Development of Communicative Competencies of University Students

E.V. Smirnova, O. I. Vaganova, Z.V. Smirnova, A.M. Petrovsky, E.A. Kuznetsova, A.V. Chanchina

Abstract: Due to the development and modernization of our country society education system puts forward new requirements for the personality of a graduate of a modern higher educational institution, mainly from the standpoint of its successful socialization. Higher education institutions in new, constantly changing conditions should prepare well-educated graduates who are prepared for effective communication and communication with people, which will help them both in the professional sphere and in everyday life. This necessitates the solution to important pedagogical problem - the definition of conceptual foundations and pedagogical conditions for the development of communicative competencies from the standpoint of modern requirements. The solution of this problem is one of the primary ones in the preparation of future specialists for any professional field, which in the context of the modernization of Russian education, modern science and production is of particular relevance. The purpose of the work is to test the success of the program for the development of communicative competencies of students of higher educational institutions of various specialties. Therefore, this article discusses issues related to the improvement of the development of communication competencies in the framework of program implementation. In our work, we conducted an experiment to test the program "Development of communicative competencies" using the methodology for determining communicative and organizational inclinations. Sample: 30 university students. The results were subjected to qualitative and quantitative analysis, as well as mathematical-statistical processing with the calculation of the Student's t-test. As a result of the work, we came to the conclusion that students' communicative and organizational skills are improved through the implementation of the proposed program.

Index Communication skills, graduates, higher education institution, students, program.

I. INTRODUCTION

Communicative competencies are one of the key ones in the future graduates' professional activities, therefore, in a higher education institution, sufficient attention should be paid to their formation. [24] From our point of view, being in their first year at the university, students, adapting themselves, should form communication skills. [26] At the same time, their lack of readiness for the conscious assimilation of necessary skills should be taken into account. [25] To do this, it is necessary to conduct special exercises (it is preferable that the psychologist should deal with this issue) aimed at bringing the group closer, getting to know each other, developing the ability to adapt quickly in a team. [5] We believe that this requires a whole program that includes psychological aspects of the formation of communicative competences. [4] Properly built program for first-year students will help them in their further work on the formation of communicative competencies at a higher level. [3]

II. LITERATURE REVIEW

Development of communicative competences in higher education (psychological aspect) In our work, we note the need for psychological support of the process of formation of communicative competences. [23] From this point of view, the development of communicative competences implies a system of professional activity of the psychological service, aimed at creating socio-psychological conditions for the purpose of successful training and psychological development of students in interaction situations. [22] Psychological work on the development of the communicative competencies of high school students is a systematically organized activity of a psychologist aimed at creating psychological conditions. [20] The purpose of the psychologist: the successful and effective development of the personality characteristics of the student. This work consists of diagnostic, developmental, corrective, advisory, educational and preventive components. [21] Psychological work aimed at the development of communicative competences with students can be carried out through a variety of effective psychological forms and methods of work. [18] As the main directions of psychological work on the development of communicative competencies of students of higher educational institutions of different specialties, we note such as: questioning; [17] diagnosing; lecture and practical classes; psychological exercises; [16] role-playing, situational and business games; discussions; conversations; observations; [15] informing; psychological workshops; psychological training. [19]

Our research, in particular, the program of psychological work developed by us for the development of the

communicative competences of students of higher schools of different specialties, is based on such areas as conversation, business games, discussion.

III. METHODOLOGY

In our study, 30 people-students of the 1st course of Nizhny Novgorod State Pedagogical University named after Kozma Minin took part. Among them future psychologists and future lawyers were chosen. To identify the results by the level of communicative and organizational tendencies, we used the KOS-2 technique, containing 40 questions, suggesting the answer "yes" or "no." The results were subjected to qualitative and quantitative analysis, as well as mathematical-statistical processing with the calculation of the Student's t-test.

Among the questions were the following: "Do you have a desire to study people?"; "Do you easily make contacts in a team?"; "Do you like social work?".

Diagnosis using this technique was carried out twice. In the first case, the students showed rather low results, which indicates a low level of formation of communicative competences. The second time the diagnosis was carried out after the introduction of the program developed by us. The program contains several types of exercises aimed at the development of students' communication skills. The results of the second diagnosis turned out to be much better, so we can talk about the high impact of the program "Development of communicative skills.".

IV. ANALYSIS AND DISCUSSION

We have developed a program of psychological work on the development of communicative competencies of students of higher educational institutions of different areas of training. The object of study we have chosen the communicative sphere of the student's personality. At the heart of the research program is a methodology for determining the communicative and organizational inclinations.

Sample: 30 students of the 1st course of Minin Nizhny Novgorod State Pedagogical University. Among them, we distinguish students of psychology and law students. This technique is called CBS-2 and contains 40 questions to which students give the answer "yes" or "no." 10-15 minutes are allowed to implement the technique.

