

## STRUCTURAL ORGANIZATION OF COMMUNICATIVE COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

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### ABSTRACT

The paper deals with communicative competence as a component of the system of general professional competence of a future teacher, the system of communicative competence, the practical block in the structure of communicative competence.

**Keywords:** Speech competence, language competence, sociocultural (cultured) competence, communication, culture, component, block.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Considering the communicative competence as a component of the system of general professional competence of a specialist, it should be noted that as a part of such system the communicative competence should assume some structural complexity and in its turn should be considered as a system including subsystems of a lower level as any system “1) represents an integral complex of interrelated elements; 2) forms a special unity with the environment; 3) as a rule any system under investigation should be considered as a structural component of the subsystem of general professional competence”<sup>1</sup>. Thus, there is a task to define those structural components which form a system of communicative competence of a person.

As the analysis of the scientific literature shows, researchers note complex structural organization of communicative competence. Okay, For example, I.E. Bobrysheva notes that at the current stage of development. language teaching methods The communicative competence is understood as incorporating a number of other competences - language, linguistic, Speech (D.I. Izarenkov), illocutive (N.I. Formanovskaya), culturological as well as cognitive (L.V. Farisenkova)<sup>2</sup>. N.S. Zubareva, based on the experience of studying communicative competence by foreign (R.T. Bell, O.T. Yokoyama, D. Hymes) and domestic researchers (Yu.D. Apresyan, A.A. Evgrafova, Yu. of pragmatic competence<sup>3</sup>. The authors of dissertations devoted to the problems of forming communicative competence in foreign language teaching (N.Yu. Pavlova, N.V. Pykhina, O.V. Fedorova, etc.) note the representation of such components as linguistic, pragmatic, socio-cultural and linguocultural, discursive<sup>4</sup>, as well as paralinguistic and activity competences in the structure of communicative competence.

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<sup>1</sup> Sadovskiy, V.N. Problems, methods and applications of the general systems theory (in Russian) / V.N. Sadovskiy, E.G. Yudin (in Russian) // Research on the general systems theory: Collection of translations. - Moscow: Progress, 1969. - pp.3-22.

<sup>2</sup> Bobrysheva, I.E. To the question about the communicative culture of a teacher-word writer (in Russian) / I.E. Bobrysheva // Bulletin of the International Association of Russian Language and Literature Teachers: E-journal. Internet: <http://www.mapryal.org/vestnik/vestnik42/problems>.

<sup>3</sup> Zubareva, N.S. Communicative failure as a manifestation of the destruction of the pedagogical discourse: Cand: 10.02.01/ N.S. Zubareva. - Chelyabinsk, 2001. - p. 26.

<sup>4</sup> Pykhina, N.V. Pedagogical conditions of linguistic competence formation at the stage of initial foreign language education: Cand: 13.00.01 / N.V. Pykhina. - N.Novgorod, 2002.

Normative documents in the field of education, in particular, the components of the state educational standard of general education, as well as normative and methodological materials providing the educational field, indicate that "communicative competence is a complex education that includes such substructures as:

- *speech competence* - mastering all types of speech activities (speaking, listening, reading, writing) and the basics of the culture of oral and written speech, basic skills and abilities to use language in areas and situations of communication vital for a given age;

- *language competence* - mastering the basics of language science, basic skills and skills of analyzing language phenomena and facts, forming and/or improving the ability of students to use words, their forms and syntactic structures in accordance with the norms of literary language, using synonymous resources of the Russian language;

- *sociocultural (cultural) competence* - mastery of language units with an ethnic and cultural component of meaning and Russian speech etiquette", "awareness of language as a form of expression of national culture, interrelation of language and history of the people, ethnic and cultural specificity of the Russian language, mastery of norms of Russian speech etiquette, culture of international communication".

