



Communicative Competence Formation in Future Teachers Based on an Integrated Approach

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Abstract

This article highlights the existing interpretations of the concept of communicative competence, as well as the fact that this concept has the property of interdisciplinary integration and the views of researchers from our country and abroad, the formation of communicative competence in future teachers on the basis of an integrated approach.

Keywords: *Communicative Competence; Interdisciplinary Integration; Integration Approach; Future Teacher; Communication; Social Environment; Communication Situations; Psychological Situations; Anatomical-Physiological*

Introduction

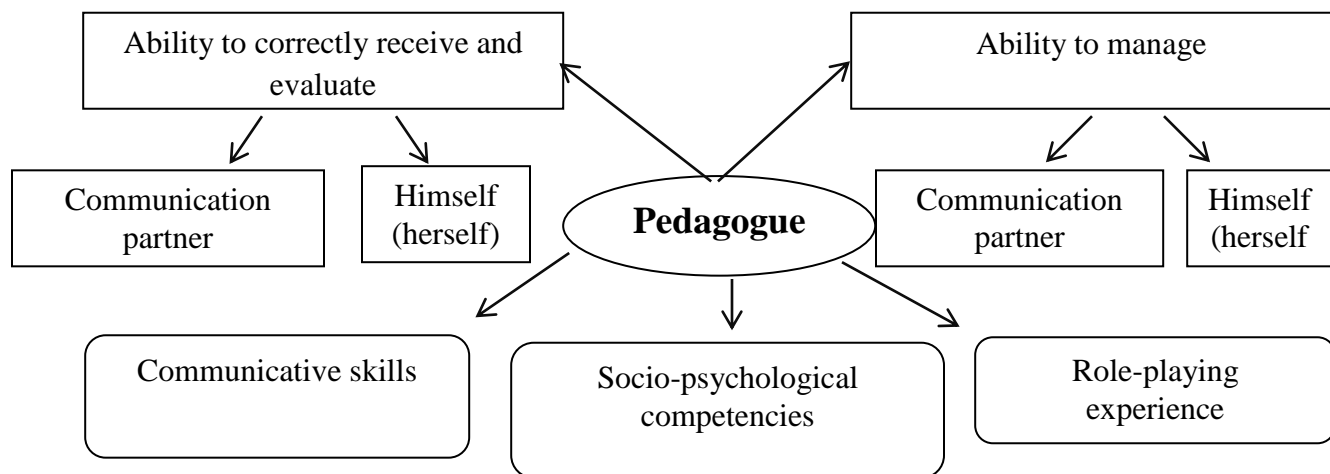
Existing interpretations of the concept of communicative competence have shown that this concept has the property of interdisciplinary integration. The component structure of communicative competence is relatively broad and includes “a set of linguistic, linguistic, organizational, pragmatic, sociolinguistic, discursive (discussion), strategic, educational, thematic, verbal, compensatory, sociocultural and social components”. Based on the above theoretical considerations, we clarify the concept of communicative competence of the teacher.

The concept of teacher's communicative competence requires the inclusion of the combined competencies required for the following actions:

- Assessment and perception of interpersonal communication situations (perceptual component);
- Analysis and self-assessment of one's own behavior in the process of communicative communication (reflexive component);
- Selection of appropriate means for interpersonal communication, management of the communication process and appropriate regulation of human behavior (behavioral component).

