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**MODELLING OF PROFESSIONAL SITUATIONS AS THE MAIN
CONDITION OF DEVELOPMENT OF COMMUNICATIVE COMPETENCE
МОДЕЛЮВАННЯ ПРОФЕСІЙНИХ СИТУАЦІЙ, ЯК ОДНА З ГОЛОВНИХ УМОВ
РОЗВИТКУ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ****Kateryna Kovalova / Ковальова К.В***PHD, associate prof./ к.п.н, доцент**Vinnitsa National Agrarian University, Vinnitsa, Ukraine*

Abstract. *The article is devoted to one of the actual problems of modeling of real professional situations. During the investigation, we have determined that this is one of the most important pedagogical technology of development of communicative competence. Modeling of real professional situations helps students to understand responsibility for their actions, teaches them to interact with colleagues, understand them, feel the need to establish and maintain contacts with people for the further development of professional relations in the team. Also modeling of situations of future professional activity is reflected in the technology of contextual learning. The purpose of the joint educational activity of the teacher and the student, we determine as the construction of a mechanism for self-regulation of learning. The joint solution of educational problems presupposes a certain phasing in the interaction of a teacher and a student. Modeling of future professional situations allows students to deep into the world of the future profession, learn its features, try to establish business relations, choose appropriate forms of behavior, try to form a positive microclimate, be responsible for one's own actions. The main feature of such training is the modeling of the subject and social content of the future profession by means of displaying real professional situations.*

Key words: *modeling of professional situations, students, case study, creative thinking, communication, education.*

Introduction.

Rapid development of society leads to changes in education system. Today, the use of only traditional technologies is not enough, so there is a need to develop new, innovative technologies, one of which is case study.

The method of teaching in specially simulated professional situations was first tested in 1942 in the USA and was called "case study", which literally translates as "the investigation of the case or an accident". While using this method: the teacher offers students a certain professional situation (case) and sets the task – to solve it independently. While solving the professional situation, the student activates all kinds of language activities. Forms a willingness to communicate as a professional, which has positive consequences for communicative competence.

Also modeling of situations of future professional activity is reflected in the technology of contextual learning. In foreign pedagogy, the technology of contextual learning which is often called "case-study" and literally means - the study of a situation, a case. This technology was developed by A. Verbitskyi [11].

This technology is designed to improve the efficiency of education in higher education and combines training in specially simulated professional situations.

The main text.

Modeling of real professional situations helps students to understand responsibility for their actions, teaches them to interact with colleagues, understand



them, feel the need to establish and maintain contacts with people for the further development of professional relations in the team. Thus, the use of contextual learning technology is a promising tool in the preparation of students of agrarian specialties, because it helps them to effectively assimilate the educational material of a professional direction, increases their creative activity, develops communication skills, and helps to understand the importance of the chosen profession. In this case it is also necessary to ensure the subjective position of students in the process of professional communication training.

As I. Prokopenko notes, “subjective experience, which manifests itself in target guidelines, attitudes, aspirations, values, needs, personal plans - all this include professional and pedagogical experience of teachers” [8,p.56]. The teacher's attitude towards the student as a self-sufficient person instills in the student self-confidence, allows him to feel respect for his thoughts, and in turn, increases motivation for learning in general, and for mastering communicative competence in particular.

Taking into account the subjective experience of the student allows you to find out what the students know and multiply this experience. It is important to use the previous experience of students in the selection of teaching methods in order to develop those skills that students do not yet possess, and not to dwell on the material that is already well known and learned.

This is facilitated by the use of problem situations, role-playing games, during which students use the already acquired life experience and at the same time try to apply new theoretical knowledge in practice. In order to form the subject position in the process of professional communication training, the concept of joint solution of educational tasks should be used. This concept was developed by researcher V. Laudis. The concept of "joint educational activity" is interpreted as an act of exchange of actions, operations between the teacher and the student, as well as between the students themselves in the process of forming the learned activity.

