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**The Formation of Teacher
Communicative Competency on the
Basis of Activity Approach**

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THE FORMATION OF TEACHER COMMUNICATIVE COMPETENCY ON THE BASIS OF ACTIVITY APPROACH

The communicative competency, being a teacher's ability to actualize appropriate communicative competences in the process of professional and pedagogical communication, is shown up in the process of communicative activity, thus it must be formed in the corresponding activity. A person, being a subject of labor, knowledge and communication, is formed in the process of activity, that generates interest, feelings and new needs, activates the will and energy – the foundation of development and formation of personality.

Activity as a subject of study fell within the scope of scientific interest only in the XVIII century thanks to the representatives of the German classical philosophy – I. Kant, G. Hegel, K. Marx, F. Engels, M. Weber, who considered the activity as a spontaneous activity of consciousness. However a significant impulse to the formation of the activity approach was given by such native and foreign scholars as: G. Ball, A. Verbitskiy, L. Vygotsky, P. Galperyn, V. Davidov, D. Elkonin, E. Erikson, L. Zankov, G. Kostyuk, O. Leontiev, E. Lerner, B. Lomov, L. Milto, A. Panfilova, S. Rubinstein, N. Talyzina, D. Feldstein, L. Friedman, G. Zukerman etc. Named approach is based on the general psychological theory of activity that was introduced and developed by such leading psychologists as O. Leontiev and S. Rubinstein, and became widespread in Germany (K. Holzkamp), in Great Britain (M. Cole), in Finland (J. Engestrem).

In the activity approach, the category of activity occupies a key position. The essence of the activity approach is in recognition of activity to be a basis, means and crucial condition for the development of personality, thus the emphasis are shifted from the accumulation of knowledge, abilities and skills to the development of a personality in the process of activity. The starting position of the activity approach is that psychological human abilities are the result of the conversion of external objective activity into internal mental activity through successive transformations. O. Leontiev called this process “interiorization” – the process of formation of internal action plan¹.

The specific activity – learning activity – an outstanding Soviet psychologist D. Elkonin understands as an activity, the main goal and result of which is not to change the objects of the exterior world, but to change the student himself as a subject of study².

¹ А.Н. Леонтьев, *Деятельность. Сознание. Личность*. М.: Педагогика, 1975. – 304с.

² Д.Б., Эльконин, *Психология обучения младшего школьника* / Д.Б. Эльконин. – М.: Знание, 1974.

The distinguishing feature of the activity approach is the active participation of students in the cognitive process, so the teacher's task is to form the ability of students to perform activity. In this regard, we present the basic psycho-pedagogical principles that underlie the activity approach (by E. Mashbits):

- learning process is the interaction between the two activities: learning, the subject of which is the student and teaching, the subject of which is the teacher;
- teacher organizes, designs and manages the learning activities of the student;
- student is both a subject and an object of learning activities;
- learning activity is of problem nature, that is the process of solving the learning tasks;
- the products of learning activity are those psychological neoplasms arising in the student in the result of its implementation;
- learning activity is a versatile, but holistic systemic formation³.

The activity approach is based on the principle that personal development takes place directly in the process of interaction with the social environment, as well as in the process of a targeted learning and upbringing by means of communication⁴.

Communication is defined as a communicative activity in the social and psychological literature. Scientific researches of native and foreign scholars are devoted to the problems of teacher's communicative activity. Among these scholars are: N. Bibik, Z. Vasilieva, I. Zymnya, I. Zyazyun, V. Kan-Kalik, K. Kasyarum, I. Kolesnikova, N. Kuzmina, O. Leontiev, O. Mudryk, V. Slastyonin, T. Symonenko, W. Arnold, S. Deep, W. Aimstreet, G. Miller, T. Newcomb, R. Ross, L. Sussman etc.

Communicative activity is a complex multichannel system of people interaction. In terms of the general theory of activity, communicative activity must not be regarded as an independent one. Indeed, the process of real communication between people is, of course, influenced by various factors, including cognitive, social, psychological and other essential features and statuses of communicants; their unstable terms; certain conditions of communication (contexts and situations) etc.⁵ Speaking about forming the communicative competency in students – future teachers, then it means the necessity of organization in the educational environment of communicative activity that includes the necessary and sufficient system of communicative abilities based on communication knowledge and provides them with the practical application during pedagogical communication with all the subjects of the learning process. Communicative knowledge, abilities, skills, experience of communicative activity and personal attitude to it form the basis of communicative competency as a personal formation that is shown up in the process of communication as the ability to actualize and apply the gained experience of communicative activities and personal qualities in order to achieve communicative goals.

