Abstract

This paper deals with the up-to-date educational problem of pre-service teachers’ communicative competency formation in terms of the competence approach to the professional education in Russia. Modern society faces up to the needs of improving a) the purposeful communicative culture formation of modern specialists on the whole and b) the communicative competency formation of pre-service teachers in particular. The authors made an attempt to meet these challenges. The purpose of this study is to substantiate the importance of communicative competency of pre-service teachers and to determine its composite structure. The methodological basis of the research constitutes the systemic and culturological scientific approaches. These approaches explain the unity of axiological, acmeological, personal activity and creativity constituents of the teacher’s personality. In this study, there were used theoretical research methods: analysis, synthesis, interpretation, and empirical methods: interview, observation, content analysis, documentation study. The analysis of the content of pre-service teachers’ professional training was conducted from the standpoint of philosophical, general scientific, psychological and pedagogical approaches. It allowed the researchers to define the composite structure of communicative competency, which includes the following five groups of sub-competences: philosophical, general scientific, culturological, psycho-pedagogical, technological. The social and professional importance of pre-service teachers’ communicative competency was determined. Due to these findings communicative competency is regarded as meta-competency of the general professional competency of the teacher. This study allowed the researchers to conclude that in the process of the humanization of society, the efficiency of the educational system is determined by communicative culture of teachers’ community as the main subject of the holistic pedagogical process that has to preserve and transfer humanistic values, ideals and traditions from generation to generation. The authors claim that the purposeful formation of communicative culture and communicative competency is a necessary condition for improving the quality of the professional training of pre-service teachers in Russia.

Keywords: Key words: education, multicultural educational environments, competence approach, communicative competency, communicative culture, communicative sub-competences.

1. INTRODUCTION

The present day epoch is characterized by the deterioration of many processes in different spheres of life, including education. Mankind has realized that well-being of nations should be determined by science and education. UNESCO nominated the XXI century a "century of education", which is both promising and challenging. It is common knowledge that the priorities of education as well as the world-wide and European tendencies of its development are being changed all over the world. The leading role of the humanitarian education is being recognized [1].

The world civilization witnesses an "educational boom" caused by the appearance of informational society, the revolution in technologies and technological processes and economy, a new perception of human rights, freedoms and responsibilities, and new communication means. Communication, due to its unique intensive nature, embraces the whole planet and every single individual, and becomes a mandatory condition for the realization of ethical and moral responsibilities of nations and individuals. Man becomes a real subject because of his active communicative activity with other egos and cultures, acquiring his own image and determining his own life strategy [2]. The main contradiction in the development of global communication processes is the discrepancy between material and spiritual
culture achievements, which leads to interpersonal conflicts, ranging from global to individual, and, on the whole, threatens mankind’s stability.

Globalization as a whole-planetary phenomenon, which covers almost all spheres of human existence, has actualized the problem of global education in the multicultural educational space, with pedagogical communication being its leading functioning mechanism. At present, education functions as a special sphere which is bound to integrate individual consciousness into world public consciousness which presupposes dialogue of cultures, perception of different mentalities on the base of harmony, integration, human unity and formation of readiness to personal and professional perfection [3].

The Council of Europe names five groups of key competences, which young Europeans have to possess for optimal intercultural, social, socio-political and intercultural communication. These are:

- political and social competences;
- competencies relating to life in a multicultural society;
- competencies relating to the mastery of oral and written communication;
- competencies associated with the emergence of the information society;
- the capacity to learn throughout life as the basis of lifelong learning in both occupational contexts and individual and social life [4].

It determines the integrating meaning of communicative competency which is aimed at providing the most important aspects of general vital and professional competency of the young generation and justifies our concept of communicative competency as an ability to enter the global educational, professional and socio-cultural communicative space [5]. In this respect, the formation of pre-service teachers’ communicative competency gains special significance, for it makes a fundamental and professionally important component that acts as a functional category and becomes a tool of interaction in the professional pedagogical activity of pre-service teachers. Moreover, all its functions and tasks get more complicated because its human components turn into professional and creative ones [6].

The effectiveness of today teachers’ professional activity depends on many factors. Among them special place is occupied by their successful communicative activities as the basis for humane relationships, collaboration, mutual understanding, a way of self-improvement and overcoming personal crises, and realization of goals and targets both in the professional sphere and personal life.

