

FEATURES OF THE COMMUNICATIVE COMPETENCE OF A TEACHER OF A PRESCHOOL EDUCATIONAL ORGANIZATION

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Annotation. This article is devoted to the problem of communicative competence of teachers of preschool education. The paper reveals the essence of communication and communicative competence of a teacher. The essence and features of the communicative competence of teachers of a preschool educational organization are considered. The role of communicative competence in pedagogical activity is described. The main components of the communicative competence of a preschool teacher are analyzed.

Keywords: communicative competence, pedagogical activity, formation, preschool education

The process of modernization of Russian education puts forward new requirements for the competence of a teacher. In the modern educational situation, the communicative competence of a teacher, which is an important tool of the teaching profession, is of particular relevance. Many researchers E. F. Zeer, I. A. Zimnaya, D. A. Ivanov, G. N. Kovaleva and others consider communicative competence as a necessary component of the general professional competence of a specialist.

Researchers E. V. Khutorskoy, E. V. Prozorova and others note that the process of communicative competence largely depends on the level of speech development; the degree of mastery of theoretical knowledge in the field of communicative disciplines and the formation of organizational and communicative skills; constructive conflict resolution skills; the presence of psychological qualities of empathy and reflection.

Communicative competence in modern society presupposes a person's ability to determine ways to interact with other people in a rapidly changing social reality. Communicative competence includes both the availability of knowledge, skills and abilities, and the willingness to use them effectively in direct professional activity. It

involves equally the development of options for interacting with others, ways to achieve goals and professional adaptation.

It is important to emphasize the professional aspect of pedagogical activity — understanding the professional environment, conscious and adequate building of relationships with other people. This determines the essential role of higher education in the formation of communicative competence.

The peculiarities of the pedagogical activity of teachers of the preschool stage of education invariably pose tasks of a communicative nature, that is, interpersonal interaction. In addition, the degree of realization of such pedagogical tasks is determined by the level of development of socio-psychological abilities of teachers.

The relevance of the problem of developing the communicative competence of preschool teachers is due to the need and importance of forming competent communication in professional teaching activities within the framework of the preschool educational process. The effectiveness of the implementation of modern improved standards of the preschool education system is directly determined by the professional pedagogical competence of teachers, which in turn is determined by such a basic criterion as pedagogical communicative competence, which manifests itself through the teacher's ability to adequately perceive, accept, understand and support the child, and simultaneously teach him the ways of communicative culture.

The issues of pedagogical communication, communicative pedagogical culture and competence, and the communicative abilities of teachers are reflected in the works of many domestic and foreign researchers B.G. Ananyev, A.A. Bodalev, Yu.A. Yemelyanov, I.L. Zimnaya, O.L. Kazanskaya, V.L. Kan-Kalik, A.A. Leontiev, and others.

The problem of forming the communicative competence of preschool teachers are reflected in the works of such bullies as N. A. Vdovin, O. L. Vorobyeva, E. N. Gusarova, E. N. Komandin, E.V.Pozolotina, etc.

A theoretical analysis of modern research on the problem of the formation of communicative competence of preschool teachers allows us to state the contradiction, which lies in the fact that, on the one hand, the professional standard of preschool educational organizations requires teachers to develop professionally significant competencies, including communicative ones, however, on the other hand, various difficulties arise for preschool teachers in the communicative stereotypes presented in educational methods, forms and technologies of working with children and parents. The revealed contradiction determines the relevance of the study of the features of the communicative competence of a teacher of a preschool educational organization.

Such a terminological combination as "communicative competence" was first applied within the framework of social psychology and was considered as the ability to establish and maintain effective contacts with other people based on the use of internal resources such as communicative knowledge and skills.

According to the Russian teacher-psychologist E.N. Komandin, communicative competence is an integral system of mental and behavioral characteristics of a person, on the basis of which successful communication is built, i.e. the goals of effective and emotionally favorable communication between the parties involved in the communicative process are achieved [3].

Teacher E.V. Kuznetsova considers communicative competence to be "the ability to establish and maintain the necessary contacts with other people." According to the teacher, an effective communication process is characterized by the achievement of mutual understanding between communicants, as well as a deep understanding of the situation and the subject of communication. Which, in turn, is an indicative factor for solving problems and achieving communicative goals with minimal expenditure of available resources [5].

As S.V. Konovalenko notes, it is advisable to consider communicative competence as socially conditioned abilities, the expression of which occurs through the perception of people, their assessment, the ability to achieve mutual understanding, influence people around them, as well as building their behavior in accordance with the requirements, prescriptions and expectations of a certain behavior in which the person himself can be understood and accepted by others [4, p. 39]. O.I. Lavlinskaya, Candidate of Pedagogical Sciences, considers the concept of communicative competence as the free possession and use of communicative means (verbal and non-verbal), as well as as a system regulating the relationship of a person, both to himself and to the world around him. The communicative competence of an individual is a set of internal resources (such as role, attitude, stereotypes, knowledge, communication skills, etc.), based on which conditions for effective interaction are created [6, p. 60].