The level of communicative and level of organizational skills is determined on a scale as follows: the subjects who received a grade of 1 are people with a low level of communication and organizational skills; Subjects rated 2 have communicative and organizational tendencies below the average level (they do not seek to expand the circle of their acquaintances, have difficulty in establishing contacts, most often try to avoid responsibility and decision making); Subjects who received a score of 3 have an average level of communicative and organizational tendencies (tend to contact people and do not limit their acquaintances, defend their opinions, know how to plan their work, but the potential of aptitudes is not very stable). [2] These groups of people need further serious and systematic work on the formation and development of organizational and communication tendencies. Subjects with an assessment of 4 are a group with a high level of manifestation of the inclinations we are considering (they quickly find their way around in a new environment, acquire new acquaintances, engage in social activities, take the initiative in communication). [6] Subjects who received a grade of 5 have a very high level of manifestation of communicative and organizational inclinations (They are characterized by quick orientation in difficult situations, these are initiative people who are ready to make independent decisions in difficult situations). Table 1 lists some of the questions that students answered.

Table 1 Questions to determine the level of organizational and communicative aptitudes of students

Do you have a desire to explore people?	Yes / not	Do you have a desire to explore people?	Yes / not
Do you easily make contacts in the team?	Yes / not	Do you easily make contacts in the team?	Yes / not
Do you like community service?	Yes / not	Do you like community service?	Yes / not
Do you easily navigate in a critical situation?	Yes / not	Do you easily navigate in a critical situation?	Yes / not
Do you have a lot of friends?	Yes / not	Do you have a lot of friends?	Yes / not

The key for data processing by the method of "KOS-2". Communicative tendencies: (+) yes 1,5,9,13,17,21,25,29,33,37; (-) no 3,7,11,15,19,23,27,31,35,39. Organizational tendencies: (+) yes 2,6,10,14,18,22,26,30,34,38; (-) no 4,8,12,16,20,24,28,32,36,40. [14]

The initial determination of the results of detecting the level of aptitudes is reflected in table 2.

Table 2 The results of the determination of communicative and organizational propensities

№	Communicative inclinations					Organizational inclinations				
	Low	Below the average	Average	Tall	Highest	Low	Below the average	Average	Tall	Highest

Psychology students										
1		7						11		
2				13				10		
3		8						10		
4			9					10		
5	1					3				
6	3						5			
7		8					5			
8	2					3				
9	1					3				
10	1					3				
11	1					3				
12				15				10		
13	1					1				
14			10					9		
15	1					3				
Total	8	3	2	2	0	7	2	6	0	0
Law students										
16	3					4				
17	3						5			
18	4						5	10		
19				13				10		
20		8								
21	1					3				
22	1					3				
23	3									
24	3					4	5			
25	1					1				
26		8								
27	4						5			
28	3						5			
29	3						5			
30	1					4				
31						3				
Total (person)	12	2	0	1	0	7	6	2	0	0
Total number of students	20	5	2	3	0	14	8	8	0	0

Based on the indicators of Table 1, we can note that among students of higher education, both psychologists and lawyers, there is a problem in the development of communicative competences, since the majority of respondents have low communicative and organizational skills. Indicators of communicative and organizational skills are presented in Figure 1.
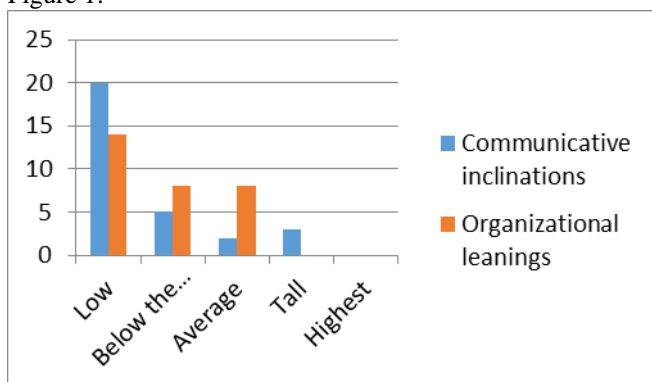

Figure 1 Indicators of the level of communicative and

organizational inclinations

Thus, we can state that among psychology students 8 people have a low level of communication skills. Among law students, the vast majority also have a low level of communication skills. Organizational skills are also low in psychologists and jurists. This suggests that such students are shaken in communication, hardly make new acquaintances, in many cases they do not seek to take the initiative.

With an average level of communicative abilities among psychology students only 2 people were identified, among legal scholars there were none. Organizational skills with an average level were found in 6 psychologists and in 2 legal scholars. As we have said, people with an average level of manifestation of such abilities do not limit the range of their acquaintances, defend their opinions, but the potential of these inclinations is still unstable.

