

UDC 800:37

## THE FORMATION OF COMMUNICATIVE SKILLS OF STUDENTS IN THE PROCESS OF TRAINING

## ФОРМИРОВАНИЕ КОММУНИКАТИВНЫХ НАВЫКОВ У СТУДЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ

*Imperovich V.*

Vitebsk State Technological University, Republic of Belarus

*Имперович В. В.*

Витебский государственный технологический университет, Республика Беларусь

### ABSTRACT

COMMUNICATIVE SKILLS, SYSTEM OF LEVELS, CRITERION, PEDAGOGICAL TASKS, ANALYTICAL, CONSTRUCTIVE, COMMUNICATIVE COMPETENCE, PROFESSIONAL ACTIVITY

*This article deals with the development of forming communicative competence of students during their training. The formation of communicative competence of students is a part of the system of their formation. The development of the system to determine the degree of communicative competence formation of the students will contribute to the improvement of their training. The formation of communicative competence facilitates the process of students entering the professional activity.*

### АННОТАЦИЯ

КОММУНИКАТИВНЫЕ НАВЫКИ, СИСТЕМА УРОВНЕЙ, КРИТЕРИЙ, ПЕДАГОГИЧЕСКИЕ ЗАДАЧИ, АНАЛИТИЧЕСКИЕ, КОНСТРУКТИВНЫЕ, КОММУНИКАТИВНАЯ КОМПЕТЕНТНОСТЬ, ПРОФЕССИОНАЛЬНАЯ ДЕЯТЕЛЬНОСТЬ

*Эта статья определяет развитие формирования коммуникативной компетентности студентов во время их обучения. Формирование коммуникативной компетентности студентов является частью системы их образования. Развитие системы для определения степени формирования коммуникативной компетентности студентов будет способствовать улучшению их обучения. Формирование коммуникативной компетентности способствует процессу вступления студентов в профессиональную деятельность.*

The process and the result of the development of the system of forming communicative competence of students during their training is a part of the education. The formation of communicative competence of students is a great part of the system of their formation. The development of the system to determine the level of communicative competence formation of the students will contribute to the improvement of their training. The system of improvement of communicative competence facilitates the process of students entering the professional activity.

Communicative skills are a number of actions aimed at the exchange of information and understanding of communication partners, management of interaction, the use of communication knowledge, means of communication in accordance with the goals of interaction. The formation of communicative competence which students need in the communication goes through several stages:

- 1) acquaintance with the importance of communicative competence;
- 2) the use of standard techniques of the communicative impact;
- 3) bringing communication knowledge to automaticity;
- 4) the development of use in the application of skills.

Each student at any of these grades reaches a certain level of proficiency in communicative competence. These grades are often different because of many reasons: the tendency to the communicative activities, qualities of character, knowledge of the characteristics of the communication partner, the knowledge about the forms and methods of improvement of their own methods of communication and explanation of communicative behavior.

The development of the grade system of formation of communicative skills of students in the process of university training and specification of indicators of formation of communicative competence of students of different specialties for each level is a part of education.

Different students over the years of training at the University assimilate different kinds of models of any activities, differing in their performance and skill levels. This is due to the different kinds of motivation of mastering the skills and characteristics of the individual. One of the most important aspects of improving the psychological and any other training of students is the development and improvement of the levels of forming communicative competence, contributing to the determination of the models of the University education effectiveness, the degree of professional readiness of students. To take into account all the difference of aspects of the formation of communicative competence, it is necessary to present the system of skills developed by scientists in the form of level formation and arrange its elements in accordance with their importance.

To improve a level system of communicative skills, it is necessary to analyze typical mistakes of interaction between students, communicative partners in order to clarify the gaps in knowledge about professional communication and the ability to organize, implement and control this way. Among these mistakes were the following: inability to reveal the ways of different situations; making the decision based on intuition, on any kinds of knowledge; low variety of decisions and inability to determine the selected communication skills and methods in the immediate activities. And if we take into account the fact that the process of any professional communication is the decision of countless communicative tasks, the listed mistakes indicate the inability of solving these tasks. In scientific fields a "level" is the ratio of "higher" and "lower" stages of development and improvements of objects or processes.