We have developed a structure of communicative competency that is the composition of the components of communicative competency: emotional, verbal and logical, reflective,

³ Е.И., Машбиц, *Психологические основы управления учебной деятельностью*. – К.: Вища школа, 1987. – 223с.

⁴ Г.М., Сагач, *Слово животворяще (духовні засади педагогічної риторики): навчальний посібник з пед. риторики для вищих і серед. навчальних закладів України / Г.М.Сагач*. – К.:Пошук, 2000. – 268с.

⁵ Ф.С. Бацевич, *Нариси з комунікативної лінгвістики: Монографія*. – Львів: Видавничий центр ЛНУ ім. Івана Франка, 2003. – 281с., с. 202.

linguistic, speech, interactive, socio-communicative, technical, socio-cultural, socio-linguistic, subject-content and information⁶. We have proved that the key level of communicative competency's formation is necessary to a person of any profession for effective life in the modern world; a key and a basic level – to the teacher of any subject; a special level – characterizes the teachers of a specific subject. The represented structure of communicative competency is projected onto the sphere of pedagogical activity and thus the structure of teacher's communicative competency is deeply characterized (on the basic level). Its content is revealed by the components of the communicative competency, the internal reserve of which are communicative competences that include, in their turn, communicative knowledge, abilities, skills, value relations and orientations.

Therefore, according to our model of teacher's communicative competency⁷, it consists of:

1. *The emotional component* (the content of which is revealed by the self-awareness and self-control competences, perceptual competence and empathic competence).
2. *The verbal and logical component* (the content of which is revealed by the analytical, evaluative, projective and mnemonic competences).
3. *The interactive component* (the content of which is revealed by the compatibility, communicability and contact competences).
4. *The socio-communicative component* (the content of which is revealed by the organizational, conflict and ethical competences).
5. *The technical component* (the content of which is revealed by the expressive competence and the competence of "affiliation").
6. *The subject-content component* (the content of which is revealed by the subject and profile competences).

Communication, including pedagogical communication, being a communicative activity, is a system of elementary acts⁸. By E. Rudensky, each act of communication is a chain of fifteen interrelated communicative acts, without the ability to perform which the act of communication becomes impossible. We should note that the implementation of certain communicative acts, on the one hand, requires the availability of certain communicative competences, and, on the other hand, contributes to their further development. Moreover, the author singles out three basic aspects of communication – communicative (the exchange of information and its understanding), interactive (the interaction of the partners in the process of organizing and performing the compatible activity) and perceptual (perception by the partners of one another), that are being implemented during follow-up of fifteen interrelated communicative acts.

Meanwhile at the ratio of the aspects of communication (communicative, interactive and perceptual) and communicative acts identified by E. Rudensky, a mismatch occurs. Therefore, we made an attempt to supplement the list of communicative acts by those acts that reveal the ethical, conflict, organizational, subject and profile competences. Moreover,

⁶ С.А. Скворцова, *Коммуникативная компетентность в контексте компетентностно-ценностного подхода* / С.А. Скворцова, Ю.С. Вторникова // Гуманизация учебно-воспитательного процесса: сб. науч. трудов / [подобщ. ред. проф. В.И. Сипченко]. – Спецвыпуск 10. – Славянск: СДПУ, 2012. – 309с.

⁷ Ю.С. Вторникова, *Структура коммуникативной компетентности педагога* / Ю.С. Вторникова // Зб. наук. праць Уманського державного педагогічного університету ім. Павла Тичини / [гол. ред.: М.Т. Мартинюк]. – Умань: ПП Жовтий О.О., 2012. – Ч.3. – С. 41-48, с. 41-48.

⁸ Е.В. Руденский, *Социальная психология: курс лекций* / Е.В. Руденский. – М.: ИНФРА-М; Новосибирск: НГАЭиУ, 1997. – 224 с., с. 46-47.

we referred ethical, conflict and organizational competences to the interactive aspect of communication, as they reveal the features of partners' interaction in the process of organizing and performing the compatible activity. The subject and profile competences – to the communicative aspect, that reveals the exchange of information, including subject information.

In the Table 1 we have projected the aspects of communication identified by E. Rudensky through the definition of communicative acts that implement them on to the sphere of communicative competences. Obviously, the communicative competences that are represented in the author's structure of teacher's communicative competency are almost fully reflected in the certain aspects of communication. Only the self-awareness and self-control competences are left behind which is explained by the fact that E. Rudensky considers the personal aspect of communication not fully, even though every aspect of communication – communicative, interactive and perceptual – is personally colored.