The purpose of the joint educational activity of the teacher and the student, the researcher determines as the construction of a mechanism for self-regulation of learning. The joint solution of educational problems presupposes a certain phasing in the interaction of a teacher and a student. At the initial stage, the importance of the teacher is maximum, then the student's independent activity gradually increases. Ultimately, teacher involvement is minimal and students interact with each other.

Such students are characterized by a creative approach to the performance of their duties and are distinguished by a high level of communicative competence. An important pedagogical condition that ensures the formation of communicative competence is the use of training exercises aimed at increasing communicative activity. A person's communicative activity is characterized by such signs as initiative, a positive attitude towards communication, motivation to establish contact, interest in the subject of the conversation, focus on achieving a result in the conversation.

In the educational activities of students, activity is understood as the orientation of the individual towards the purposeful mastery of knowledge, skills and abilities. Exercises contributing to the formation of the communicative competence of students should be in two directions: the first direction - developmental exercises and tasks



that arouse interest among students and promote active participation in their performance, the second direction - exercises containing information that relates to production, professional, business problems and questions.

Exercises and tasks of the first direction are more used in classes on the basics of pedagogy and psychology, where they study psychological cognitive processes such as sensation, perception, memory, attention, imagination, thinking and their role in human life.

The study of these issues in lectures allows them to be discussed at seminars using the methods of discussion, the method of specific situations, didactic and role-playing games aimed at consolidating knowledge of this discipline.

The second direction of exercises and assignments contains problems and situations that relate to the future professional activity of students and should be based on the principle of modeling the working conditions of work. Most often, the method of analysis of specific situations is used here, in which students are offered various professional and industrial situations, as well as the method of discussions, where questions and problems concerning both professional and universal aspects of the life of human society are discussed.

Morison believed that the context is individual and dynamic, as it studies the relationships, data, professional situations and other [7]. This type of training demonstrates the professional relationships between people in real situations and makes it possible to understand the content much deeper than in cases of simple demonstration of an abstract theory. Honan is also convinced in the necessity to use this method. He explains that the teacher should operate with the “case-study” technique, as after such training the students learn a lot from the teacher and from students [4].

Larionova defines contextual learning as “modeling with the language of science of the content of future professional activity through a system of different forms, methods and methods of teaching” [5, p.118-122]. The use of this method involves the use of forms and methods of active learning, broadening of the horizon, enriching the experience, understanding the meaningful influence of the future profession of students on future educational activities. The basis of contextual learning is the modeling of professional situations that reveal the essence of the future profession “tracing the contours of professional reality to real life [6, p.49-55].

In real life the role of communication is difficult to overestimate. We use communication every day, including our work. Communication is important when building relationships, sharing ideas, delegating responsibilities, managing a team e.t.c. Learning and developing good communication skills can help you succeed in your career, make you a competitive job candidate and build your network. While it takes time and practice, communication and interpersonal skills are certainly able to be both increased and refined.

There are four main types of communication we use on a daily basis: verbal, nonverbal, written and visual. [2;5;12].

Verbal communication is the use of language to transfer information through speaking or sign language. It is one of the most common types, often used during presentations, video conferences and phone calls, meetings and one-on-one



conversations. Verbal communication is important because it is efficient. It can be helpful to support verbal communication with both nonverbal and written communication. Non verbal communication is the use of body language, gestures and facial expressions to convey information to others. It can be used both intentionally and unintentionally. Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information. It is helpful because it provides a record of information for reference. Visual communication is the act of using photographs, art, drawings, sketches, charts and graphs to convey information. Visuals are often used as an aid during presentations to provide helpful context alongside written and/or verbal communication. Because people have different learning styles, visual communication might be more helpful for some to consume ideas and information.

Communication is a difficult process, and it is not easy to determine where or with whom a communication encounter starts and ends. Models of communication simplify the process by providing a visual representation of the various aspects of a communication encounter. Although these models of communication differ, they contain some common elements. The first two models we will discuss, the transmission model and the interaction model, include the following parts: participants, messages, encoding, decoding, and channels. [2;12].

