



TEACHER PROFESSIONAL COMPETENCY AND COMMUNICATIVE COMPETENCE

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Abstract: This paper investigates the significance of communicative competence in the context of teacher professional competence. Communication is essential in the educational process, and recognizing its function in the development of high-quality education is becoming increasingly important. The authors investigate the most important areas of communicative competence, such as communication skills, interpersonal contact, and the use of new communication technology. The essay also examines ways for building communicative competence among instructors, as well as the influence on educational quality. Finally, it is stated that communication competence is an inherent aspect of teachers' professional competence and is required for successful execution of their professional obligations.

Keywords: competence, professional dialogue, professionalism, communicative competence, professional competence.

The teacher has always played a critical role in education and parenting. His professionalism, ability to develop relationships, and manage the educational process were critical to the well-being and success of pupils. In this respect, one of the most essential issues is the challenge of enhancing a teacher's professional ability, one of which is communication competence.

The importance of the communicative component of professional competence is revealed within the framework of the activity approach, which states that a teacher's professional competence includes knowledge, abilities, skills, and methods of performing communicative activities, requiring high indicators of communicative competence, the content of which is defined differently by the authors.

The substance of the idea of "competence" differs depending on cultural features. According to the Italian scholar F. Zivelli, there are at least three approaches to understand what might be deemed competence in America and Europe. He feels that it is usual for North Americans to identify competence with the fundamental attributes of an individual that contribute to exceptional performance in specific sorts of tasks, particularly in management. Competence is more frequently connected with talents, personality qualities, and acquired knowledge in continental Europe. In the United Kingdom, the prevalent definition of competence is conformity with certain defined criteria in a certain sort of work.

Concerns about professional competence started to capture the attention of scientists in the late 1980s and early 1990s. The process of professionalization of a person is frequently related with a specialist's degree of credentials, professionalism, and professional competence. A.K. Markova views a teacher's job to be professionally competent when instructional activities and pedagogical communication are carried out at a sufficiently high level, the teacher's personality is realized, and excellent outcomes in professional activities

are accomplished. At the same time, a teacher's competency is measured by the ratio of professional knowledge and abilities in his actual job, on the one hand, and professional positions, psychological traits, on the other. A.P. Akimova interprets the professional competence of a teacher as the sum of knowledge, skills and abilities acquired by the subject during training - in the narrow sense of the word, and as the level of success of interaction with the environment - in the broad sense.

According to A.A. Derkach, the formation of professional competence lies in the systemic unity of special and psychological-acmeological knowledge, experience, properties, and personal qualities of specialists, which allow them to carry out professional activities effectively and purposefully organize the processes of professional communication involving personal development and improvement of a teacher's professional activity.

Because educational activity is constructed on psychological principles of communication, communicative competence is one of the most significant components in a teacher's professional competence. L.A. Petrovskaya, in particular, mentions communication skill as a component of professional competence. Communication is defined in this context as the interaction of individuals, the substance of which is the exchange of information via various modes of communication to develop connections between people. Communication, according to B.F. Lomov, is a certain type of human connection with other people, a specific type of topic activity. Communication entails direct or indirect interaction between individuals, which influences the establishment and development of various types and levels of mental reflection, as well as the mental growth of those who communicate. According to B.D. Parygin, communication can function as a process of interaction between people, an information process, a process of people's attitudes toward each other, a process of their mutual influence on each other, and a process of their mutual experience and mutual understanding of each other. Thus, B.D. Parygin's definition, which focuses on a systematic understanding of the core of communication, provides a full and comprehensive picture of communication, including all of its components. As a result, communicative competence as part of a communication culture is a required socio-psychological prerequisite for acquiring pedagogical mastery and effective professional engagement as a teacher.

Currently, when the notion of pedagogy of "cooperation", "dialogue", and "co-management" is introduced into educational practice, the requirements for the communicative side of pedagogical activity necessarily expand.

The characteristics of pedagogical activity assume that communication serves as the teacher's aim, topic, and method of activity; hence, there is a need to increase the teacher's communicative capacities, abilities, and skills, i.e. the development of "communicative competence." One of the important subsystems in the construction of a teacher's professional ability is communication competence. According to N.V. Yakovleva, communicative competence is an integrated human trait that requires situational adaptation and the freedom to employ verbal and nonverbal communication methods. Clarification of the interpretation of "communicative competence" suggests that competence is a set of professional and personal qualities that ensure the effective implementation of competencies.

