

Kurepin Viacheslav,

*Candidate of Economic Sciences, docent,
associate professor of the department
of professional training methods,
Mykolaiv National Agrarian University;*

Kuznetsova Iryna,

*master of industrial training,
State educational institution
«Mykolaiv Higher Professional School
of Technology and Design»,
Mykolaiv, Ukraine*

COMMUNICATIVE COMPETENCE AS A COMPONENT OF THE PROFESSIONAL TRAINING OF A MODERN TEACHER OF A VOCATIONAL (VOCATION-TECHNICAL) EDUCATION INSTITUTION

Modernization of education in Ukraine is gaining momentum. Graduates of institutions of higher education need to navigate a wide range of modern technologies. It is not enough to be competent only in one's narrow professional field, one must be competent in related areas, to be able to use the communicative competences acquired during training in practical activities. This fully applies to future teachers of professional (vocational and technical) education.

The inner world of a young person is multifaceted and diverse [1, p. 740]. Pedagogical workers must understand and accept the world of young people, be able to build relationships based on dialogue in the process of collective activities with them. The purpose of such relations is the maximum realization of the abilities of students of professional (vocational and technical) education institutions to ensure emotional well-being in the educational process. The professional-pedagogical competence of a teacher of professional (vocational-technical) education should be expressed in the readiness to carry out pedagogical activities based on a value-oriented attitude towards the personality of the student of education.

The teacher must establish and maintain the necessary contacts with the help of communicative competence [2, p. 66]. The teacher's ability to establish the necessary contacts as soon as possible and to maintain them in a relationship of trust play a decisive role. A characteristic of communication between the learner and the teacher may be the achievement of mutual understanding between the partners; better

understanding of the situation and the subject of communication. If this happens, it is considered that the communicators have achieved the goal of the subject of communication.

The role of communicative competence in the professional activity of a teacher plays a special role, it ensures the effectiveness of his professional activity. But in our opinion, it cannot be considered a simple task to form the communicative competences of the future teacher. There are reasons for this, since the formation of a teacher's communicative competence is influenced by many factors:

- firstly, the peculiarities of the development of higher education in modern Ukraine;
- secondly, the specificity of the cultural environment of their functioning;
- thirdly, education policy in the regions.

These factors have a unifying component - the focus on the preservation of the national and cultural heritage, the education of a personality ready and able to live and work in a multicultural and multilingual communicative environment. All this actualizes the specified problem of formation of future teachers of professional (vocational and technical) education of high communicative competence in the process of professional training.

Pedagogical science has sufficient experience in preparing future teachers for communicative activities [3, p. 133]. An example can be scientific works on the essence of pedagogical interaction of modern domestic scientists, in particular I. Batsurovskaya, I. Buzhin, A. Velikhovskaya, O. Velichko, T. Herliand, A. Humeny, L. Komisarova, P. Luzan, V. Nagaev, O. Sushko and others, technologies for the development of teacher's communicative skills and their structural components were studied by M. Vergolyas, M. Zabrotskyi, O. Kolodiy, M. Mazorenko, N. Moiseyeva, P. Pidkasisty and others.

The Ukrainian system of professional (vocational and technical) education has undergone significant changes in recent years [4, p. 139]. The training of future teachers of professional (vocational and technical) education immediately requires the introduction of new innovative technologies. They are in demand by the modern development of Ukrainian society, therefore their professional training should constantly change qualitatively, and their communicative competence should grow.

In connection with the ever-increasing demands of society on teachers, contradictions arise between the real level of communicative competence of a graduate of a higher education institution and practical activities. Therefore, there are other contradictions, such as approaches to the formation of professional and pedagogical communicative competence and the real needs of future teachers. The choice of our topic of the article was determined by the relevance of the problem

and insufficient research into the formation of communicative competence of future teachers of professional (vocational and technical) education in the process of professional training.

An important component of the professional training of modern teachers of professional (vocational and technical) education institutions is their communicative competence. Here it is necessary to take into account not only the communication between the teacher and the students, but also the training of special skills and pedagogical communication skills. The task of pedagogical communication is the exchange of information, social interaction of the teacher and students of higher education.

