society is being built and positively developed thanks to its humanistic orientation; general scientific system approach is connected with the ideas about individual communicative culture of a person as about complex self-organizing system, being in global communicative space and developing as per synergetic mechanisms, interacting with the surrounding communicative systems - the other personalities of more complex social institutes (structures); the psychological-pedagogical approach is connected with development of the theory and practice of formation of communicative culture in relation to modern achievements of psychological and pedagogical sciences, with the accent on active subject position of the personality in his self-development and self-fulfillment under the influence of pedagogical environment and socium.

The analysis of content of the teacher's professional training allows creating the system concept of communicative competency, revealing its complex structure, presenting, on the one hand, "an integral" in the structure of general professional competency of the teacher and on the other hand, a complex system of communicative "sub-competences".

The sub-competency structure of communicative competency of the modern teacher was determined in our investigation; five groups of sub-competences were distinguished: philosophical (determining the conscious level of communicative competency, expressed in understanding of essence of communication and significance of communicative culture in personal-professional development of future specialist); general scientific (determining the system approach to development technologies for communicative competency and personality of the specialist as per cybernetic and synergetic mechanisms); culturological (determining the modern culturological content of communicative competency, as a sphere of culture and including humanistic and ethic sub-competences); psychological-pedagogical (determining the approach to formation of communicative competency from the position of present-day achievements of psychological-pedagogical sciences and including axiological, acmeological activity and other sub-competences); technological (determining technical, practically-oriented side of communicative competency, including speech, information-technological and other sub-competences).

Communicative competency accumulates in itself the culture of communication, speech, behavior and interrelations, reflection, the culture of international communication, determines the possibilities of entering into multicultural-educational space, formation of tolerance, adequate cultural sensibility, the success of intercultural communication, present a base for formation of intercultural competency [10]. All this determines the importance of purposeful formation of the teacher's communicative competency.

Thus, the executed study provides with the following conclusions:

- in conditions of humanization of the society, the efficiency of educational system is determined by the communicative culture of the "teaching" as the main subject of integral pedagogical process, providing the preservation and communication of humanistic values, ideals and traditions from generation to generation;
• The teacher's communicative culture is based on his communicative competency, integrating the complex structured composition of pedagogical competences;

• The communicative constituent is the invariant component of integral pedagogical process, a condition of implementation of all functions and tasks of pedagogical activity and personal-professional development of the teacher. It determines social, professional and personal meaning of communicative competency of the modern teacher;

• purposeful, system formation of communicative competency of the future teacher in the process of academic training is the priority direction of his professional-personal development and one of the leading directions of updating of professional pedagogical education.

REFERENCES