

PEDAGOGICAL SCIENCES

COMPONENTS OF COMMUNICATIVE COMPETENCE OF HEI TEACHERS

Lushchyk Yuliia

Phd in Education, Assistant Professor
Sumy National Agrarian University
Sumy, Ukraine

Introductions. Innovative changes in the field of education in the modern world are not only determined by the development of psychological and pedagogical science but also the focus on European integration, the development of student and teacher mobility, the search for better approaches to teaching and learning.

The professional activity of HEIs' teachers involves the performance of many functions that require theoretical knowledge, practical skills, and abilities. The educational process is conducted through direct or indirect interaction of the participants in the system "human-to-human". The importance of communication is increasing in the modern world. There is also a rise in its volume, branching of its types in all spheres of life. Thus, the issue of the HEI teachers' communicative competence is significant and relevant. Also, clarifying the main theoretical and pedagogical aspects of the communicative competence of HEI teachers will help to optimize the process of specialist training. Even a brief literature review shows the interest of modern educationalists in this problem. Scholars have been studying and developing awareness of communicative competence. However, the matter of the structure and components of the communicative competence of HEI teachers has been insufficiently researched and needs consideration.

The work aims to highlight the structural components of the communicative competence of HEI teachers.

Materials and methods. The paper uses general scientific research methods (analysis, synthesis, generalization) to study the literature related to this matter, and specific scientific methods (system-structural) to systematize and generalize views of essential elements of communicative competence of HEI teachers, as well as there is the generalization of author's own pedagogical experience.

Results and discussion.

Currently, communicative competence is declared a significant component of HEI teacher's professional competence [1; 8; 9].

In a broad sense, communicative competence is the integrated ability of a specialist to communicate. Despite the constant changes in the nature, tools, intensity, and role of communication due to the globalization and informatization of modern society, communication itself remains the principal means of the teacher's professional activity. It cannot be replaced. And it is impossible to practice fully without it.

There is currently a wide range of approaches to defining communicative competence. The concept of "communicative competence" as inherent in human knowledge and skills of successful and effective communication [12] is revised, developed, supplemented.

In particular, communicative competence is viewed as the ability to interact effectively with other people in professional activities. It is manifested in individual psychological qualities and characteristics of communication and covers a set of knowledge, experience, abilities of the individual [5].

Communicative competence is defined as a system of internal resources for effective communication in situations of personal interaction, including the willingness to set and achieve goals in communication activity, obtain the necessary information, defend own views, accept an interlocutor's different opinion, respect universal human and personal values of other cultures [10].

In other words, summarizing the above, the communicative competence of HEI teachers is an integral feature in the structure of professional competence. It grounds on a dynamic combination of knowledge about communication, the experience of

communicative activity, the system of values, and motivation to communicate. It enables carrying out the communication effectively and competently, to realize professional functions in various spheres of teacher's work – teaching taking into account specifics of training, scientific, methodical, didactic, educational, organizational ones, and more.

A wide range of professional functions of HEI teachers determines the variety of approaches to defining the structure and components of communicative competence.

Thus, there is an opinion about two components of communicative competence in its structure. One of them covers communicative values, the needs of the communicator in communication. Another one is manifested directly in communication activity and contains two elements: actions during the act of communication (communication skills) and knowledge about communication itself [7].

According to another approach, communicative competence has a three-component structure. These are the cognitive, emotional, and behavioral components. The first includes a system of knowledge about nature, arrangement, functions, and features of communication in general and professional in particular. The second manifests itself in various emotional states. The third is realized in verbal and nonverbal communication [2; 3; 6]

The approach distinguishing two large groups of communicative skills in the structure of communicative competence merits attention. The first group covers the skill to set communicative tasks. In this group, the key is the skill to create psychological security in communication, to ensure the implementation of internal reserves of the communication partner. The second group in this structure of communicative competence is related to skills that provide high-quality communication, in particular, to understand the position and condition of another person in communication activity, to express the interest in the partner, to master verbal and nonverbal communication, to prevent or effectively resolve conflicts, and more [4].

