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**Essence and structure of the formation of communicative competence of future educators AND TEACHERS OF PRIMARY SCHOOL**

Abstract. The article reveals the peculiarities of formation of communicative competence of future educators and teachers of primary school in the process of professional training, which involves the formation of their communicatively meaningful personality traits, a pronounced humanistic tendency to communicate with pupils, the possession of a system of integrated professional-speech skills and communicative qualities. The author defines the essence of the concept of "communicative competence of future educators and teachers of primary school" as a process and the result of professional training on the ability to subject-subjective interaction with colleagues and children of preschool age, which contains a complex of communication knowledge, skills and abilities.Attention is focused on creating favorable conditions for the implementation of interpersonal communication with children of preschool age in future professional activities. Identified the components of the structure of the formation of communicative competence, which include: motivational-cognitive (comprehension of the multifaceted personality, understanding of its desires; requirement and motives; positive attitude towards colleagues and children; feeling of community with the team); content (knowledge of norms and rules of communication and interaction, knowledge of ways to resolve conflicts); reflexive (effective use of communicative knowledge, skills and abilities that regulate the communication process, ability to collaborate in joint activities and communication with colleagues and children, use of constructive ways of resolving conflicts).

***Key words:*** *communicative competence, formation, future educator, pedagogical institution of higher education.*

**Formulation of the problem.** At the present stage of development of society, the priority task of higher education is to prepare highly qualified specialists who are able not only to operate with their own knowledge, but also to change and adapt to the new needs of the labor-market, to act actively and enrich professional experience. The importance of educating young people by competent specialists is undeniable, because it depends on the personality of the teacher, his erudition, culture that the successful solution of the tasks of training and educating the future generation.

**Analysis of recent research and publications.** The problem of forming the communicative competence of specialists is the subject of scientific research of modern language pedagogues. Such scientists as A. Bohush, Ye. Yehorova, A. Nikitina, O. Semenoh, I. Palasevych, T. Symonenko and others consider the content of communicative competence on the basis of competence approach to language learning, differentiation of concepts competence and competency speech characteristics (orientation in the situation of speech, possession of the system of knowledge and rules of behavior during communication, the use of expressive means of language).

**The relevance of the research** and the absence of its holistic research determined the choice of the **topic of the proposed article**, the purpose of which is to determine the essence and components of the formation of communicative competence of future educators and teachers of primary school in the process of professional training.

**Scientific novelty.** In the course of the research, the essence and structure of the formation of communicative competence of future educators and teachers of primary school in the process of professional training was determined.

**Methods.** The following research methods were used in solving the set tasks and achievement of the set goal: analysis of pedagogical and psychological scientific works, systematization of attitudes and achievements of scientists (to determine the state of development of the problem, to determine the essence of the basic concepts of the research, to develop the methodological foundations of forming the communicative competence of future educators).

**Statement of the main material.** The concept of competence is the key to a competent approach, which with the spread of ideas of continuing education has become widely used in pre-school education.

Thus, A. Khutorskyi under the competence understands the alienated, predetermined social requirement (norm) for the educational preparation of a person, which is obligatory for its effective activity in a certain area (Hutorskoy, 2005).

Competence – mastering the corresponding complex of individual qualities of personality (knowledge, skills, abilities, capabilities), determined by the experience of its activities in any social or educational-professional field (Hutorskoy, 2005).

I. Zymnia emphasizes that competence is hidden, probable, potential person's capabilities (knowledge, skills, representation, desire, program of actions, system of values and relations), which are realized in its current and activity manifestations. By the competence, the scientist understands intellectually and personally determined social and professional activity of a person (Zimnyaya, 2004).

Relying on the statement of psychologists: a person is the subject of communication, knowledge, labor (B. Ananiev); a person manifests itself in relation to society, to other people, to himself as a person, to work (V. Miasyshchev); the competence of a person has a vector of acmeological development (N. Kuzmina), I. Zymnia identified three groups of key competencies:

• Competence relating to the attitude to oneself as an individual, as a subject of life activity;

• competencies relating to human relations with other people;

• competencies related to human activities that are manifested in all its types and forms (Zimnyaya, 2004).