Thus it is specified that **{communicative competence}** provides standard and expedient use of language, ability to speech interaction in social and domestic, sociocultural, educational-scientific, official-business spheres of communication", and also "provides improvement of skills and skills of communication" in the above-named spheres, "mastering of forms of speech communication in educational-scientific sphere of activity; development of skills and skills of work with the educational-scientific text, with various sources of scientific and technical information; improvement of skills of communication". **Language (linguistic) competence**, in particular, provides "formation of a holistic view of the Russian language as a system, its functions, structure; improving the culture of language knowledge, improving the skills and abilities of the normative use of language means, expanding the linguistic horizons, the formation of language taste, improving the culture of language knowledge; improving the skills and skills of analysis and evaluation of linguistic phenomena and facts in the texts of different styles and genres from a pragmatic and aesthetic point of view," and **socio-cultural (cultural studies) competence** "ensures awareness of the Russian language picture of the world, mastering the culture of inter-ethnic communication".

However, it should be noted that the objectively oriented organization of state educational standards and programs imposes its imprint on the nature of considering the phenomenon of communicative competence. Formed by the majority of subjects of the humanitarian cycle (Russian language, foreign language, history, law, etc.), it acquires its own sound in each of them.

Thus, when studying with future teachers, communicative competence means that graduates acquire speech, language (linguistic), socio-cultural, compensatory, and educational and cognitive competences. In this case, speech, language (linguistic) and socio-cultural competence, acting as elements of communicative competence, in a general sense, implies the development of the same skills, abilities and abilities as in the teaching of the mother tongue, including, however, familiarizing students with the culture of the language studied. In turn, compensatory competence is aimed at developing compensatory skills (e.g. periphrasis skills, language guesswork), while cognitive competence is aimed at developing general and special learning skills (e.g. selective use of translation); acquaintance with available ways and methods of independent learning of languages and cultures, use of new information technologies, etc.

In law education, communicative competence is seen as an element of legal competence and includes a willingness to engage constructively and resolve conflicts, negotiate, agree, argue and present one's own point of view.

In history teaching, social and communicative competence is distinguished - positive attitudes and communication skills in multicultural, multi-ethnic and multi-confessional societies, based on knowledge of historical roots and traditions of different national communities and social groups; the ability to consciously build their behavior in unusual social situations.

Thus, it can be noted that communicative competence is a phenomenon with a complex structural organization and includes speech, language and socio-cultural competence as its substructures. At the same time, it should be noted that certain types of competences within the communicative competence are easily correlated with the two sides of the communicative competence already indicated: the speech and language competences characterize the linguistic aspect of the communicative competence itself, while the socio-cultural competence correlates with the questions of the communicative behavior of a person.

At the same time, it should be noted that the definition of the structural organization of this or that phenomenon, the notion, in our case, of communicative competence, implies the need to identify such components in its structure that, having a sufficient degree of specificity, would allow a direct observation of the existence of this competence, to judge the degree to which it is formed. Such components are communication skills, which form a practical block in the structure of communicative competence.

Analysis of the works devoted to the problems of building state educational standards for both general and higher professional education on the competence basis (A.L.Andreev, V.I.Baidenko, V.A.Bolotov, V.V.Serikov, I.A.Zimnaya, V.S.Lednev, N.D.Nikandrov, M.V.Ryzhakov, V.M.Sokolov and others). ), forms a special view of the problem of competence and allows the generalized competence of a graduate of a certain educational level to be presented as "an integral, systemic set of properties that allows purposefully, successfully and quite effectively perform typical activities and solve problem situations arising in real life<sup>5</sup>. The competence presented in this way acts as a generalized, most abstract goal of functioning and development of the educational system, which requires its concretization for solving real management problems, "decomposition into a systemically connected set of simpler (elementary) subsets of properties, more elementary competences - competences, transforming as a result into a set of specific educational goals - requirements to the level of graduate's preparedness". These requirements in their most concrete sense are expressed in a set of skills, which a graduate is able to update in real situations of activity to solve arising problems. Thus, each type of competence can be presented in a set of specific skills that allow not only to record, but also to assess the availability and degree of development of competence.

