

DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF SPECIALISTS

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Abstract

The article covers communicative competence of specialists. In modern circumstances it becomes very important for specialists to master their communication skills at a high level for getting professional results. The article gives the analysis of the term "communicative competence" by different scientists, the components of communicative competence and the structural components of communicative activity. Pertinent psychological trainings allow decreasing barriers in formation of emotional contacts, to increase communicative competence, mental state, communicative tolerance, self-efficacy level of specialists and to improve their professional activity results.

Keywords: communication, competence, specialist, skills, professionalism, psychological training, communicative culture.

1 INTRODUCTION

The importance of the research is determined by the changes which are currently taking place in the Russian economics and are attached to the rise of the competition among small businesses and medium businesses which is shifting towards the sphere of human technologies. On the other hand, the importance of the research is dictated by the necessity of considering social and psychological factors influencing the successfulness of professional activity and finding ways of solving specific practical problems.

Communicative competence being a part of communicative culture is necessary to all people and in some jobs it is becoming an essential personal characteristic. Sources of communicative competence are inborn personal features taking into consideration gender differences (Zagaynov, Blinova, 2017), upbringing, life experience, extensive knowledge in common and special methods of education. Professional communicative

competence cannot be formed spontaneously, special work and psychological conditions are needed. Nowadays a high level of competence is demanded from specialists. Communicative competence is one of the basic characteristics of professional competence and professional training of specialists in the type of "person-to-person" jobs. According to this, psychological training of specialists needs to be improved.

Competences are pragmatist characteristics of a person that is why first of all, their classification should be comparable to the classification of activities. In common these are labour, learning, play and communicative competences.

Competence in communication demands developing of relevant understanding of a person of himself and his psychological potential, his partner's potential, of a situation and problem in common (Goryanina, 2004)

M. Kabardov thinks that communicative competence is not an inborn ability but is formed in the process of getting of social and communicative experience. Social and communicative experience is based on the code shifting mechanism which is expressed in stylistic speech variation. The base of code shifting is changing of role relations among the communication participants (Kabardov, Artsishevskaya, 2009).

As defined by V. Kunitsyna communicative competence is a catch-all commutative feature of a person which consists of communicative ability, skills, habits, social and sense experience in the sphere of business communication (Kunitsyna, 2011).

According to L. Stolyarenko communicative competence can be defined as a person's orientation in different communication situations based on knowledge and sense experience and as an ability to interact effectively with the environment thanks to self-understanding and understanding of others while permanent variations of mental states, people relations and social environment conditions. Communicative competence cannot be considered as permanent personal characteristics or secluded individual experience. Communicative competence improves while person's learning of cultural, social and moral standards and social life regularities in its development and changing (Stolyarenko, 2011).

2 OPINIONS AND DISCUSSION

Relying on A. Leontiev's conception of communication as activity E. Rudensky considers basic structure components of communicative activity (Rudensky, 2011):

the subject of communicative activity is another person, communication partner; need in communication is person's ambition to cognize and to evaluate other people, and through and with the help of them it drives to self-evaluation and self-learning;

communicative reasons – communication is initiated for them;

actions of communicative activity are a whole act which is addressed to another person (two basic categories of communication actions are initiative and response);

objectives of communication activity are the aim to attain which in a specific communicative situation one should take different actions in the process of communication;

communication activity resources are the operations with the help of which communication actions are taken; output of communicative activity is formation of material and mental nature that is formed as a result of communication.

The main base of communication competence is an ability to make contact in different psychological distances using flexibility in psychological positions changing.

Communication competence lies in reaching three levels of partners' correspondence: communicatory, perceptual and interactive. Therefore, there are different types of communicative competence (perceptual, communicatory and interactive).

Communicative competence consists of abilities: social and psychological forecasting of communication situation; encoding of communication process; managing of communication processes in a communication situation (Goychman, Nadeina, 2007).

Thereof, we can distinguish communicative-diagnostic, communicative-encoding, communicative-organizing; communicative-performing competence (emotional-psychological self-regulation which creates attitudes to communication in different professional situations).

Process of emotional-psychological self-regulation consists of three phases:

a phase of long emotional "infection" by a problem, a topic and materials of future communication situation;

a phase of emotional-psychological identification on the level of development of a behavior model and a scheme of future communication;

a phase of in-process emotional-psychological alteration during communication.

Emotional-psychological self-regulation is viewed as a whole and completed act in unity with perceptive and expressive skills which also combine a necessary part of communicative-performing mastership. It appears in the ability to subtly and actively react to changes of communication atmosphere, to reorganize communication according to emotional state of a partner. Herewith mental health and emotional attitude of a person depend on content and outcome of communication (Zhukov, Petrovskaya, Rastyanikov, 2013).

Perceptive skills of a person are appeared in ability to control his own apperception and organize it, that is, to make necessary contacts; to evaluate social-psychological attitude of communication partners; to forecast "the flow" of communication by first sight. Perceptive skills allow a person to judge emotional-psychological reactions of communication partners, even to forecast them avoiding the ones which can interrupt reaching the necessary aim of communication (Zotova, 2010).

It is usual to consider expressive skills of communicative-performing activity as a system of abilities which make a unity of voice, mimic, visual and motor-physiological-psychological processes. These are skills of self-management of expressive sphere of communicative-performing activity.