We believe that pedagogical communication is personally and socially oriented interaction, it is a form of educational interaction that simultaneously implements interactive and communicative functions, while using the entire set of verbal, pictorial, symbolic and kinetic means. Pedagogical communication in the professional activity of a teacher of a professional (vocational and technical) education institution is important and must meet the needs of the student. This is a society in which relationships between individuals take place [5, p. 123]. These are the needs of success, achievement, recognition, protection, respect and love. In this regard, we will define the goals of pedagogical communication:

- contact - contact, willingness to communicate, establishing certain relationships between young people and the teacher;
- understanding - the commonality of goals, intentions, information, experiences, perception of the teacher's intentions by the students of education;
- informational - exchange of practical experience, life skills, knowledge, opinions, messages, information on issues that shape living conditions and future professional activity;
- coordination - coordination of actions with a communication partner, mutual orientation towards each other;
- encouraging - the development of communication activity between the teacher and students of education, which encourages certain communicative actions (common reading of the text, processing of information, finding answers to the questions, completing tasks, etc.);
- amotive – the awakening of the necessary feelings, emotions and experiences in the communication partner;
- establishing relationships - understanding, realizing and fixing one's place and position in the system of social relations in society (role, status, business, interpersonal);
- giving influence - changing the state, behavior, feelings, intentions, attitudes, desires, needs of the participants of communication.

Pedagogical communication has a multiobjective orientation. It is aimed at the interaction of education students for the purpose of their personal development. For the pedagogical system, communication is the basis for the organization of the development of educational knowledge and the formation of youth creativity on this basis [6, p. 28]. It is characterized by a triple orientation: pedagogical interaction itself; prospective development of students of vocational (vocational and technical) education institutions and their current status.

At the same time, pedagogical communication is determined by a triple subjective orientation: personal, social and subject. A teacher, working in a group with one learner to master the educational material, should always focus the result of communication on everyone present in the group and, conversely, working with the group to influence everyone present in the audience.

We believe that the originality of pedagogical communication organically combines elements of personal-oriented, socially-oriented and subject-oriented communication. Despite the fact that pedagogical communication has all the listed elements, it also has a fundamentally new quality. It is due to the educational function, which includes educational and developmental functions.

Note that the educational function of communication is implemented in a specially organized process at any level of the educational system, in particular, institutions of professional (vocational and technical) education. It is characteristic of all forms of education of young people: educational activities, everyday life, interaction with other people, etc.

Pedagogical communication has an educational function, it is considered leading, but it is not self-sufficient [7, p. 10]. This is an organic part of multilateral interaction: the teacher - the student of education - the students of education among themselves. The interactive side of communication during the interaction of education students and teachers denotes such characteristics of communication components that are related to the direct organization of their common activities.

For participants in the educational process of professional (vocational and technical) education institutions, it is extremely important not only to exchange information, but also to organize the exchange of actions, to plan a general strategy of behavior. The strategy of behavior (strategy planning) can provide for the regulation of the actions of one individual by the plans of another. When the bearer of the activity is no longer an individual, but a group, it makes the activity truly common. A communicative process is born on the basis of some common activity [8, p. 15]. With new common attempts to organize and develop activities, an exchange of knowledge and ideas inevitably takes place, a person acquires communication skills in various

life situations. It can be argued that the interaction of two parties during communication (teacher - learner) reveals their common actions and records not only the exchange of information, but also organizational common actions. This allows communication participants to implement some activity common to them.

Solving the issue in this way excludes the identification of education students with communication and the separation of interaction from communication. Communication is organized in the course of common activities, and it is in this process that education seekers need to exchange information, thoughts, and actions.

The quality of work of a modern teacher is his pedagogical competence. It largely depends on their ability to communicate with young people. The teacher needs the ability to find a common language with the students of education and to carry out purposeful interaction with them to solve the problems of the educational process. Such goals are realized with the help of communication [9, p. 367].

