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## COMMUNICATIVE COMPETENCE FORMATION OF A HIGHER EDUCATIONAL INSTITUTION LECTURE BY MEANS OF INTERACTIVE TECHNOLOGY IN TEACHING AND EDUCATION

**Abstract. Abstract.** *The article deals with the problem of communicative competence of a lecturer, its content and structural components are analyzed. The role of interactive methods of teaching and education in the process of formation of communicative competence is revealed.*

**Key words:** *communicative competence of a lecturer, interactive technology of teaching and education.*

**Introduction.** Nowadays the problem of teaching and education of future specialists possessing a high professional level, national consciousness and creative activity is especially acute. Therefore, the main task in the functioning of a higher educational institution should be the formation of innovative educational medium assuming not only certain changes in the organization of teaching process but improvement of professional skills of lecturers as well. Although, effective educational process can be accomplished under conditions of gradual active interaction of a student and a lecturer, which is possible to be achieved while applying interactive methods promoting intensification and optimization of the educational process. Moreover, interactive educational methods promote adaptation of students to their future professional activity, motivate their learning, improve professional development, enable to test their knowledge, skills and abilities in practical work. It should be noted that the main transmission instrument of professional knowledge and intellectual values in the process of teaching and education of students is a unique individuality of a lecturer – a person playing an important role in interpersonal relations. Although insufficient communicative knowledge and inadequate skills of a constructive communication make the perception of a teacher by students worse and reduce efficacy of their mutual work considerably. Therefore, the problem of formation of a communicative

competence of a lecturer as an important constituent of pedagogical skills is rather topical.

**Objective:** to reveal possibilities of interactive technology of teaching and education in the formation of a communicative competence of a lecturer.

**Materials and methods:** theoretical (analysis, systematization, generalization of psychological-pedagogical literature); empirical (pilot study, questionnaire poll); practical (generalization of teaching experience of the Department teaching staff concerning the introduction of interactive technology of teaching and education). The study was conducted on the base of the Department of Pedagogics and Psychology of Post-Graduate Education at O.O. Bogomolets National Medical University, Kyiv. 61 lecturers of medical educational institutions were involved into the study.

**Results of the study and discussion.** The scientists (M.P. Vasylyeva, M.S. Golovan, V.Yu. Strelnikov, M.M. Filonenko et al.) define professional competence as a complicated integrated personality phenomenon containing a number of components. A professional competence of a pedagogue in particular consists of theoretical knowledge, practical skills, experience and personality features ensuring abilities of a teacher for effective accomplishment of pedagogical activity. Professional competence includes analytical, communicative, prognostic and other mental processes enabling to perform educational activity more effectively and ensuring

the process of development and self-development of the personality [1].

To our mind, communicative competence occupies a special position among those defined components because communication in the teacher's activity is not only the instrument of scientific and pedagogical communication, but one of the conditions to improve professional level, a source of personal development of the lecturer and means to influence students. While organizing interaction with students as S.S. Vitvytska states [2], a lecturer should be guided by knowledge and communicative skills to establish business contacts, emotional tuning for future cooperation. The methods ensuring efficacy of this interaction are important, in particular: ability to demonstrate interest and respect to the student, understand his point of view during communication, master the skills of non-verbal communication, tolerant attitude to all the participants of the educational process.

In the structure of communicative competence M.M. Filonenko [6] describes the following components: gnostic (the system of knowledge concerning the content, structure, functions and peculiarities of communication); cognitive (general and specific communicative skills; perceptive abilities); executive (skills and abilities to dialog); emotional (humanistic tuning for communication, empathy and reflection; adequate psycho-emotional conditions). Therefore, the communicative competence of a lecturer can be defined as systemic personality phenomenon including total communicative knowledge, skills and abilities and professional important individual qualities.

Topicality and necessity of communicative knowledge and skills in the lecturer's professional activity are evidenced by the results of questionnaire poll conducted. Among special communicative competences essential for effective professional activity the lecturers who were sampled outlined the following: to be aware of peculiarities of business pedagogical communication – 38%; ability to determine and understand emotional state of other people – 57%; ability to understand the reasons of students' deeds and behaviour – 51%; ability to suggest opinions logically, evidently and understandably – 65%; ability to prevent and solve

pedagogical conflicts – 68%; ability to choose adequate means of pedagogical interaction – 57%.

The results of the questionnaire poll demonstrated the necessity to form communicative competence of lecturers by means of introducing interactive technology into the educational process. The purpose of the interactive process is revision and improvement of behavioral patterns of its participants. Interactivity in education is ability to mutual cooperation in the regimen of a talk, dialogue, action. Contemporary forms and methods of education promote students to think productively, to make a correct decision timely in case of insufficient appropriate information available, enable to act effectively under complicated conditions, teach to be sociable, initiative, able to defend personal positions considering others at the same time.

Although, according to the obtained results of the questionnaire poll among the learners of advanced qualification courses for medical educational institutions young lecturers appear to experience most difficulties in application of interactive technology into their practical work, that is, role games, case-method, work in small groups, debriefing, discussion method etc. But it is the interactive teaching that enable to design professional situations on medical practical work, in the course of a role game to find the solution of a problem on the basis of analysis of an appropriate situation, promoting formation of professional skills and abilities of a medical professional, teaching humanistic values, creating the atmosphere of interaction and cooperation.

