



COMMUNICATIVE COMPETENCE AS A FACTOR OF PERSONAL AND PROFESSIONAL DEVELOPMENT OF A FUTURE SPECIALIST

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Abstract: this article explores the significance of communicative competence as a pivotal factor in the personal and professional development of future specialists. Effective communication skills are essential for individuals embarking on their professional journeys. They play a crucial role in building relationships, fostering collaboration, and achieving success in various fields. The development of communicative competence empowers future specialists to navigate complex social and professional landscapes, enhancing their overall growth and efficacy.

Keywords: Communicative Competence, Personal Development, Professional Development, Future Specialist, Effective Communication, Interpersonal Skills, Career Advancement, Collaboration

An analysis of literary sources and a number of studies indicates that most authors identify communicative competencies among key competencies. In this regard, the problem of developing professional communicative competence/competence in the system of training future specialists in higher education is becoming urgent. Communicative competence refers to the ability to establish and maintain necessary contacts with people.

Communicative competence includes a certain set of knowledge, skills and abilities that ensure the effective flow of the communicative process. This kind of competence presupposes the ability to expand (or narrow) the circle of communication and the ability to vary its depth, to understand and be understood by communication partners. Being an integrative personal quality, communicative competence presupposes situational adaptability and freedom of use of verbal and nonverbal means of communication. Acting as a significant and relatively independent subsystem in the structure of professional competence, communicative competence manifests itself as the ability to interact with other people in a special way and under special conditions.

The concept of "communicative competence" is a complex concept, therefore it cannot be reduced either to professional abilities, or to the awareness of a specialist in the field of activity, or to personal qualities, etc. Thus, communicative competence is a generalizing communicative property of a person, including developed communication abilities and developed skills of interpersonal communication, knowledge about its basic patterns and rules. Communicative competence is considered as a system of internal resources necessary for building effective communication in a certain range of situations of personal interaction [4]. Based on the above, we can imagine communicative competence as consistency (co-level) between value orientations, knowledge, practical skills and real behavior manifested in the process of professional communication.

Therefore, in the structure of communicative competence as an integrative personal education, one can distinguish cognitive (orientation, psychological knowledge and perceptual abilities), emotional (social attitudes, experience, system of personal relationships) and behavioral (skills and skills) components. The development of the cognitive component of communicative competence can be considered, first of all, as deepening self-knowledge and knowledge of partners in communication, as well as the acquisition of the necessary knowledge concerning the psychology of communication in all the diversity of its forms and situations.

The most important components of the emotional component, which in many ways "color" competence in communication as a whole, are the experience of diverse communication, a positive self-attitude and attitude towards a communication partner. The behavioral component of communication competence primarily includes fluency in verbal and nonverbal means of social behavior. As a theoretical basis for the analysis of communicative competence, ideas about the structure of objective activity are accepted. Particularly important in this context is the identification of the indicative and executive parts of the action, as well as the concept of internal means of activity. Based on these positions, communicative competence is considered as a system of internal resources necessary for building effective communicative action in a certain range of situations of interpersonal interaction [4].

The concept we developed for the development of communicative competence of a university student is based on the theory of the "linguistic" personality of Yu.N. Karaulova (1987), which includes: 1) level of code (lexicon, vocabulary, vocabulary and signs of other codes, ability to use them, including errors, i.e. verbal experience); 2) cognitive level (personal picture of the world, value system, favorite figures of speech, i.e. cognitive and social experience); 3) pragmatic-motivational level (intentions of the communicant, communicative attitudes, communicative abilities, i.e. situational experience). According to the levels, three parameters of a communicative personality are distinguished: motivational, cognitive and functional (V.B. Kashkin). The motivational parameter occupies a leading place in the structure of the communicative personality and is determined by the needs of the communicative personality: awareness of the need to develop communicative competence; experiencing a discrepancy between the level of communicative competence and the requirements of professional activity. The cognitive parameter is a set of communicative categories containing knowledge about the structure of communication itself, a set of norms and rules of communication accepted in society, as well as communicative attitudes of consciousness. Updating knowledge of the norms and rules of communication is associated with the most important stage - the functioning of the selected code in a specific situation. The cognitive parameter is the link between motivational and functional. The functional parameter can be called behavioral. This parameter determines the individual system of optimal models of interpersonal interaction, as well as subjective control of communicative behavior, i.e., communication skills and personality skills.

By the term "skills", following I.N. Zotova, we denote the possession of a complex system of mental and practical actions necessary for the expedient regulation of activity by the knowledge and skills available to the subject. Among the communication skills, the following stand out: the ability to organize the text of a message in an adequate form, speech skills, the ability to harmonize external and internal manifestations, the ability to receive

feedback, the ability to model communicative behavior in the professional sphere [1], etc. Communication skills also include a group of interactive skills: the ability to build communication on a humane, democratic basis, initiate a favorable emotional and psychological atmosphere, the ability to organize cooperation, etc. - and a group of social-perceptual skills: the ability to adequately perceive and evaluate a partner's behavior in communication, recognize his state, desires and motives by non-verbal signals behavior, forming an adequate image of another as a person, the ability to make a favorable impression. Communication skills are skills in establishing contact, skills in maintaining contact and skills in ending contact.

Thus, a person's mastery of knowledge and norms of communication, and then the implementation of this communicative knowledge in practical activities through communication skills is an indicator of the formation of a certain level of communicative competence in a future specialist, which is determined by the identified indicators. Since the formation of an individual's ability to build communicative behavior depends on the actual communication situation, it is natural that this is done with some degree of convention. The main didactic conditions for the development of communicative competence of university students: 1) creation of a communicative space in the process of studying academic disciplines; 2) internalization of social experience of interaction into personal experience; 3) ensuring the comprehensive development of communication skills.

In conclusion, the role of communicative competence in shaping the personal and professional development of future specialists cannot be overstated. Effective communication is the bedrock upon which successful careers and fulfilling lives are built. As future specialists, the cultivation of strong communicative competence equips individuals with the tools to engage meaningfully with others, collaborate across diverse teams, and adapt to the ever-evolving demands of the professional world. By mastering the art of effective communication, future specialists enhance their personal and professional growth. They not only become adept at articulating their ideas and thoughts but also excel in active listening, empathy, and relationship building. These qualities are essential for forging strong professional relationships, leading teams, and achieving career milestones.

Furthermore, the significance of communicative competence extends beyond the workplace. It influences the quality of personal relationships, fosters a sense of belonging in social networks, and contributes to overall well-being. The development of this competence is an ongoing journey, one that requires continuous refinement and adaptation to changing contexts and challenges. In a world where collaboration, diversity, and innovation are paramount, future specialists must recognize communicative competence as a foundational skill. Its acquisition is an investment that pays dividends in both professional and personal spheres. In essence, it empowers individuals to navigate the complex, interconnected, and communication-driven landscape of the modern world, ensuring their future success and fulfillment.

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