Thus, summarizing theoretical approaches to the interpretation of the concept of communicative competence, it can be stated that the concept in question is understood as the art of communication. Communicative competence is an important personal resource, thanks to which a person can build relationships with others and achieve the set communicative goals in the process of communication (convince, explain, tell, etc.). Thanks to this personal resource, a person not only easily enters into interpersonal contacts, but also directs the communicative process in the

necessary direction, i.e. manages the communication process according to his interests.

Speaking about the communicative competence of a teacher, it is worth emphasizing that the manifestation of pedagogical communicative knowledge, communicative skills and communicative abilities should occur in the process of all pedagogical activity. This statement allows us to identify such a component of pedagogical competence as pedagogical communication.

At the same time, it would be wrong to consider pedagogical communication only as a process of transmitting information by some transmitting system or as receiving it by another system. Compared with the usual process of information movement between two devices, in the case of building pedagogical communication, it is appropriate to talk about the relationship between two individuals, each of whom is an active subject, while thanks to their joint activities; the process of their mutual information is being established. This, in turn, indicates the need for an active position of each communicative party in order to transmit information, taking into account the goals, motives and attitudes of its communicative partner.

In this regard, the study of the problem of the essence and features of communicative competence as a basic component of the professionalism of a preschool education teacher is in demand, since in the activities of preschool education specialists there are not only communicative knowledge, skills and abilities as such, but also the formation of the ability to organize professional activities of a communicative direction in conditions of increasing requirements for the profession of a preschool teacher.

Communicative activity is considered as a structural component of pedagogical professional competence along with such components as the activity and personal component. The communicative component is expressed through flexibility in communication, tolerance to uncertainty, optimism, and developed self-control skills in communication [7, p. 41].

At the same time, E.N. Gusarova and O.L. Vorobyova, in their study on the communicative competence of a teacher of a preschool educational institution, assign a communicative component a dominant role in the structure of pedagogical activity. According to the researchers, this component has an integral characteristic, which is explained by the need for a preschool teacher to effectively interact with other participants in the pedagogical process [2, p. 24].

Candidate of Pedagogical Sciences S.A. Shatrova defines the communicative competence of a teacher of a preschool educational institution as a professional and

personal quality, on the basis of which the teacher establishes and maintains purposeful direct and indirect contacts with both the child and his parents, as well as effectively builds the communication process, and corrects it if necessary [10, p. 9].

If the communicative competence of a preschool teacher is insufficiently developed, then it will be extremely difficult for him to introduce innovative programs for the speech development of pupils into his pedagogical practice, such a teacher will inadequately and fragmentarily use techniques and methods of pedagogical influence.

Speaking about the essence and structure of the communicative competence of a teacher of a preschool educational organization, it is worth noting that these data are implemented at two levels of pedagogical practice:

- at the level of teaching and direct communication with children, parents and colleagues;
- at the level of communicative values, orientations and specifics of the teacher's professional motivation, his communicative needs [1].

Structurally, the communicative competence of a preschool teacher as a system consists of cognitive, value-semantic, personal, emotional and behavioral components.

The cognitive component is determined by knowledge about such important factors as the value-semantic side of communication, personal qualities that either promote or hinder communication, emotions and feelings that always act as accompanying indicators in communication, the operational (behavioral) side of communication.

The value-semantic component is determined by the values that are activated in the process of communication. Personal values manifest themselves at the level of basic relationships to oneself and others have a regulating effect on the communication process, giving it one meaning or another.

The personal component is determined by the characteristics of the teacher's personality, and has a direct impact on the content, process and essence of communication.

The emotional component of communicative competence is expressed through the creation and support of a positive emotional mood in communication, self-regulation, and reaction to a change in the mood of the interlocutor. It is based on the emotional component of communication that favorable or unfavorable conditions for communication are determined.

The behavioral component is determined by communicative skills, methods of activity and experience, integrating all manifestations of the teacher's communicative competence at the level of behavior and activity.

Success in the formation of constructive models of pedagogical communication is determined by the teacher's ability to find and implement an effective way to solve educational tasks [9, p. 42].

The result of successful communicative competence is considered at all levels of pedagogical interaction: at the level of communication with pupils, at the level of relations with parents (legal representatives of the child), at the level of communication with other teachers and staff of a preschool educational institution. Nevertheless, an increase in the effectiveness of the communicative pedagogical process is possible when the teacher himself and the heads of the preschool educational institution are able to assess the level of pedagogical communicative competence [8, p. 91].

Conclusions. Thus, in the pedagogical practice of preschool education, communication is considered as the most important factor of professional success. Modern personality-oriented educational standards, models and technologies cannot be implemented if the teacher does not have a sufficient level of communicative competence, is not capable of flexible management of the interaction process in the implementation of the educational process, is not familiar with effective communication technologies that promote mutual understanding, etc. For a teacher of a preschool educational organization, communicative competence is the main professional competence manifested at all levels of his activity and has a significant impact on all the results of pedagogical work without exception. In educational and educational situations, when the interaction of a teacher with children is organized purposefully and mediated by the content of the educational process, the communicative qualities of a teacher become the most valuable.

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