We consider that application of interactive technology of teaching and education is the most effective method in formation of communicative competence of a lecturer at a higher educational institution in the system of post-graduate education. S.O. Sysoyeva [5] states that a general feature of the innovation educational pattern is availability of the following principles of interaction: many-sided communication; interaction and inter-learning of students; cooperated learning activity with appropriate changes in the roles and functions of both students and their lecturers. In the context of humanistic educational paradigm the position of a teacher becomes principally different. The

teacher/lecturer becomes not only the instrument, but a determinant factor of the educational process, organizer, assistant and consultant, one of the sources of getting information. The pedagogue is a facilitator assuming (according to K. Rodgers) support, assistance and at the same time stimulation of the process of growth and self-development of the student's personality – free in his/her choice to make decisions, who tries to be active, independent and responsible, able to move ahead along the way of his/her personality formation.

To the opinion of S.V. Mitina it is interactive educational methods that promote constructive communication in the student-lecturer system. Social-psychological training is the most effective method of formation of communicative competence, as an important moment of the process of formation of communicative skills is imaginary reproduction of one's behavior in different situations that can be performed by means of training methods. At the same time, learning in training groups promotes the increase of communicative competence, alternation of life position, guidelines and development of self-consciousness. The methods to solve training tasks are group discussions, role games, situation designs, promoting development of communicative competence and creating conditions for self-foregrounding and professional self-development of a lecturer [4].

Group discussion is a basic method to master the skills of communication in the form of a dialogue enabling to understand one's position, find variability of approaches, points of view concerning any issue and see the problem from different sides. Discussion develops abilities to improvise, act above the limits of a predicted situation, withdraw from the stereotypes of behavior. One of the effective methods to develop the skills of organizing conversation is analytical observation of communicative interaction, enabling to train acquired skills and helping to master the methods to regulate one's own behavior. An example of a creative use of the discussion method is an active introduction of methods to organize a practical class in the form debates in medical institutions (by the example of Oxford debates). The subject of debates is chosen in the way of two opposite theses defended by the

teams. For example, the subject of debates dealing with the problems of social medicine: a) medicine in Ukraine should be paid by patients themselves; and b) medicine in Ukraine should be financed by the state. In the course of the game parties are distributed: MC, captains, opponents, secretaries and referee. By the conclusions of the debates the teams are awarded with the score one point in difference in favour of winners.

The role game method is also rather effective to be used in educational process, which helps the participants to overcome interpretation restrictions and enables to master a wide range of social roles, and professional ones in particular. It is rather reasonable to use the methods of sensation verbalization and allay emotional tension enabling to master communicative skills and increase emotional susceptibility, empathy, decrease negative emotions. It should be noted that modeling professional situations will promote the formation of clinical thinking, skills of non-verbal communication and psychological influence, teach to analyze and predict a partner's behavior, allowing to prevent and solve conflicts constructively.

In the course of role games the educational principle is demonstrated in interaction consisting of several stages.

I stage – between a manager and participant while introducing educational tasks ensuring a real psychological contact between the lecturer and students and promoting to overcome certain barriers in the process of their mutual work. The students transform from their usual position of “a performer encouraged by the lecture” to the position of “cooperation”.

II stage – information exchange between the participants of the game and the manager while making decision when priority is given to inter-personality communication, and depending on individual level of preparation the students play the role of an idea generator or a critic. The role of a lecturer is to manage this process by means of remarks-prompts, approval, encouragement, regulation of tasks of different degrees of complication. All these methods stimulate involvement of every student into the process of discussion and promotes increased efficacy of educational activity.

III stage – between participants and manager

during discussion of the results. While organizing group discussions various views are suggested, different positions are asserted, abilities to understand and respect other views are formed. It should be noted that pedagogical and inter-personality communication occurs in imitating practical activity promoting to find real potential and abilities of students.

The pedagogical practical work at higher educational medical institutions is indicative of the fact that the variant of combination of the role game method with the work in small groups and debriefing technology is rather effective with the aim to train professional skills and abilities of future medical specialists at practical classes. Since debriefing is considered as a kind of a reverse connection to analyze the results of mutual work, it can be considered as a pedagogical technology in educational-professional training of specialists containing the elements of practical training and discussion. This process is constructed on interaction of all the students together with their lecturer who perform the following functions: an organizer of the educational process, group leader, facilitator, creator of the conditions to stimulate students' initiative. Due to pedagogical skills of a lecturer and his/her tolerance the dialogue between the teacher and student is formed in the course of debriefing considerably improving motivation of students to learning [3].

**Conclusions.** Therefore, theoretical analysis of this problem and the results of empirical study were indicative of the necessity to use interactive technology of teaching and education in the formation of communicative competence of learners at advanced qualification training courses. A leading method of interactive education is social-psychological training with the use of such techniques as group discussion, role

game, debriefing, situation modeling, promoting not only formation of communicative competence of specialists but their professional and personality development as well.

**Prospects of further studies** include elaboration and testing interactive educational methods in the system of post-graduate medical education and their integration in the course of performing social-psychological training with the aim to form communicative competence of lecturers at higher educational institutions.

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