This view of competence is supported by most researchers. In particular, V.S. Lednev, N.D. Nikandrov, and M.V. Ryzhakov note that the measure of the presence of this or that competence can be assessed by evaluating the degree of formation of specific skills: "...Only the ability is available for observation, recording, and evaluation". V.V.Sokolova, in turn, comprehending the essence of communicative competence, points out that "in fact, it is the practical block in the structure of communicative competence, i.e. communicative skills, that

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<sup>5</sup> Sokolov, V.M. Competence as a competitiveness factor (in Russian) / V.M. Sokolov, V.V. Sokolov (in Russian) // Sociology of the social transformations (in Russian) / Pod of general ed. by Prof. V.M. Sokolov. Z.H. Saraliyeva. - N.Lovgorod: IISOTS Publishing House, 2003. - 596 c. - pp.29-36.

is really observed. It is the ability that is accessible to real observation, and by the degree of its formation we can judge the extent to which a person's properties and abilities are developed, the range of his or her knowledge is wide, and the wealth of experience acquired in the course of interpersonal interaction". Thus, it seems quite natural to define an individual's communicative competence as a set of skills and abilities in verbal and non-verbal means of communication and the laws of interpersonal interaction that promote communication, mutual understanding and effective solution of communication tasks.

While generally agreeing that communicative competence can be understood as a set of communicative skills that enable communication to be carried out without difficulty and effectively in terms of achieving the set goals, the researchers note that the set of these skills can be very broad and include skills of various kinds. Thus, S.A.Družilov, considering the communicative competence as one of the components of a person's professional competence, notes the presence of such communicative skills in its structure as: "the ability to express thoughts clearly and clearly, convince, argue, build evidence, analyze, make judgments, transmit rational and emotional information, establish interpersonal connections, coordinate their actions with those of their colleagues, choose the optimal style of communication in various business situations, organize and maintain a dialogue"<sup>6</sup>. In his turn, V.G. Sherbinin, understanding the communicative competence as a person's ability to analyze any speech situation and to build his own actions in accordance with it, i.e. as a working set of communicative strategies inherent in an individual or a group of individuals, distinguishes among communicative skills the skills to listen to and take into account the views of other people; discuss and defend their point of view; speak in public; make decisions; establish and maintain contacts; manage diversity of opinions and conflicts; negotiate; cooperate and work as a team.<sup>7</sup> I.I.Gubarevich understands by communicative skills the skills to listen and hear the interlocutor, to determine his mood, "to become in the position of another", to express his attitude to the subject of communication in such a way as to be understood, to organize the situation of communicative interaction independently<sup>8</sup>.

However, it should be noted that the problem of communicative competence as a complex of skills and abilities in the field of verbal and non-verbal means of communication is most often comprehended by researchers in their attitude to specific types of professional activity, in connection with the problems of professional communication. At the same time, the problem of communicative skills of specialists whose professional activity belongs, according to E.A. Klimov's classification, to the sphere of "human being" and is connected with constant communication with people - teachers, psychologists, social workers, doctors, etc. - remains very actual. The analysis of literature shows that science has accumulated a great experience of studying communicative skills in the activity of a teacher. Since the profession of a teacher is one of the main professions in the sphere of a "human being" and like no other one reflects all the specifics of professional communication of a specialist in this sphere, the communicative skills of a teacher can be considered as fundamental, in a sense, universal for the whole group of professions of a "human being".

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<sup>6</sup> Družilov, S.A. Professional competence and professionalism of a teacher: Psychological approach (in Russian) / S.A. Družilov // Siberia. Philosophy. Education: Scientific and journalistic almanac. Issue 8. - Novokuznetsk: Institute for Professional Development Publisher, 2005. - pp.26-44.

<sup>7</sup> V.G. Sherbinina. Succession of formation of communicative competence of gymnasium students by means of rhetoric / V.G. Sherbinina // Internet: <http://omskedu.ru>.

<sup>8</sup> Gubarevich, I.I. Interactive seminar as a condition of development of the social competence of teachers (in Russian) / I.I.Gubarevich // Internet:[www.charko.narod.ru](http://www.charko.narod.ru)