In the present day world, the betterment of education turns out to be one of the leading conditions for social progress and a priority factor of development of humankind. The most important direction of the modernization of education in Russia is to improve the quality of professional education and, in the first place, pedagogical education, which determines the efficiency and potential of the whole educational system of the nation.

Teachers’ professional pedagogical activity, in its essence, is communicative. The main "tool" of the teacher is interaction between him and other participants of the educational process. Therefore, dialogue can constitute the core of any learning process. Interaction between teacher and student is a part of social relations, the degree of which is mediated by the target of the learning process. Consequently, the communicative component should be the invariant component of all the competencies of a teacher [3].

The success of interaction of the participants of the educational process is determined by the level of the communicative culture of the teacher which is a mandatory component of the educational process and a means of the implementation of all types of professional activities. Thus, the dominant direction of improving the quality of pedagogical education should be a systematic and purposeful pre-service teachers’ communicative competency formation. This standpoint determines the relevance of this study.

2. LITERATURE REVIEW

According to the competency-based approach to the educational process, the formation of a person’s competences is the purpose and the result of education. The Education Committee of the Council of Europe considers competency a valid indicator of quality of education.
Some researchers and educators consider Aristotle to be the founder of competency-based education who investigated human potentiality - δύναμις in Greek, which stands for the capability that develops and improves to such an extent that becomes a quality of a person.

The formation and the development of competency-based education is closely connected with the introduction of notions "competence", "communicative competence" and "social competence" into a scientific theory of language by White [7] and Chomsky [8].

In Ute's point of view [9], the attractiveness of the term "competence" in comparison with the term "qualification" lies in its "open and universal meaning", for the term "qualification" describes the functional correspondence between the requirements of jobs and the special purpose of education, while the term "competence" implies the ability of a person to adequately act in comply with the situation in wide areas."

Raven [10] distinguishes between 37 competences, noting that some of them can relate to the intellectual sphere and others - to the emotional one, with the ability of replacing each other, and, by their nature, represent "motivated abilities." He defines "competency" as a specific ability of a person, required for performing some definite actions in some definite subject area and including highly specialized knowledge, a special type of subject skills, diverse ways of critical thinking, and understanding of personal responsibility for his actions.

Rychen and Salganik [11] are sure that competency is characterized by a unique feature to transfer a person's abilities in new conditions that are different from those in which this competency was initially formed.

The advantages of the competency-based approach to the educational process, according to Russian researchers Kovaleva [12], Frumin [13], Bolotov and Serikov [14], Shchedrovitsky [15] are as follow:


According to Shchedrovitsky's viewpoint [15], competency-based education educates the willingness and readiness of a person to be engaged in performing certain activities.

The essence of competency-based education is analyzed in the works by Kuzmina and Ginetsinsky [16], Markova [17], Baydenko [18], Khutorskoy [19], Zimnyaya [20], Tatur [21], Zeer and Symanuk [22]. These scholars suggest available methodological models of the competency-based higher professional education, and agree on the point that there should be a further search for key competences.

Key competencies are those core competences which ensure a person's normal functioning in society. Professional and educational competences are formed and manifested in his activities. Social competences characterize a person's interaction with the world and society. It is important to note that, in the broadest sense, all competences are of a social character: they all are formed and manifest themselves in society, and, therefore, are social in their content.

The professional pedagogical competency of teachers is determined from different theoretical positions and appears as a complex, holistic phenomenon with many essential facets specific for the pedagogical activity. Thus, for instance, Markova [17] investigating the professional competence of the teacher, distinguishes between special, social, personal, individual competences and identifies groups of skills for the solution of professional and pedagogical tasks, which are always, in Kan-Kaikk's opinion [6], communicative by nature. Mitina [23], focusing her attention on socio-psychological and communicative aspects of the professional competency of teachers, classifies two sub-structures: activity and communication.

More detailed search for key competencies leads to understanding that the communicative competency is the most demanded in all types of pedagogical activities, and is considered to be the invariant component of the social competence of a teacher, which provides his interaction with society. The social competence of a person is realized through different types and forms of communication that integrate its three constituents: communicative, interactive and perceptive. That defines the social significance of the communicative competence of the teacher.