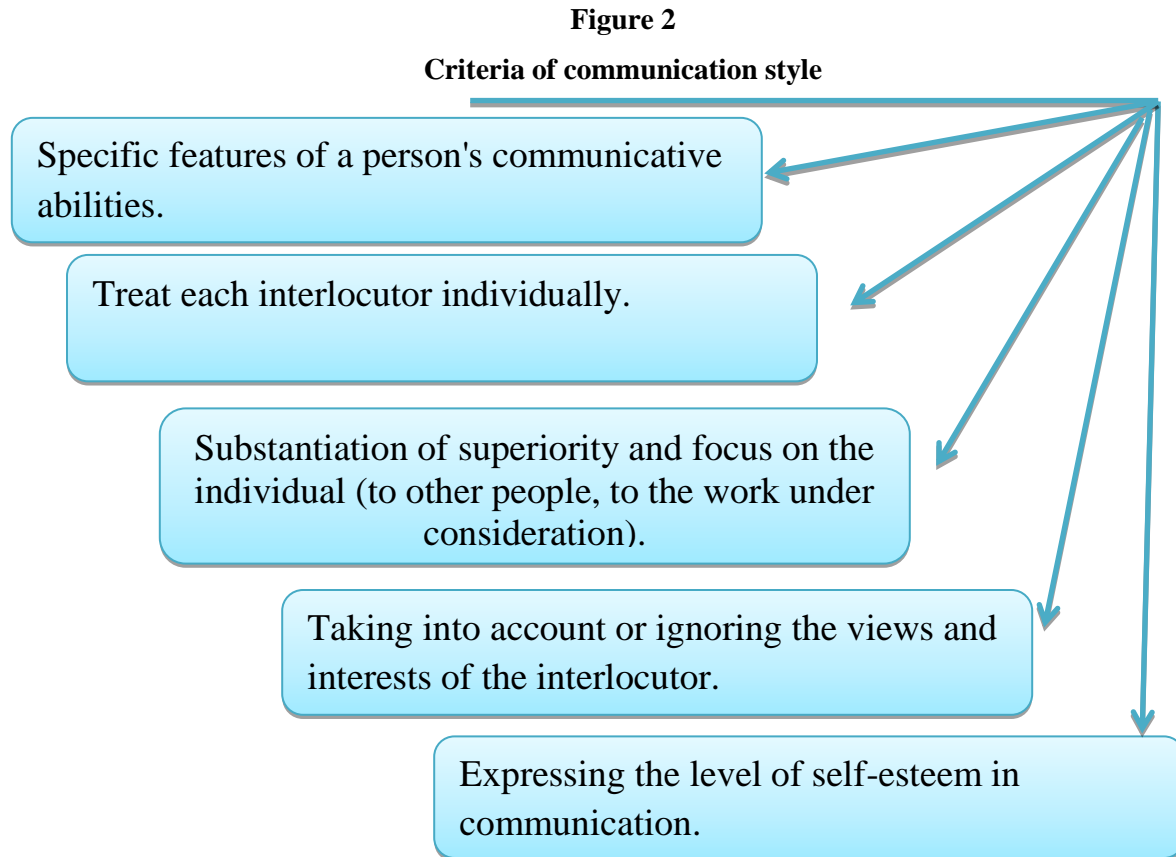
In this case, the structure of levels in accordance with the concept is based on a strict hierarchy - the higher level determines the following. Researcher I.A. Zimnyaya describes the "component approach as a systematic, interdisciplinary approach as a determinant of the result-oriented direction of education." It is characterized by both personality and activity, i.e. it has both practical, pragmatic, personality-oriented features. The system of formation of communicative competence of the teacher is given in the following table (Figure 1).

Figure 1
Communicative competence formation system of the pedagogue



Communicative competence can be expressed in the style of communication chosen by the educator and in the role roles in communication, which are characterized by sustained expressive features as well as communicative actions in the communication situation process, provided with leading interaction goals. The communicative position of the educator may reflect the ways in which the communicative goals are achieved and the attitude towards the interlocutor's personality, as well as the specific requirements that the interaction may have in the process of a clear communication style.

There is also a certain style of communication in which we understand the individual, stable form of any communicative behavior that can be directly manifested in the context of a person's interactions with those around him. Typically, a change in the role situation leads to a change in the way a person communicates. That is why the style of communication can be considered as a separate form of expression of a particular point of view. The analysis of psychological and pedagogical research shows us that the following criteria can be expressed in the method of communication (Figure 2).



There are also key parameters that allow to define certain elements, for example, social environment and communication situations, psychological situations - communicative competence and its formation as a separate factor, it is important to separate them into separate integration blocks and they are divided into (Table 1).