Most researchers (N.V.Kuzmina, A.A.Leontiev, V.A.Slastenin, etc.) single out communicative pedagogical skills as professionally important. At the same time, there are quite a few approaches to identifying and defining the essence of communicative skills of a teacher. Thus, A.A.Leontiev, considering the issues of pedagogical communication, singles out the following communicative skills of a teacher: skills to control his behavior; qualities of attention, especially such as observation, flexibility (switchability), etc.; skills of social perception or "reading in the face"; skills to understand, not only see, etc. i.e. adequate modeling of the student's personality, mental state, etc. on the basis of external characteristics; ability to "present oneself" in communication with students; ability to optimally structure one's speech in psychological terms, i.e. skills of verbal communication; skills of verbal and non-verbal contact with students.<sup>9</sup> S.B. Yelkanov notes that the communicative skills of a teacher are "the ability to communicate, exchange information and on this basis to establish pedagogically appropriate relations with the participants of the pedagogical process," and the teacher must learn "to perceive and understand another person, but at the same time the ability to "present themselves", to express themselves, the ability to bring together points of view - their own and the interlocutor's, the ability to manage the communication, to make the necessary adjustments". At the same time, "the teacher's communicative skills imply "the teacher's ability to communicate with people, the ability through a correctly created and managed system of communication to organize joint creative activities with students, the ability to purposefully organize and manage communication"<sup>10</sup>. Besides, the teacher should be able to "choose a tone that is appropriate to the personality-oriented model of learning - calm, friendly, interested; use the age-dependent, stage of learning, complexity of the studied material, etc.". Speech rate; "choose the appropriate voice strength for the situation; use the necessary intonation, to observe pauses, logical accents (allocates the voice the most important words in the sense of the word); follow the appropriate task of the lesson with mimics, gestures; listen to the interlocutor (student), without interrupting it; express attentive and friendly attitude to the statements of schoolchildren; tactfully lead the discussion that arose in the lesson, quickly and delicately respond to the errors of students in oral speech; use language tools in accordance with the norms of Russian"

In general, it may be noted that the above mentioned communication skills represent the most generalized, enlarged groups of skills, which in turn include such specific skills as the ability of a teacher to quickly and correctly orientate himself or herself in the changing conditions of communication; to plan and implement the system of communication correctly, in particular, its most important link - the speech impact; to find quickly and accurately the communicative means adequate to the content of the act of communication, corresponding both to the creative individuality of the teacher and to his or her personality. (natural and "pedagogically appropriate" feelings, experiences).

However, it should be noted that, while singling out teachers' communication skills as professionally important, researchers often stop at the level of their enumeration only. At the same time, communicative skills are "lost" in the mass of general pedagogical skills that a teacher should possess, which in turn diminishes the role that they play in forming the professional competence of a teacher as an independent component of this system. In addition, in order to identify the communicative skills necessary for a teacher to successfully carry out his activities in their entirety, researchers often concentrate on a detailed description of only

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<sup>9</sup> Leontiev, A.A. Pedagogical communication / A.A. Leontiev. - Moscow: Knowledge, 1979.- p.48.

<sup>10</sup> Kan-Kalik, V.A. Basics of the professional and pedagogical communication (in Russian) / V.A. Kan-Kalik. - Grozny, 1979.

one part of them, which concerns either the speech side of communicative competence or the skills characterizing the communicative behaviour of the teacher.

Thus, comprehending the essence of communicative competence as a set of communicative skills requires not a simple enumeration of these skills, but a certain systematization of them, which will make it possible to determine their place and significance in the structure of communicative and general professional competence.

The attempt to systematize the teacher's disjointed communicative skills in a certain way is reflected in the works of V.A. Slastenin<sup>11</sup>, who, considering the component composition of communicative skills, speaks about the interconnected groups of perceptual, verbal and pedagogical skills. Perceptive skills consist in adequate perception and interpretation of information about signals from a communication partner (reading), penetration into the personal essence of other people, establishment of a person's individuality, determination of a person's psychological features. Skills of pedagogical communication imply the ability to carry out a communicative attack, to establish psychological contact with another person, to manage communication: to distribute attention and maintain its stability, to choose the most successful way of behavior, to analyze the situation. Skills and skills of pedagogical technique imply the ability to choose the right style and tone of treatment, to manage attention, culture of speech, management of one's own mental state, possession of the intonation technique to express different feelings, etc.

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<sup>11</sup> Baranov, JV. Pedagogy / JV. Baranov, L.R. Bolotina, V.A. Slastenin. -M., 1987