3. METHODOLOGICAL FRAMEWORK
In this study, the standpoint that modern society faces up to the needs of improving a) the purposeful communicative culture formation of modern specialists on the whole and b) the communicative competency formation of pre-service teachers in particular, was put forward. The researchers made an attempt to meet these challenges in this study.

The authors regard communication as an objective humanitarian phenomenon of the social reality, which defines the development of socio-cultural practices of the world community. The authors claim that the intensification of global communicative processes, due to scientific and technological achievements, requires novel qualitative humanistic characteristics of communication under new environments with the outburst of commercialization, pragmatism, spiritual benchmarks' blurring, international terrorism and aggression.

In this study, the researchers explored contemporary issues of culture with the focus on the contradiction between material and spiritual values, and highlighted similar problems in communicative culture. It was declared that the humanistic nature of communicative culture is its leading characteristic, which outlines the vector of the development of the procedural aspect of communicative culture due to the revolution in technologies, information boom and the universal computerization that have rapidly increased in recent years. Therefore, the researchers agreed on the point that improving the purposeful communicative culture formation of modern specialists and the communicative competency formation of pre-service teachers should be declared a priority direction in the personal development and professional training of pre-service teachers.

The purposes of the study are to rationalize the importance of communicative competency and to determine its structure for improving the process of communicative competency formation of pre-service teachers at University.

The methodology of the research is based on the systemic and cultural approaches to the study of the personality of a pre-service teacher in the unity of axiological, acmeological, technological and personal aspects, which allows considering man the supreme value of society. To solve the set tasks there were applied both theoretical (analysis, synthesis, generalization, interpretation, etc.) and empirical (interview, observation, content analysis, documentation study, etc.) methods.

To determine the possibilities of pre-service teachers' communicative competency formation in the process of academic training, it was necessary to analyze the state standard of higher pedagogical education. For the analysis of the educational standard four methodological approaches were distinguished:

- the philosophical approach reveals the essence of communication as a universal phenomenon that forms group and individual consciousness in the process of human labor activity under new and contradictory circumstances of the development of global communicative processes;
- the culturological approach explains the actuality of the humanitarian strategy of the development of material and spiritual culture, which is opposed to modern global contradictions; herewith, the communicative culture serves as a foundation, the whole body of material and spiritual culture of society is being built on;
- the general scientific systemic approach presents communicative culture of an individual person as a complex and self-organizing system that exists and develops in accordance with synergetic mechanisms in global communicative space, and interacts with the surrounding communicative systems such as other personalities or more complicated social structures;
- the psychological pedagogical approach describes the development of the theory and practice of the formation of communicative culture in relation to modern achievements of psychological and pedagogical sciences, with the focus on the active subject position of a personality in his self-development and self-realization in pedagogical and social environments.

4. RESULTS AND DISCUSSION

In this study the communicative competency is understood as a multidimensional and multifunctional phenomenon that includes cognitive, motivational, ethic, social, behavioral and technological constituents; it is the invariant component of the professional competency that integrates all pedagogical competencies; it is a means of formation, upbringing and self-development of pre-service teachers; finally, it is the main and integral characteristic of the quality for the professional training of a modern specialist. It combines personal qualities and professional skills of a personality in the sphere...
of critical thinking, speech producing, inter-communicating, etc. It gives reason to consider the communicative competency of the teacher as a meta-competency [5].

This definition actualizes the problem of improving the quality of communicative training of pre-service teachers and the development of their communicative competency as an important component of the general cultural competency of a modern specialist [24].

Probably, the communicative competency carries out an integrative role for the formation of competencies of all kinds of the professional education. It is the communicative competency that forms the basis for the formation and manifestation of the professional multidimensionality, that is, the ability of a specialist to perform multiple types of activities [25].

The communicative competency also plays its significant role in forming students’ discursive competence, which is majoring in a set of common cultural competencies of university students [26].

Its special meaning for the profession of a teacher is determined by the role of the teacher in the development of material and spiritual culture of society. In this respect, the communicative competency in the teaching profession gets a certain new quality that turns it into communicative culture. Having turned into communicative culture, the communicative competency acquires the level and quality that meet the modern cultural humanitarian strategy oriented at humanism and un-pragmatic spiritual value which are manifested in humanness of a teacher.