During the implementation of the educational process, the mediated link of information transmission to the addressee - the listener (in the classroom) has educational tools that perform their information functions, but there is also a mediator-pedagogue who carries out direct interaction - a situation of language interaction. Communicating with students on the basis of direct and feedback communication with the addressee, he conveys the necessary information (knowledge). At the same time, communication is always contact - face to face.

In contact communication, the reaction of students is important, a teacher who knows how to recognize the reaction corrects his speech actions in a timely manner and directs speech communication in the right direction. The planned didactic goals are implemented by the teacher during the implementation of the educational process and take place thanks to the ability of the teacher, as a native speaker, to use the necessary strategies and tactics.

The sphere of communication, the ease and simplicity of establishing contact with education seekers depend on the level of development of the teacher's communicative abilities and his competence. The effectiveness of this communication from the point of view of achieving pedagogical goals is also taken into account. Pedagogical communication should always be productive. The teacher himself should strive for this. Its main goal should be informational and spiritual enrichment, but at the same time the development and education of the participants of communication should take place: the learner and the teacher.

During pedagogical communication, it is very important for the teacher to achieve the goal of communication. He must be able to attract young people to him, create personal contact with them. Ways to achieve the goal are chosen by the teacher

himself, taking into account all the circumstances of communication [10, p. 5]. Their choice depends on the age of the students, place of study, development, social status, mentality of each participant in the educational process.

Showing interest in oneself is the aspiration of every student of education, but a teacher of a professional (vocational and technical) education institution must demonstrate his or her commitment and interest in a professional manner. It is very important for young people who are studying to see the friendly expression of the teacher's face, his calm look, smile, even speech intonation instills confidence and calmness, helps students study hard. It is important for the teacher to use tactile sensations when communicating - a handshake, a pat on the shoulder. This can happen with the correct execution of exercises, tasks, actions and be pleasant for the performers.

The practical experience of teaching disciplines in institutions of professional (vocational and technical education) indicates the teacher's emphasis on the individual. Some students of education need such attention to them. They like: increased visual contact; address not just by surname but by name; the teacher's use of diminutive and caressing suffixes, some mime and pantomime movements, comparison with some positive literary or historical characters (courageous, brave, resilient, stable characters from the history of our country).

The process of pedagogical communication should create a positive emotional mood, this is important [11, p. 211]. The atmosphere of joy from communication instills in students of education confidence in a better future, that everything will work out for them, in their success, helps to achieve the goals and tasks set for themselves, to solve complex professional and life tasks, to act moderately in extreme uncertain situations.

A positive emotional mood in the process of pedagogical communication is achieved by all kinds of approval of the correct actions of the students of education, paying attention even to minor achievements in education. The teacher should always provide help, and if young people are embarrassed to receive it, do it covertly, mobilizing their motivation to study. When communicating in such circumstances, it is necessary to advance future luck and achievements that will be available in the future.

We believe that in order to achieve the goals and objectives of the educational process of professional (vocational and technical) education institutions, it is necessary to carefully think through and organize four stages of pedagogical communication [12, p. 98]. The first is prognostic - the teacher's preparation for classes must be meaningful. It is necessary to play specific situations of communication in advance during classes, to think about them, to rehearse future actions and behavior algorithms.

The second - initial - the teacher's organizational actions are aimed at creating a friendly atmosphere in the audience. Introductory speech aimed at developing interest in the subject of the class, managing the psychological mood of those present at the class.

A friendly atmosphere during the educational process is usually created by the teacher. For its adaptation in the educational process, it is necessary to master the means of positive influence on the addressee. This is easy, calm and comfortable communication with students. Here it is necessary to turn to the most elementary ways of attracting the attention of young people, and even without verbal communication [13, p. 81]. You can use special mime and pantomime techniques, gestures, an expressive look, a smile, hand movements.

Attracting the attention of education students is done with the help of various intonations: questions, exclamations, orders, praises, requests, etc. It is necessary to address a specific student directly using a question, demand, request, exclamation, wish, warning. These are various communicative techniques that play an important role at the initial stage of communication.