B. Holub E. Perelyhina I. Fishman define competence as a system of values, knowledge, abilities and skills, which is adequately realized in the activity of the individual in solving the necessary tasks. Competence is understood as a qualitative characteristic, the realization by a person in the educational process of acquired knowledge, general methods of action, knowledge and practical skills, appear in the ability and readiness of an individual to actively and productively use acquired education to solve important social and personal educational and practical tasks to achieve high results according to life goals. Scientists define the essence of the concept of "competence" as an educational result (Golub, Perelyigina, Fishman, 2012).

N. Morozova, N. Reutska consider competence as the ability to make decisions independently and act in accordance with generally accepted cultural norms, knowledge and gained experience (Morozova, Reutskaya, 2014).

Competence (according to I. Palasevych) is a set of certain knowledge, abilities, skills, personal qualities in the corresponding field of activity, ability to solve problems in professional activity (Palasevych, 2017).

With regard to the definition of the essence of the concept of "communicative competence" and its components, one should take into account the specifics of training specialists in the relevant fields and specialties

As for the definition of the essence of the concept of “communicative competence” and its components, then the specifics of training specialists in relevant industries and specialties should be taken into account.

I. Palasevych notes that the communicative competence of educator of preschool children implies the formation of communicatively significant personality traits, a pronounced humanistic tendency to communicate with pupils, the readiness to set up a subject-subject interaction, the possession of a system of integrated professional-language skills, and communicative qualities.

The scientist defines the following components: a system of communicative knowledge (in particular in the field of psychology of communication, general-didactic, professional, methodological); communicative skills and abilities (ability to speak, listen, establish contact with an interlocutor, understand his inner state, manage interaction, apply constructive behavior in conflict situations, expressive skills and so on); communicative abilities (features and professionally significant personal qualities), as well as moral convictions (worldview, ethical view, value orientations and motives of activity) (Palasevych, 2017).

Note that there is no single approach to the classification of communicative competence, but many researchers point out that this:

• a set of abilities (Ye. Alifanova, O. Dybina);

• a set of personality traits (L. Trubaichuk);

• ability to communicate (T. Avdulova, H. Khuzieieva, L. Znikina etc.).

Since the relevant skills that the subject must master, due to the combination of acquired knowledge, is an integral part of communicative competence, then O. Dybina identifies in the structure of communicative competence, the following skills:

• ability to correctly recognize and interpret emotions of others;

• ability to receive the necessary information in the course of communication;

• ability to listen and hear a partner, respect the attitude and interests of others;

• ability to conduct constructive dialogue;

• ability to maintain emotional calm when substantiating its own point of view;

• ability to relate their desires and interests with the aspirations and interests of other people;

• ability to do a common cause;

• ability to respect other children and adults;

• ability to help others and receive help;

• ability to solve conflict situations (Dyibina, 2008).

O. Dybina identifies the following structural components of the communicative competence of future educators and teachers of primary school: cognitive, emotional, and behavioral (Dyibina, 2008).

The conducted analysis of scientific literature provides grounds to distinguish the following components of the formation of communicative competence of future educators and teachers of primary school in the process of professional training:

*1) motivational-cognitive*:

• awareness of the versatility of the individual, understanding of its desires,

• needs and motives;

• positive attitude towards colleagues and children;

• feeling of community with the team;

*2) content*:

• knowledge of norms and rules of communication and interaction;

• knowledge of ways to resolve conflicts;

*3) reflexive:*

• effective use of communicative knowledge, skills and abilities that govern the communication process;

• ability to work together and collaborate with colleagues and children;

• use of constructive ways to resolve conflicts.

Scientists (T. Avdulova, L. Znikina, L. Svirska, H. Khuzieieva and others) are convinced that the manifestation of the development of the communicative competence of the individual is the communicative activity itself.

We cannot disagree with this point of view, because for the constructive analysis of the content and structure of the communicative competence of future educators, we consider the essence of the concept of association, communication and communicative activities, as well as the peculiarities of communicative activities of future educators and teachers of primary school in the process of professional training (Dobroskok, Portyan, 2016).

The problem of communicating and interpersonal relations was a matter for humanity from an ancient time. Plato emphasized the inability of man to meet all his needs independently and as a result – attract other people to this action. Relations that arise between people as a result of communication are defined by them as "reasonable relations of mutual use" (Plato, 2007).

Aristotle should be called the creator of the first scheme of human communication, because, according to the philosopher, for any act of communication, at least three components are needed:

• person speaking;

• language in which the person communicates;

• person who listens to this speech (Aristotle, 1983).

