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ON THE FORMATION OF COMMUNICATIVE COMPETENCE OF PEDAGOGUE-PSYCHOLOGIST

Аннотация: в данной статье исследуется проблема формирования коммуникативной компетенции педагога-психолога. Авторы провели теоретический анализ академической, методической и учебной литературы по формированию коммуникативной компетентности педагога-психолога. Разработана и реализована модель формирования коммуникативной компетенции педагога-психолога. Модель формирования коммуникативной компетенции педагога-психолога

рекомендуется использовать при разработке образовательных стандартов и программ в высшем образовании.

Ключевые слова: *формирование, коммуникативные компетенции, педагог-психолог.*

Abstract: *this article investigates the problem of formation of communicative competence of the teacher-psychologists. We have carried out a theoretical analysis of academic, methodological and teaching literature on the formation of a teacher-psychologist communicative competence. A model of formation of communicative competence of teacher-psychologists have been elaborated and put into practice. The model of formation of communicative competence of teacher-psychologists is recommended for use when elaborating educational standards and programs in higher education.*

Keywords: *formation, communicative competences, teacher-psychologists.*

The notion of «competence» is investigated within the context of this or that professional activity and represents a worker fulfilling his or her professional responsibilities efficiently [1]. Thus, it can be stated that every area of activity proposes its own aspect in studying communicative competence as competence in communication, generally speaking. In reality, however, it is not communicative competence itself that is studied, but various aspects of communication [2; 3]. This is, without a doubt, of great importance for learning, in general. At the same time, the subject-oriented nature of communication results in the fact that, in the learner's mind, insights about various aspects and features of communication exist separately from each other and are not systematic, which makes it impossible for the learner to use them in real interaction [4]. As a result, communicative competence should be realized not only as a key competence enhancing all aspects of the individual's life and activities, but also as an independent component of the specialist's overall professional competence and represents readiness for efficient communication and a significant development of communicative skills and personal qualities of pedagogue- psychologist that lead to creative responses to educational challenges emerging in the process of communication. Our research has

resulted in the following Model of formation of communicative competence of pedagogue- psychologist:

- 1 – goal: shaping of communicative competence among pedagogue- psychologist;
- 2 – theoretical approaches: system approach, personality-oriented approach, activity approach;
- 3 – communicative competence: an individual's integrative quality implying knowledge and skills necessary for efficient social interaction aimed at transmitting and exchanging information, establishing contacts, managing a situation with verbal and non-verbal means;
- 4 – educational conditions: set of active learning means and methods aimed at shaping communicative competence; using, during the training period, methods that contribute to the growth of professional independence; teaching practice organization featuring elements of professional planning; elaboration of a system of criteria for evaluation of communicative competence development levels.

Presence of pedagogical standards, norms and rules, to which the future specialist's communicative competence must conform, makes its measurement possible. It may be realized as measurement of quality of activity by using expert evaluations, testing, surveying and other methods. At the same time, measurements of professional competence are related to criteria and indicators as well as the level of their development. The choice of the most representative criteria for communicative competence, such as the development level of cognitive, motivational, linguistic and perceptive components, allow for explaining the level of its development: high, medium, low. Communicative competence is a necessary condition for successful personal fulfillment among pedagogue- psychologist. Different components of communicative competence (cognitive, motivational, linguistic and perceptive) reflect the pedagogue- psychologist level of professional and personal knowledge and practical skills enhanced by their motivation for activity in terms for communicative competence. The cognitive component is related to personality-centered processes and to the shaping of specialized and common cultural knowledge and communicative skills necessary for professional activities. It comprises the coherence of the presented material, unity of style,

expressiveness, excellent command of active teaching techniques. This component includes the ability to transmit information by verbal and non-verbal means of communication, verbal intelligence, the ability to convey ideas in a clear and concise manner, clarity and consistency of statements. This component also features a high level of communicative willingness to engage in a dialogue, quality of speech, rich and wide vocabulary, absence of factual errors and precision of expression. The cognitive component is based on the individual's cognitive processes, the specific features of their development, the shaping of communicative knowledge for professional activities characterized by an adequate exchange of information taking into account the norms and patterns of communicative behavior. The motivational component is a major factor in the shaping of communicative competence during professional training in higher education institutions. The motivational component fosters readiness for activity and regulates professional activity in teaching. If pedagogue- psychologist are taught to show the need and motivation for communicative self-improvement, communicative training will result in pedagogue-psychologist realizing and classifying personal opportunities for creating space for future professional activities. The motivational component is a decisive factor in shaping communicative competence for interaction and, in general, teaching purposes. It reflects actualization of professionally significant reasons for participating in professional activities, fosters knowledge acquisition and shows the extent to which the pedagogue- psychologist needs to continuously improve his or her communication skills. The linguistic component of communicative competence is characterized by exchange of information taking into account norms and patterns of communicative behavior, adequate communication goal setting, its efficient achievement as well as the ability to take a role position and to settle communication conflicts in a rational manner. This aspect reflects interaction between interlocutors taking into consideration available communicative insights and ways of organizing their joint action. The qualities constituting the linguistic component include adequate use of means of non-verbal communication, vividness of language, pleasant manners and trained voice, ability to enter into and keep up a conversation, use of verbal means of communication. The perceptive component of communicative competence implies

acquisition of knowledge by interlocutors due to the process of perception, correlation of detected characteristics with specific features of one's own personality, situation assessment and prediction of the interlocutor's upcoming actions based on this assessment.

The above-mentioned components are the key ones in the process of shaping communicative competence and reflect the specific nature of pedagogue- psychologist professional training. They represent the totality of professionally important communicative personal qualities: tolerance, sociability, empathy, orderliness, etc. Forms and methods of teacher training aimed at shaping the multifaceted personality of a pedagogue-psychologist, as part of the educational process, may be traditional: elective courses, optional courses. An elective course on communication standards was given to the students in an experimental group. Hands-on training will be more efficient if it is done with elements of business role-playing and other kinds of exercises. Some other forms of extra-curricular pedagogue- psychologist training include debates, quizzes, themed nights, exhibition stands, etc. Business role plays are plays imitating production or professional activity models and specific situations for the purposes of teaching, control, research, planning and accomplishment of various kinds of activities. In business role-playing, the participants' actions are determined by the requirements for the pedagogue-psychologist professional competence within the framework of an academic curriculum. Students get familiar with different roles taken from professional or family life through play conflicts. The easiest way to create it is as follows: a pedagogue-psychologist states a problem and suggests its contradictory solution. The pedagogue-psychologist are then divided into teams/groups taking opposite positions, and a contest starts between them. The team that gains its point in a better-argued manner wins. When the pedagogue-psychologist have mastered their roles and gained experience in resolving play conflict situations, an educational game dedicated to specific topics would then take place. When playing or doing an exercise, pedagogue-psychologist learn to find optimal solutions and to apply various methods and strategies under artificial conditions. Having determined the approaches to shaping communicative competence and elaborated the Model of formation of communicative competence of

pedagogue- psychologist, we have thus specified the essence of the experiment and the educational conditions for the model implementation. We understand, by educational conditions, organizational arrangements that facilitate the implementation of the Model of formation of communicative competence of pedagogue-psychologist.

The developed Model of formation of communicative competence of pedagogue-psychologist is recommended for extensive hands-on application in universities and advanced training courses for university teachers.

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