Communicative competence can include many components. Some of them can increase competence of a concrete person in one situation, and decrease in another one. While developing communicative competence (as a system of demands) one can include such components as (Petrovsky, 2010): level of grasp of vocabulary, sophistication (precision and accuracy) of speech and written language, ability to observe ethics and communication etiquette, grasp of communicative tactics, communicative strategies, knowledge and ability to take into account personal features and typical problems of communication partners, ability to analyze external signals from communication partner (body movements, mimics, intonation), ability to nip a conflict in the bud, non-confrontationality, assertiveness (confidence), grasp of skills of active listening, of public speaking, actor skills, ability to organize negotiations and business meetings, ability to be imbued with another person's interests, empathy.

It should be mentioned that communicative potential of a person includes knowledge of communicative rules, ability to put rules into practice, initiative skills in communication.

According to several psychologists we can consider person's communicative culture as a system of characteristics which include (Il'in, 2009) creative thinking, culture of speech acting, of self-regulation onto communication and psycho-emotional regulation of state of mind, culture of gesture and movements plastic, culture of perception of communicative actions of a communication partner and culture of emotions.

Communicative culture of a person as communicative competence is formed in the process of communication. Basic resources of getting communicative competence are social-regulatory experience of folklife culture; knowledge of communication languages used by folklife culture; experience of interpersonal communication in ferial sphere; experience of art perception.

Social-regulatory experience is a base for a cognitive component of communicative competence of a person as a subject of communication. Also realistic existence of different communication forms which usually are based on social-regulatory conglomerate (spontaneous mix of communication norms taken from different national cultures leads a person to cognitive dissonance). Dissonance is a source of personal psychological slowdown of activity in communication. The person is out of commutation. Sphere of internal psychological tension occurs which causes barriers on the way of people's mutual understanding (Ezova, 2008).

Communication experience is social, and includes internalized culture norms and values. At the same time communication experience is individual as it is based on individual communicative skills and psychological events connected to communication in a person's life.

Communicative competence can be determined as a unity of communicative skills, communicative abilities and communicative knowledge suiting communicative problems and which are enough to solve them.

In the modern world importance of communication is deniable in everyday and professional life. Thanks to communication there is collecting, analysis and systemization. To communicate information people often use verbal and non-verbal ways of communication. Effective communication means people's ability to understand each other while communicating, interpersonal cooperation.

Thus, communicative competence is a necessary factor for successful person's realization.

Professionalism is provided by successful professional activity which is provided by particular abilities, communicative skills which depend on activity, value affirmations on making decisions, person's type,

professional nature and professional sphere.

We conducted a research which consisted of three phases: ascertaining, educational and control. Ascertaining research was conducted with the help of following techniques: the Boiko technique of diagnostics of barriers in making emotional contacts, the Rogov test-inquirer of social-communicative competence, the technique "Auto-evaluation of mental state (well-being, energy, mood)", the Boiko inquirer of communicative tolerance, the General Self-Efficacy Scale (Shvartser, Yerusalem (in Romek's adaptation).

In the result of ascertaining experiment on examination of communicative competence of specialists the following conclusions were made.

60% of specialists in the control group and 85% of specialists in the experimental group have barriers in making emotional contacts. The average level of barriers' presence in making emotional contacts is also higher in the experimental group.

Social-communicative awkwardness, domination of negative emotions are highly expressed in the control and experimental groups.

Well-being and mood are on a higher level in the control group but energy level is lower than in the experimental group.

Communicative tolerance is more developed in the control group, they also are at the middle level of communicative competence. We can mention a low level of communicative tolerance in the experimental group.

A middle level of self-efficacy is dominating in both groups. But in the control group there are 27% of specialists with a high level of self-efficacy and only 3% in the experimental group.

A common drawback in specialists' work is absence of benevolence and simple description of services provided. At the beginning of the research specialists had lack of communicative skills that decreased quality of their activity.

As a result of the ascertaining experiment several psychological events aimed at development of communicative competence of specialists were conducted, such as trainings "Development of skills of effective communication with clients", "Sales types and client orientation", "Work with objections" and "Client types".

The control phase of the research showed the following: levels of showing barriers in communication in the control group didn't change. In the experimental group these levels decreased. Only 40% of specialists had some emotional problems in everyday life. Rating of criteria of social-communicative competence in the control group didn't change. In the experimental group there was a decrease of all negative criteria.

In the experimental group of specialists there was a rise of levels of energy, well-being and mood while the results of the control group didn't change.

During the repeated diagnostics in the experimental group a middle level of communication competence prevailed, 33% of specialists had it. 9% had a high level and only 6% had a low one.

At the phase of the control diagnostics there was a rise of a self-efficacy level in the experimental group. 46% of specialists had a high level, 46% a middle one. A low level wasn't revealed.

Therefore, in the process of training in the experimental group we observed a decrease of showing barriers while making emotional contacts; a rise of social-communicative competence, well-being, communicative tolerance and self-efficacy level. The changes show effectiveness of the conducted trainings.

3 CONCLUSION

Communicative competence can be defined as a unity of communicative skills, communicative abilities and communicative knowledge suiting communicative aims and which are enough to solve problems.

Communication in the modern world is important in everyday life as well as in professional life. Thanks to communication people collect, analyse and systemize information. To communicate information people use verbal and non-verbal ways of communication. Effective communication means the ability of people to understand each other while communicating and interpersonal interaction.

Thus, communicative competence is a necessary factor for successful person's realization.

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