Mastery of a set of educational functions that guarantee semantic perception of information from the instructor (communicator) to the student (receiver) and back is referred to as communicative competence. This definition is both informative and semantic. From a psychological and pedagogical standpoint, communicative competence can be defined as the



organization of pedagogical interaction in which a community of educational process participants is formed while preserving their individuality, a psychological readiness to cooperate on the basis of "counter efforts" is formed, and the achievement of expected (or given!) results is ensured.

A variety of substantive elements, including personal dispositions, knowledge, and communication skills, are necessary for the integrativeness of a teacher's communicative competence, which is defined as "consistency (co-level) between his value orientations, knowledge, practical skills, and real behavior manifested in the process of pedagogical communication".

It is crucial to remember that when tackling the issue of enhancing and growing a teacher's communicative competence, it can be challenging to follow a narrow definition of the term, condensing its meaning to a collection of communicative skills and abilities. However, it is these latter that ought to be viewed as the fundamental, or nuclear, building blocks of the entire system of communicative competence teaching.

The ability to construct forward and feedback, emotional stability (correlated with adaptability), extraversion (correlated with status and effective leadership), speech and listening skills, the capacity to reward, delicacy—the capacity to make communication "smooth" and harmonious—are the main components of communicative competence as a factor in a teacher's professional competence.

Simultaneously, a teacher's communication competency can be viewed as an internal resource system required to construct an effective educational action in a specific range of interpersonal interaction scenarios. This is a comprehensive display of personality that enables the instructor to consider the situation's external requirements and apply the proper effect on it.

It is crucial to stress that successful human contact and communication in response to the demands of pedagogical problem scenarios that need to be solved is directly tied to communicative competence, a crucial aspect of a teacher's professional competence. Possessing cognitive, emotional, and physical styles of conduct that, in specific communicative contexts, result in a favorable ratio of positive to negative outcomes is referred to as communicative competence. In order to link communicative competence with instructional activity, orientation and performance components must be united. As a result, communicative competence is demonstrated in both the professional concept and the techniques used to carry out actions, such as skills and behavior.

Simultaneously, three primary communicative functions—informative impact, organizational motivation, and information transmission—combine to generate communicative competence, a component of a teacher's professional competence.

Influence is defined as the process and outcome of one person (in this case, a teacher) altering the attitudes, intents, ideas, and assessments of another person (student) while interacting with him. Influence that is directed and non-directed are distinguished from one another. In directed influence, the instructor assigns himself the responsibility of getting a particular response from the class. Non-directional influence doesn't require any particular goal, but influence still happens. As a result, influence is defined as formation—that is, the process through which a teacher actively shapes a student.

The teacher more or less intentionally employs speech and expression to encourage students to act in a particular way in order to accomplish his communication goals. Selecting



the most acceptable ways to engage with others might help you discover more about their potential as a person. Furthermore, the main goals of a teacher's activities are to plan and direct the teaching process. In addition, overseeing the development of a student's acmeological culture within the classroom involves a teacher's deliberate, gradual influence on the student's emotional, sensory, and value-semantic domains against the backdrop of developing dialogue relationships, a step-by-step evaluation of the process' efficacy, and additional modification of collaborative actions in order to instill the value of self-development into the student's internal plan and the emergence of the need for self-fulfillment. Consequently, the aim of education is the formation of acmeological culture.

We can point to a trait like the development of the emotional component's functioning mechanisms as one of the most important markers of the growth of communicative competence as a factor in a teacher's professional activity. The following criteria can be used to assess this: emotional responsiveness, emotional sensitivity to another, maturity in social-perceptual skills (empathy), receptivity of oneself and others in the communication process, knowledge of basic emotional states, their outward expressions, and the ability to record them in oneself and in others.

Education can therefore be viewed as personality-centered, with the goal of fostering the individual in the spiritual and moral relationship between mentor and student, since the primary focus of pedagogy is the art of interaction between teacher and student. The exchange of humanistic values can only take place in the context of intense student-teacher communication, the success of which is primarily dependent on the teacher's professional competence, particularly his communicative competence, which is a process that can only be improved in conjunction with the student's overall development. Human culture cannot exist without the means of controlling communication; the appropriation and enrichment of these means occurs in accordance with the same laws that govern the growth and enhancement of cultural legacy in its entirety.

The foundation of a teacher's communicative competency is, however, professional communication, which always requires community, resemblance, and a shared desire to comprehend and embrace the other in addition to the ability to measure and respond rationally and emotionally sympathize.

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