Table 1.

The operational structure of the certain aspects of communication (projected onto the communicative competences)

The aspects of communication	Communicative acts	Communicative competences that are actualized
Personal aspect of communication (a detection of personal qualities in the process of communication)	1. A teacher's deep self-understanding, self-awareness of his/her own needs and motives; the ability to restrain his/her own emotions, the ability to guide them in the right direction; knowledge of forms and methods of self-control; emotional stability.	1. The self-awareness and self-control competences
Communicative aspect of communication (the exchange of information and its understanding)	2. Enter of the subject of communication into the communicative situation	2. The compatibility competence
	3. The evaluation of the subject of communication of the nature of communicative situation.	3. The evaluative competence
	4. Orientation in the communicative situation.	4. The communicability competence
	5. Setting the communicative task specific to the communicative situation.	5. The projective and analytical competences
	6. Communicative impact of the subject – initiator on the subject – partner.	6. The expressive competence
	7. The exchange of information.	7. The subject and profile competences
	Interactive aspect of communication (the interaction of the partners in the process of organizing and performing the compatible activity)	8. Selection of a different subject for possible interactions.
9. Developing an approach to the subject of interaction		9. The contact competence
10. Settings on the subject – an interaction partner		10. The contact competence and the competence of "affiliation"
11. Drawing the subject – initiator of attention of the subject – partner		11. The expressive competence

	12. Promoting “an appropriate response” of a subject – partner	12. –
	13. “An appropriate response” of a subject – communication partner	13. –
	14. Organization of compatible activity and interaction	14. The organizational competence
	15. Having spectrum of behavioral strategies in conflict situations	15. The conflict competence
	16. Managing ethical standards in the process of interaction	16. The ethical competence
Perceptual aspect of communication (perception by the partners of one another)	17. Assessment of emotional and psychological state of the subject – partner and identification of the degree of his/her readiness to join the interaction	17. The empathic competence
	18. The self-setting of a subject – initiator on the emotional and psychological state of the subject – partner	18. The competence of “affiliation”
	19. Alignment of emotional and psychological states of the subjects of communication, formation of common emotional background	19. The perceptual competence
	20. Assessment by a subject – initiator of the reaction of the subject – partner at an impact	20. The perceptual competence

It should be noted that the personal aspect of communication, being a detection of personal qualities in the process of communication, is the foundation of this process. So we expanded the content of certain communicative acts based on such personal qualities as a teacher’s self-understanding, self-awareness of his/her own needs and motives, the ability to restrain his/her own emotions, the ability to guide the emotions in the right direction. We supplemented the aspects of communication defined by E. Rudensky with the fundamental – personal one.

Conclusion

Thus, in the process of professional and communicative activity all the components of future teachers’ communicative competency are actualized, that enables to influence purposefully on their formation and development. So the activity approach is defined to be the leading one in the formation of future teachers’ communicative competency in the process of professional training. The next stage of our research is to develop the technologies of formation the defined communicative competences in the process of future teachers’ professional training on the basis of activity approach.

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**Формирование коммуникативной компетентности учителя
на основе деятельностного подхода**

В статье приводятся основные психолого-педагогические принципы деятельностного подхода, считает, что категория коммуникативной деятельности представляет авторский модель коммуникативной компетенции. Функциональная структура показывает некоторые аспекты коммуникации, персонал, связь, интерактивное и когнитивные аспекты коммуникации посягают на коммуникативной компетенции через коммуникативные акты.

**Kształtowanie kompetencji komunikacyjnej nauczycieli
na podstawie aktywnego podejścia**

Artykuł przywołuje podstawowe psychologiczno-pedagogiczne zasady aktywnego podejścia, rozważa kategorię aktywności komunikacyjnej i prezentuje autorski model kompetencji komunikacyjnych nauczycieli. Zostaje wypracowana struktura operacyjna pewnych aspektów komunikacji; personalne, komunikacyjne, interaktywne i percepcyjne aspekty komunikacji rzutują na komunikacyjne kompetencje poprzez akty komunikacyjne.

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**The Formation of Teacher Communicative Competency
on the Basis of Activity Approach**

The paper adduces basic psycho-pedagogical principles of the activity approach; considers the category of communicative activity, presents the authors' structure of teacher communicative competency. The operational structure of the certain aspects of communication is worked out; personal, communicative, interactive and perceptual aspects of communication are projected onto the communicative competencies through the communicative acts.

Translated by Svetlana Skvortsova