Table 1
Integration blocks of communicative competence

Block	Specific features
1. Potential - actual.	This block is characterized by the speed of relevance and the distribution of the formed functional systems, which ensure the full implementation of communicative actions, the solution of specific goal-oriented tasks set for communication. The main level can be defined as personality traits that provide value-motivational strategies and regulation of communication tactics.
2. Conditional - permanent.	This block is characterized by a wide range of situations and communication conditions that allow the use of previously mastered communicative methods, tools and communication methods. Here, it would also be appropriate to recall the social situation of human development, which includes the diversity of the interrelationships of internal and external factors of the environment, the cooperation of which can help solve problems related to human socio-personal and psychological development. In this case, any interaction within the context of the situation of social development can occur in many forms of communication itself, which have different conditions. In addition, the subjects of communication, their tasks and appropriate conditions

	can create a topical situation for full communication as an integral element of the overall social development situation.
3. Procedural - resulted.	<p>This block is characterized by a shift in attention in the design of the systemic form of communicative competence according to the degree of interdependence of the elements included in the communication structure with the result of the communication act. Accordingly, it is possible to observe the combination of some specific elements of communicative competence with communication tasks and conditions.</p> <p>It is necessary to distinguish between the psychological structure of communication and the external aspect, which reflects the psychological structure of adequate features in social behavior.</p>
4. Self-direction - focus on the interlocutor.	<p>This block is aimed at emphasizing certain elements of communicative competence and reflects the clear direction of the subject of knowledge on management. Self-direction is the object of action, that is, the communicator himself, and the elements of communicative competence are his special reflexive skills and abilities of self-regulation, self-assessment. Interlocutor orientation refers to the abilities, skills, and competencies of social communication associated with learning the characteristics and qualities of the interlocutor's personality in the process of communication, assessing their behavior, and predicting as much as possible.</p>
5. Learning, understanding - managing, influencing.	<p>This block includes the most important components in the general structure of communicative competence, which are the tasks of learning in the process of thinking and observation, the study of the topic, its understanding in the direct orientation of communication subjects with specific emotional states.</p>
6. Considering / not considering the interests of the interlocutor is a failure.	<p>This block carries the distinctiveness of the specific elements of the system of communicative competence, through which the motivational and methodological features of communication are linked. It reflects the manipulative or empathic-dialogic strategies and tactics of communication and is used by the subject in the full realization of the goals set for him in the process of interaction with other subjects.</p>

In our study, we relied on integration processes in the formation of communicative competence in future teachers. What is integration? Integration - Latin "integratio" means restoration, execution, "integer" means whole, unification. Integration is a process of growth and development that is the result of the interaction of different elements. It is understood and interpreted as a process in pedagogy. The principle of integration in pedagogy can be considered in two aspects.