Some kinds of attempts to determine levels of general knowledge and skills, including communicative aims, have been undertaken by many researchers. They have developed different kinds of systems of levels. For example, the classification of levels including reproductive, reproductive-creative, creative-reproductive and creative is offered by many researchers. Some of them add an intuitive level at which the students possess a certain set of an "initial" skill. And some scientists extend the number of levels of communicative skills through imitating-reproducing, combining-productive and creative.

It should be noted that all of these levels equally apply to the intellectual, labor, organizational and other competencies in any field of science. As well as the system of levels supported by many scientists. It includes low, medium and high degrees of development of communicative skills. In the opinion of some researchers, it is the best division, as it reflects the theory of the gradual development of skills. In addition to these three we can determine the initial or elementary level, which is characterized by the lack of students' knowledge and skills in the field of educational communications and any other communication.

A multi-level system of formation of communicative competence improves the process of student's entering the professional activity. For this reason, the presented system determines a great complication of the student activity on several parameters:

- the object of activities (interaction with an individual and with a group);
- the content of activities (from mastering the elementary skills of communication to generalized communicative skills involving proficiency in methods and techniques of any activities);
- the nature of activities (reproductive or creative).

In the first level of the development of the degree system, the level of mastery

was distinguished, in which search and experiments are making new forms and methods of any influence. But gradually some scientists came to the conclusion that the degree of mastery characterizes the activity of any person, and its formation is unlikely possible in the period of University training. That is why we limit ourselves to the four named levels. Each of the levels interacts with preceding and subsequent degrees. In the changes from one stage to the next the degree of readiness of students to the process of communication and to the solution of professional problems with the use of communicative skills increases. Very often, passing the elementary level, the student can move from low through medium to a high level.

Here is a brief definition of the listed levels of development of communicative skills.

The initial or elementary level is characterized by a lack of knowledge about the essence of the system of communicative abilities; a lack of psychological readiness to implement educational actions and motivations; non-possession of the ways of communication (verbal and non-verbal); a primitive implementation of any action.

The low level is characterized by a lack of knowledge for proper communication of partners; controversial motives; inappropriate, slow, and inaccurate actions; the construction of any action on everyday experience; a passive attitude to communication of partners.

The medium level is characterized by good knowledge needed to establish appropriate relationships of partners; conscious motives; the conformity of the action with the targets of the communication; a predominance of stereotyped forms of influence.

The high level is characterized by deep and strong knowledge of communicative skills; psychological readiness for communication of partners; appropriateness and effectiveness of communicative actions; the possession of the means and ways of communication, elements of originality and innovation; active attitude to communication with each other.

Early experimental work on forming future professionals communicative competence was preceded by the choice of certain models characterizing the process of mastering the above competence. Criteria of formation were chosen as the indicators. Criterion is a sign on the basis of which the evaluation is carried out. The methods of research that allowed to identify and develop the level system of communicative competence of students forming include the analysis of the responses, interview, observations, expert assessment, self-assessment, survey, self-analysis and analysis of communication situations.

After the analysis of specificity of the studied skills and realizing that the process

of formation of the system of communicative skills is complex and different, as it implies the level of knowledge about their nature and structure, some changes in patterns of communication, development of an own style of interaction, mastery of self-selection of common communicative skills the conclusion was made about the impossibility of choosing a single indicator that would quantitatively and qualitatively measure different changes in the level of the named skills. Therefore subsequently for each degree the criteria for the formation of communicative skills were developed, which allowed to determine more accurately the dynamics of the development of communicative competence. Undoubtedly the criterion-level system to a certain extent relative and creative. These features are not strictly differentiated and not mutually exclusive, but also can serve as a guide to identify the dynamics and trends of formation of communicative skills.

### Reference

1. Andreassian, I. M. Innovative technologies mastering foreign language communication // Zamezhnyya Respublitsy Language Society in Belarus. – 2006 – № 2. – pp. 18–22.
2. Galskova, N. D. Theory of learning foreign languages. Didactics and methodology. – Textbook. – 3rd ed. – Moscow: Academy, 2006. – 336.
3. Prutchenkov, A. Socio-psychological training of interpersonal communication – [Text] / A. Prutchenkov. – Moscow: The New School, 1991. – P. 45.
4. Passow, E. I. Lesson on foreign language in high school. – 2nd ed. – M.: Education, 1988. – 223 p.