Communicative culture of a modern teacher is considered as an integrative spiritual-and-humanistic quality of communication and a complicated social-and-individual system that develops in the cultural and communicative space of teachers’ training institutes in two ways: 1) as a cybernetic closed system to preserve its humanistic nature and 2) as a synergetic open system to increase its axiological potential.

We have developed a theoretical model of communicative culture to serve as the criterion of the communicative training of pre-service teachers that includes the following structural elements:

- ♦ humanism and ethical responsibility that should manifest themselves on the conscious level in communicative processes, acts of communication, relationship building;
- ♦ axiological potential that forms the axiological profile of the individual;
- ♦ acmeological intention that demonstrates the level and the professional-and-pedagogical and communicative content of the individual’s communicative culture;
- ♦ personality’s activity, self-organization and self-development;
- ♦ personality’s technological capability of implementing integrative communicative skills and technical communications means [3].

This model helps define the importance of communicative culture of a pre-service teacher not only in terms of his mastering cultural and pedagogical heritage, but also as a prerequisite and a means of self-realization in his professional and socio-educational activities.

Communicative culture of a modern teacher plays an essential role in the implementation of the gender approach in education and gender socialization of students in the context of changing gender stereotypes [27].

Characterizing the dynamics and tendencies of the development of home education, we share the viewpoint of Kraevsky [28] who claims that the leading trends of the development of modern education are its humanization and student-centeredness, which allow establishing teacher-student humane and trustful interrelations that benefit to the formation of students’ autonomy, subjectivity, moral and spiritual capacity.

Communicative culture of the teacher can help him manifest his humanistic and individual-and-creative nature while implementing his professional and socio-educational activities. Humanism is a vector which determines the following components of communicative culture of the teacher: perception, critical thinking, interaction, self-regulation, empathy, reflection, communicative nucleus of a personality, speech skills, etiquette, communicative effect of pedagogical communication, multiethnic communication. [5].

Communicative culture of a pre-service teacher promotes to increase the efficiency of the educational process, on the whole, and the formation of students’ national self-awareness, in particular, in the epoch of the globalization of education [29].

Thus, the analysis of the content of pre-service teachers’ professional training presents a systematic understanding of the communicative competency as a phenomenon and reveals its complex structure.
The formation of the communicative competency of a modern teacher is a complex multi-component process, the mainstream of which is the formation of the humanistic communicative core of the personality that presupposes the achievement of such a level on his part where this personality is perceived as the utmost value [30]. The humanistic communicative core of a modern teacher should include humanism, empathy, tolerance, compassion, love for children, kindness, etc. The communicative competency of pre-service teachers having accumulated all the components of communicative culture allows them to work with gifted children [31]. All this speaks in favor of the importance of the purposeful development of the pre-service teachers’ communicative competency.

5. CONCLUSION

The executed study provides with the following conclusions:
♦ in conditions of the humanization of society, the efficiency of the educational system is determined by communicative culture of teachers’ community as the main subject of the holistic pedagogical process that has to preserve and transfer humanistic values, ideals and traditions from generation to generation;
♦ the communicative constituent is the invariant component of the holistic pedagogical process and a compulsory condition both for the implementation of all functions and tasks of the pedagogical activity of the teacher, and for the development of his personal professionalism; it determines social, professional and personal meaning of communicative competency of the modern teacher;
♦ the teacher’s communicative culture is based on his communicative competency, which has a complex structure and integrates five groups of sub-competencies (philosophical, general scientific, culturological; psychological-and-pedagogical, technological);
♦ the purposeful systemic formation of pre-service teachers’ communicative competency in the process of academic training is considered to be one of the leading directions of their professional and personal development;
♦ pre-service teachers’ communicative competency formation determines general strategies of the professional pedagogical education;
♦ the improvement of methods of the formation of pre-service teachers’ communicative culture of pre-service teachers should meet the identified structure of communicative competency;
♦ communicative culture as a phenomenon can determine the potential of the educational system as a historically achievable measure of its impact on the development of the pre-service teacher;
♦ the transformation of the cultural communication at the end of XX and at the beginning of XXI centuries significantly raised the value of the humanistic nature of communicative culture and was nominated to be the vector of the development of culture, communication, education, and one of the ways out of the global humanitarian crisis.

REFERENCES