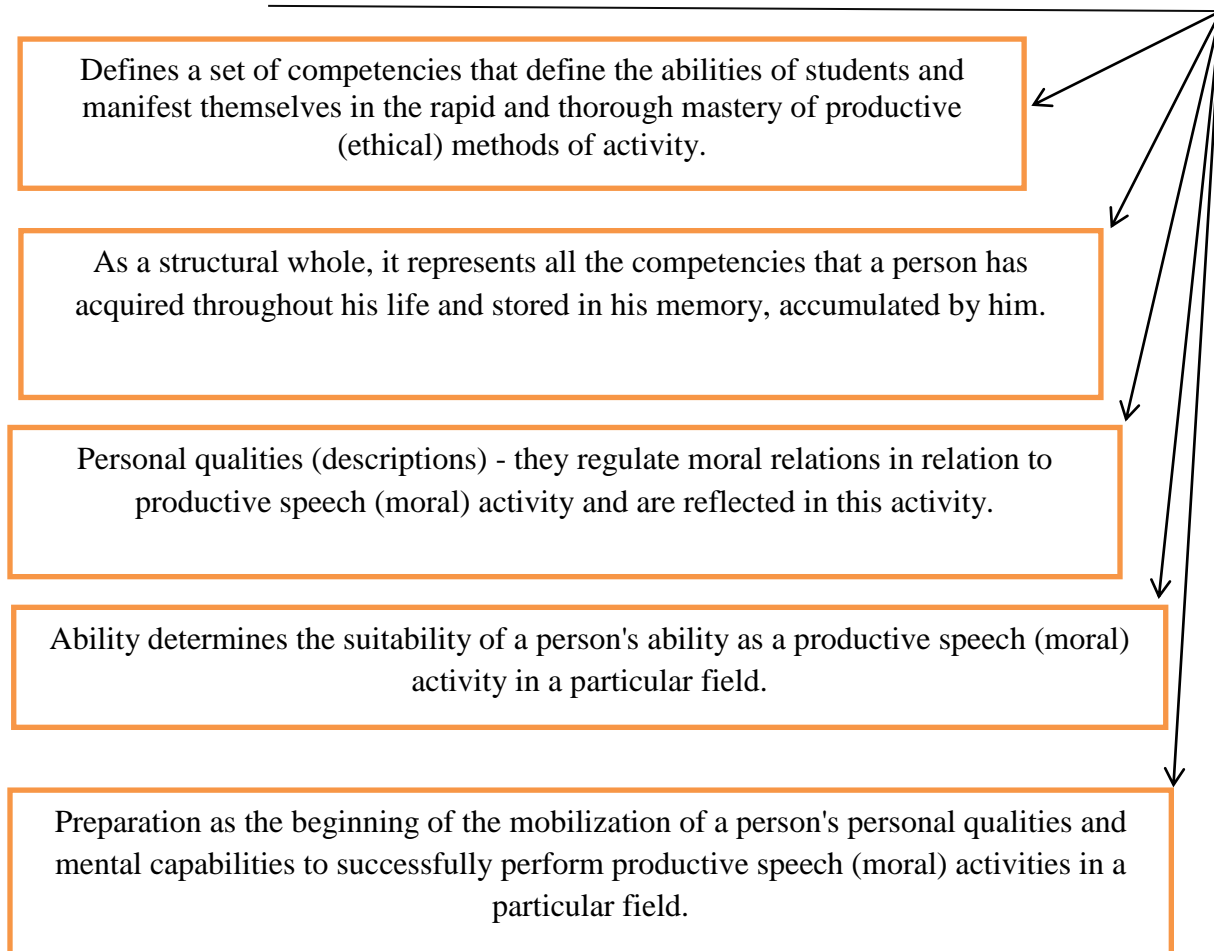
Firstly, it is characterized by harmony, order, and stability between the various elements.

Secondly – the process that leads to this situation. Moreover, integration is a very important indicator of the effectiveness of the entire education system in pedagogy, as it serves as a criterion of its integrity.

Thus, based on the above considerations, we define an integrated system of communicative competence, which includes the following components. Nevertheless, communicative competence cannot be considered the final description of a person's personality. The acquisition of communicative competence is the transition from point A to point B, from the actual event of the person - to the understanding of what is happening and they are formed in the form of certain competencies in the cognitive systems of the human psyche and in the future help the person to communicate with the people

around him, because "the ability to learn in communicative situations increases with mastering cultural, including ideological and moral norms and laws of society."

Figure 3
Integrated system of communicative competence



Conclusion

In conclusion, a careful study of the nature and structure of communicative competence has allowed us to distinguish between two levels, interdependent and interrelated: the first level determines the manifestation of communicative competence in direct communication itself, i.e. in the communicative behavior of a person; second, the specific features and orientation of the teacher's professional motivation, including pedagogical-communicative values through his or her special need for communication.

Taken together, all of the components considered reflect a certain content of communicative competence and form the most complex qualities of the human personality that are interrelated and interdependent. As a result, communicative competence manifests itself as one of the most important professional-oriented characteristics of the educator, and the development of this competence is a priority in higher professional education. Modern stages of development of society, new paradigms in education - all this fills the problem of formation of communicative competence with new content.

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