Humanistic, professional, and communicative orientation, along with other components, are also determined as essential components of the communicative competence of HEI teacher [11]. The humanistic orientation manifests itself in acknowledgment of the learner's personality as the highest social value, and the full development of learner's potential, the satisfaction of educational needs, the provision of universal human values. It promotes the acquisition of a wide range of humanitarian knowledge and, accordingly, ensures the harmony of the learner's relationship with the environment, the self-actualization of the individual in terms of professional activity.

The professional orientation of communicative competence lies in understanding the relationships and connections between theory and practice. In theoretical classes, students under the guidance of a teacher learn about reality, gain professional knowledge, and in practical classes – learn to act effectively in a problematic context. Undoubtedly, these aspects are interrelated.

The system of the dominant motives fixed in interests, attitudes, purposes, prospects, and activity specifies the communicative orientation of the personality of the HEI teacher. So, motives related to the process of pedagogical communication play a significant role in the hierarchy of needs of the teacher. These motives display themselves in teacher's enthusiasm for communicative activities, the desire to master various means of effective pedagogical communication, its improvement, acquiring new communicative knowledge, skills, and more.

Thus, it is worthwhile to generalize that the essential components of the communicative competence of the HEI teacher are: motivational and value (willingness of the teacher for professional development, the need for professional growth, the desire for self-development and self-realization); cognitive (what the specialist knows about this); operating (how a specialist realizes his knowledge in practice); position-value (how a specialist attitudes to the scope of his or her activities).

Conclusions So, generalizing above, the communicative competence of the HEI teacher includes the objective perception of communication partners taking into

account their individual characteristics, finding a proper style and tone of communication, the ability of active listening, fluent in verbal and nonverbal means of communication.

In general, communicative competence is the core of HEI teachers' professionalism, and the essence of pedagogical activity is interaction with learners. The high level of communicative competence of the teacher involves the comprehensive development of all its components, mastery, and application of different communication techniques.

While acknowledging the validity and importance of the mentioned provisions, it is worth noting that any division of the HEI teacher's communicative activity and communicative competence into components is conventional. The fact is that in the practical professional activity they are closely related. Professional communication of the HEI teacher requires consideration of the relationship and interaction of the main components of communicative competence, ensuring the balance of their implementation in activities to achieve a positive effect.

REFERENCES

1. Большанина, Л. В. (2016). Профессиональная компетентность преподавателя вуза: критерии и направления. Научно-методический электронный журнал «Концепт», 8. Режим доступа: <http://ekconcept.ru/2016/76096.htm>.
2. Васильев, Н. Н. (2005). Тренинг профессиональных коммуникаций в психологической практике. Санкт-Петербург: Речь.
3. Гончаренко Л. А., Кузьменко В. В. (2006). Формування полікультурної компетентності вчителів загальноосвітньої школи. Херсон: РІПО.
4. Маркова, А. К. (1996). Психология профессионализма. Москва: Просвещение.

5. Низовець, О. А. (2011). Особистісні детермінанти розвитку комунікативної компетентності майбутніх психологів (автореф. дис. ... канд. психол. наук: 19.00.07). Київ.
6. Петровская, Л. А. (2007). Общение-компетентность-тренинг: избранные труды. Москва: Смысл.
7. Прозорова, Е. В. (1998). Педагогические условия развития коммуникативной компетентности будущего учителя в процессе высшего профессионального образования (автореф. дис. ... канд. пед. наук: 13.00.01). Хабаровск.
8. Родигіна, І. (2005). Діяльнісний підхід до формування базових компетентностей учнів. Зміст, форми і методи навчання, 1, 34–36.
9. Татур, Ю. Г. (2004). Компетентность в структуре модели качества подготовки специалиста. Высшее образование сегодня, 3, 20–26.
10. Хуторской, А. В. (2003). Ключевые компетенции как компонент личностно-ориентированной парадигмы образования. Народное образование, 2, 58–64.
11. Якупов, В. В. (2002). *Педагогіка*. Київ: Либідь.
12. Hymes D. (1979). On Communicative Competence. In C. J. Brumfit, K. Johnson (Eds.), *The Communicative Approach to Language Teaching*. London.