A high level of communicative abilities among psychologists have 2

people, among legal scholars such have not been identified. Such students, in accordance with their desires and needs, take the initiative in communication, independently resolve difficult conflict situations and are easily guided in new conditions. [9] The highest level was not observed in any one or the other group of students. These data indicate the need to develop a program of psychological work on the development of communicative competencies.

Therefore, we have developed a program of psychological work, which includes a conversation, business games, discussion, as well as individual psychological counseling with students of different areas of training, which can contribute to the active development of their communicative competence. [13] The aim of the program is to promote the development of communicative competencies, in particular communication and organizational skills. [8] In the program, we singled out several areas for practicing skills of persuasion, developing correct intonation and the ability to argue for your answer, and develop various ways of communication. [10] Includes 11 exercises aimed at bringing the participants together, developing associative thinking, mutual understanding in the group and forming a positive emotional attitude. Among them, we will highlight a few. Exercise 1 "Change those who ..." The moderator (at the beginning of his role as a psychologist) suggests that students who have a common feature change their places. For example, those who were born in the spring, those who love classical music and so on may change places. [11] This allows students to get to know each other better. [7] In this case, the presenter who asked the question must have time to take the vacant place, and then a new presenter appears who can ask the question. [1]

Exercise 2 "Association". His goal is to develop associative thinking. [12] The moderator (psychologist) sets the topic of the "Communication" training, offers to express his opinion on the definition of this term and try to fix the associative words. Exercise 3 "Plate with water." Blindfolded students circle a plate of water. With the transfer, the ways of communication are developed: the search for a partner's hands, a warning with a touch. After that, the situation is analyzed, it turns out the reasons for which something did not work out and what needs to be corrected.

Exercise 4. Business game "Communicative run" with the aim of developing communicative competences. There are several teams participating in the game that represent the playing field of several pages: "The smartest", "Field of miracles", "Own game". On each page, students must complete the presented task, including blitz polls, ridge tables, and puzzles.

Discussions on various topics and individual counseling are also held among students. Individual counseling was conducted with two participants (a psychology student and a law student).

In order to test the program of effectiveness of psychological work with students, a repeated study was conducted according to the methodology indicated above on the basis of the program "Development of communicative skills" introduced by us. The results of re-diagnosis are presented in table 3.

Table 3 The results of the determination of communicative and organizational propensities

№	Communicative inclinations					Organizational inclinations				
	Low	Below the average	Average	Tall	Highest	Low	Below the average	Average	Tall	Highest
Psychology students										
1										17
2				16						17
3			12	13					15	
4			9						15	
5						3			15	
6				14			5		16	
7				14			5	12		
8				15		3		11		
9				15	17	3		10		
10					17	3		10		
11						3		11		
12				15	17				16	
13		2				1			16	
14			10							17

15		6			3					17
Total	0	2	3	7	3	0	0	5	6	4
Law students										
16					17	4				17
17					17			5		17
18					18			5	10	17
19									10	17
20		8		16						
21				16	3				14	
22				14	3				14	
23				15					15	
24				14	4	5			15	
25					1				15	
26		8	11						15	
27			11					5	14	
28			12					5	16	
29				14				5	16	
30				14	4				16	
31				15	3				15	
Total (person)	0	0	4	8	3	0	0	0	11	4
Total number of students	0	2	7	15	6	0	0	5	17	8

Based on the indicators of re-diagnosis, we can conclude that the results of communication and organizational skills have become much better, which indicates the effectiveness of the program we have implemented. Thanks to the control diagnosis, we found out that there is not a single student with a low level and below-average level. The vast majority of students earned from 13 to 20 points (the highest and highest level). For clarity, these results we presented in Figure 2.
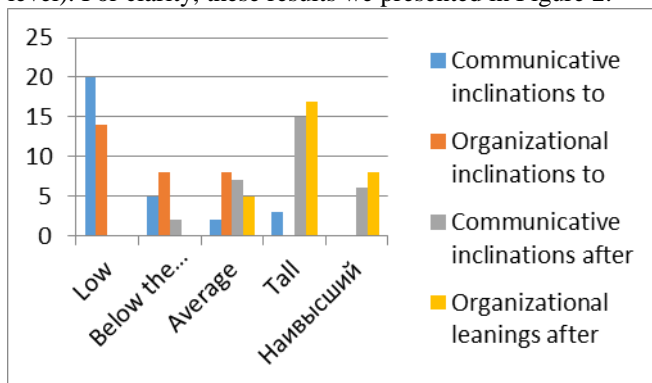

Figure 2 Comparative indicators of the level of communicative and organizational propensities before and after the passage of the program

According to the identified indicators, we can say that the implemented program is effective and can be applied in the activities of higher educational institutions.

I. CONCLUSION

In the course of our work, we achieved the goal of verifying the success of the program for developing the communicative competencies of students in higher educational institutions of various areas of study. In our opinion, it is advisable to assume that the program we are implementing can be used by many higher education institutions. Complementing and expanding it, we are improving the system for the formation of communicative competences.

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