An equally important role is played by various phrases used in pedagogical communication: «Be kind!», «Attention!», «Go to the board!» etc. They are pronounced correctly, with the right intonation (with different intonation shades) depending on the simulated situation.

A teacher must be able to learn to regulate his own pedagogical experiences, manage his facial expressions and pantomime. It is necessary to be able to hide the mood, true feelings and emotions, to talk with young people with restraint and respect. To be ready in some cases, on the contrary, to be able to vividly depict one's feelings and experiences for educational purposes. The teacher must be internally calm, feel relaxed and free.

The third - communication management - the most difficult and responsible stage. At this stage, education students are directed to a certain communicative topic, clear and specific tasks are set [14, p. 160]. The teacher must try to ensure that each student understands and understands what he heard. The teacher at the third stage faces many tasks, first of all, to learn how to explain new material to students in a qualitative way. All explanations must be clear, concise and contain specific information. At the same time, it is necessary to speak calmly, benevolently, without significant intonation.

Secondly, at this stage, the basics of pedagogical communication are being mastered, it is advisable to learn how to compose an imaginary dialogue (teacher - student of education). The leader of the dialogue should be the teacher, he should hold

the thread of the conversation in his hands, constantly focus attention on himself, interest the partner in information. Sometimes there are situations when the participant in the dialogue (the student of education) demonstrates passivity and indifference, using insignificant cues in the form of exclamations and facial expressions. We must try to change the situation, seize the initiative. This is quite difficult to do, as the interlocutor-leader will try to maintain his position.

The fourth - analysis of classes and summing up - the forms and content of communication are realized, possible options for further communication in the future are discussed. Pedagogical communication has its own style, individual characteristics of communication. The style takes into account the communicative capabilities and abilities of the teacher, reveals the creative individuality [15, p. 81], the teacher's ability for mutual relations, the level of the teacher's communicative skill.

The organization of lively and interesting communication with young people is helped by the comfort created by the teacher, it is important to recognize their capabilities and abilities. A psychologically pleasant, convenient, comfortable and productive atmosphere increases the effectiveness of the educational process. Both verbal and non-verbal means, feelings, emotions and mood of the teacher contribute to this.

Thus, one of the most important components of the professional training of a modern teacher is communicative competence. On the one hand, it acts as a means of forming the professional competence of the future teacher, on the other hand, it helps teachers of professional (vocational and technical) education institutions to master the necessary means and skills of effective pedagogical communication based on personal and professional communication qualities and skills.

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Анотація

У статті розкрито теоретичні засади формування комунікативної компетентності магістрів з професійної освіти у процесі професійної підготовки. Проаналізовано стан дослідження проблем формування комунікативної компетентності майбутніх педагогів закладів професійної (професійно-технічної) освіти. Визначено місце і роль інноваційних технологій у процесі професійної підготовки майбутніх педагогів з професійної освіти. Описано розвиток комунікативної компетентності, з'ясовано рівень розвитку комунікативної компетентності у майбутніх педагогів; педагогічні умови формування комунікативної компетентності майбутніх педагогів у процесі професійної підготовки. Обґрунтовано педагогічні умови забезпечення ефективного формування комунікативної компетентності майбутніх педагогів з професійної освіти.

Ключові слова: професійна підготовка, комунікативна компетентність, майбутні педагоги, умови формування, професійна освіта.

Summary

The article reveals the theoretical foundations of the formation of communicative competence of masters in professional education in the process of professional training. The state of research on the problems of forming communicative competence of future teachers of professional (vocational and technical) education institutions is analyzed. The place and role of innovative technologies in the process of professional training of future teachers in vocational education is determined. The development of communicative competence is described, the level of development of communicative competence among future teachers is clarified; pedagogical conditions for the formation of communicative competence of future teachers in the process of professional training. Pedagogical conditions for ensuring the effective formation of communicative competence of future teachers in vocational education are substantiated.

Keywords: professional training, communicative competence, future teachers, conditions of formation, professional education.