The transmission model of communication describes communication as a linear, one-way process in which a sender intentionally transmits a message to a receiver [2]. This model focuses on the sender and message within a communication encounter. Although the receiver is included in the model, this role is viewed as more of a target or end point rather than part of an ongoing process. We are left to presume that the receiver either successfully receives and understands the message or does not. The scholars who designed this model extended on a linear model proposed by Aristotle centuries before that included a speaker, message, and hearer. They were also influenced by the advent and spread of new communication technologies of the time such as telegraphy and radio, and you can probably see these technical influences within the model [12].

Modeling of future professional situations allows students to deep into the world of the future profession, learn its features, try to establish business relations, choose appropriate forms of behavior, try to form a positive microclimate, be responsible for one's own actions. The main feature of such training is the modeling of the subject and social content of the future profession by means of displaying real professional situations.

Dychkivska notes that “contextual training activities include the ability to obtain and use professional skills, the ability to solve various professional situations, the development of creative thinking [1]. In the process of contextual training, the teacher transforms the student from the passive perception of knowledge to the very basis of this knowledge. Gotting also agrees with this point of view [3].

The issue of communicative situations and their modeling in the educational process is paid close attention both in the scientific and methodological literature, and in the practice of teaching. Having considered the positions of scientists the educational communicative situation can be defined as a set of living conditions that contribute to a certain point of view and its use in a linguistic equivalent. The use



during the lectures on “ Psychology ”,” Foreign language for professional orientation” of communicative situations of future professional activity contributes to the formation of language behavior of a specialist, create the ease in communication in general.

Communicative situations contribute to the disclosure and realization of the communicative abilities necessary in the activities of students especially in their ability to obtain knowledge, exchange information, conduct a conversation, formulate and argue the opinion, take into account the interlocutor’s opinion, clarify the facts, solve business problems, make decisions and achieve the desired result.

The success of the implementation of the technology of modeling of communicative situations depends, first of all, on a clear modeling of both the content and the procedural component of the technology. The key point in the implementation of this technology is the stages of modeling a communicative situation.

The design stage involves the definition of the purpose of the simulation, the topic of the communicative situation, the problem, the cognitive content of the situation, the establishment of rules, the definition of roles, e.t.c

The preparation stage includes the study of didactic material, the training of the studied material, the search on the Internet for the necessary additional information to model a communicative situation, the distribution of roles, the goals of each participant, forecasting problem situations that may arise in the process of solving the assigned tasks. At this stage, the great importance is attached to auditorium and extracurricular independent work of students. Students perform the following types of independent work: they perform lexical and grammatical exercises, work with audio and video materials, compile a glossary, clusters of text materials, study additional information on the Internet on a topic with a selection of photographs, illustrations, etc., write creative works (messages , essay).

The stage of implementation of a modeled communicative situation involves immersion in an imaginary communicative situation, the creation of a certain personally meaningful product for the student, included to the context of communicative interaction of professionally oriented content.

Stage of assessment is checking and evaluating of the results of simulated communication activities by students. Students take part in the discussion of the communicative situation, share the difficulties and ideas that have arisen in the process of work, and reflect on their participation in it.

The use of problematic communicative situations in the educational process promoted the development of linguistic-thinking activity, pushed to search for new ideas. Logical-justified solutions, stimulate the processes of analysis, comparison, synthesis. So, studying the topic “My future profession” ,students not only read the texts that were offered in the textbooks, but also tried to tell about the features and differences in the work of their colleagues abroad after watching a video about the work of the Chinese plant. In order to solve situations, it is necessary for students to apply thinking, analysis, disagreement, creativity, dedication, independence, use of hypotheses, prove their point of view, understand interlocutor’s thoughts, form skills to overcome obstacles.



Conclusions:

I am sure that modeling of professional situations will train students to act creatively, develop their own strategy of behavior, find mutual understanding, support of colleagues, be psychologically ready for possible difficulties and overcome them. In addition, this is the opportunity to use the gained knowledge in practice, which will indicate to the shortcomings and make it possible to catch up in the training. Case study in the learning process allows you to display the content of the future profession through the formation of the communicative competence of a student during the classes in “Psychology” and “Business English”.

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