Throughout the ages, the problem of communication was considered from the standpoint of various philosophical directions: existentialism, hermeneutics, information [mutual enrichment](https://www.multitran.ru/c/m.exe?t=4560296_1_2&s1=%E2%E7%E0%E8%EC%EE%EE%E1%EE%E3%E0%F9%E5%ED%E8%E5) and like that.

Therefore, the analysis of scientific literature (L. Vyhotskyi, O. Leontiev, S. Rubinshtein and others) provides grounds for defining communicative activity as interpersonal interaction, in which process is carried out not only the exchange of ideas, but information enrichment of the participants of communication.

However, some scholars differentiate between the concepts of "intercommunication" and "communication", since communication is an element of intercommunication, and intercommunication is an integral part of communication, depending on the meaning that embeds in each of researchers.

In accordance with the concept of O. Leontiev, the following structural elements of communicative activity should be distinguished:

• motives for communication, that is, what the person is guided by contacting others;

• need for communication – personal aspiration for self-knowledge;

• task of communication – a sequence of actions that are carried out in the communication process necessary to achieve a specific goal;

• communicative possibilities – are a collection of spiritual and material values through which communication is carried out (Leontev, 2005).

Therefore, in the context of this problem, we define the essence of the concept of "communicative activity" as an interpersonal interaction in which perception, evaluation and understanding of others are carried out, the information enrichment of the subjects of interaction takes place, and the result of this process will be the formation of stable interconnections that arise in the process of communication.

It should be noted that in the process of forming the communicative competence of future educators and teachers of primary school, it should be emphasized that the construction of an algorithm for communicating with children of preschool age is a priority task, since the communication of children of preschool age does not depend on the subjects and practical actions with them.

In researches of scientists (H. Kobelieva, O. Kulykova, L. Kutsakova, M. Lavrentieva, I. Marvina, S. Proniaieva, Ye. Smyrnova, O. Cherenkova, L. Shchepitsina and others) it is proved, that in the period of 5-7 years the structure of preschool group sharply grows: some children occupy the position of leaders, after which the majority of group members goes, others are disadvantaged. A special hidden relationship between children are forming, a special status position of each child in the group.

Some children are popular, respectful, they want to interact with most of the children in the group, while others, on the other hand, remain "on the side" from the team, they do not want to play with them. In a senior preschool age, a child needs to compare himself with others, which is the result of not establishing community, but contrasting himself and other children.

Ye. Smyrnova V. Kholmohorova in their research note that children reach highest development level of cooperation in older preschool age and unlike in middle preschool age, the opportunities for communication increase significantly, since children share their ideas and plans with each other, give assessments to others (Smirnova, Holmogorova, 2005).

Therefore, it is important that the formation of communicative competence of future educators and teachers of primary school, as a result of its formation, becomes of great importance, because in future professional activity it will depend on this:

• ability to interact with each other preschool children, consisting of the skills to see and coordinate their actions with other children, to provide mutual assistance and mutual control, to evaluate the result of joint activity;

• ability to partner dialogue, including skills to listen to a partner, negotiate with him, empathy;

• the ability to perceive oneself as a member of a group, which includes a positive attitude towards oneself and others (Kogut, 2018).

**Conclusions.** Consequently, the analysis of scientific literature gives grounds to assert that under the formation of communicative competence of future educators and teachers of primary school we understand as a process and the result of professional training on the ability to subject-subject interaction with colleagues and children of preschool age, which contains a complex of communication knowledge, skills and abilities. The components of the structure of formation of communicative competence are identified, including: motivational-cognitive, content and reflective. Motivational and cognitive component in the formation of communicative competence of future educators and teachers of primary school contributes to awareness of the versatility of the individual, understanding of its desires, needs and motives, positive attitude towards colleagues and children, feeling of community with the team. As for the content component of the formation of communicative competence of future educators and teachers of primary school – it contains of knowledge of norms and rules of communication and interaction, knowledge of ways to resolve conflicts. The composition of the reflective component of the formation of communicative competence of future educators and teachers of primary school should include effective use of communicative knowledge, skills and abilities that govern the communication process, ability to work together and collaborate with colleagues and children and use of constructive ways to resolve conflicts.

**Prospects for using research results.** Determining the essence and components of the formation of communicative competence of future educators and teachers of primary school will provide an opportunity to substantiate and develop the technology of forming the communicative competence of future educators and teachers of primary school in the process of professional training and its implementation in the educational process of H.S. Skovoroda Kharkiv National Pedagogical University.

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