

THE REAL STATE OF THE DEVELOPED COMMUNICATIVE COMPETENCE IN TEACHERS INVOLVED IN VOCATIONAL AND ACADEMIC TRAINING

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Given the realities of the present, vocational education is focused on development of future specialists' creative potential and involves vocational schools (VS) teachers' needs for self-improvement, self-development, professional growth and common culture development. This issue is covered in numerous studies (S. Batyshev [1], L. Biriuk [3], I. Ziaziun [6], G. Lokarieva [7], N. Nychkalo [8], A. Nikulina [2], V. Oliinyk [9], etc.).

However, of current concern for VC teachers is relevant knowledge of communication technologies that promotes knowing and using patterns of information exchange. Professionalism requires the definition of professionally significant personal qualities and abilities, knowledge and skills of teachers, active and qualitative transformation of their inner world as well as ascertaining the laws of their own professional growth and achievement leading to self-realization in the profession.

In view of the above, the purpose of the paper is to introduce the organization and results of diagnostic and empirical phase of the research into the developed communicative competence of VS teachers and provide an analysis of the initial level of communication knowledge and skills.

One of the measures to improve communication abilities and skills of vocational and academic upgrading teachers in the course of advanced training is the organization of experimental work to evaluate the level of the developed communicative competence.

Works of famous domestic and foreign scientists who have made significant contributions to address the problems of professional competence improvement (L. Biriuk [3], V. Vedenskyi [4], S. Demchenko [5], L. Shevchuk [10] et al.) can be considered to be the starting point of our study. Professional competence includes VS teacher's professional knowledge, skills and experience in certain industries, as well as social, communicative and individual skills of the teacher's personality. In addition, it involves the formed ability to reflect and evaluate educational situations and problems; creative nature of thought; conscious understanding of personal responsibility for the impact on the student; ability to manage the student group. Therefore, we think that communicative competence has a special place in the structure of the professional activity.

The experimental research was four-staged and included the stages as follows: search and analytical, diagnostic and empirical, developmental-forming, control and comparison. At each of those stages there were implemented relevant tasks owing to the chosen methods.

The development of diagnostic tools at each stage reflected and was associated with professional activity objectives. The educational guidance of communicative competence development in VS teachers involved identifying the level of developed components (motivational, information theoretical, psychological and regulative, technological and managerial, professional and pedagogical) before and after the implementation of our staged model into practice of qualification upgrading, justification of the implementation effectiveness.

Let us consider the organization and results of the diagnostic stage of the empirical educational experiment aimed at measuring the real state of VS teachers' communicative competence of. The implementation of this stage is facilitated by the following objectives: pilot and ascertaining survey and processing the results.

The pilot survey involved trending of developed communicative competence (CC) in VS teachers and their potential for development. To do this, we used a designed questionnaire and diagnostic card. A self-assessment of advanced training courses participants pertaining to the volume of own communication

knowledge showed the following results: 45.82% of teachers had knowledge about the offered communicative information; 14.17% of the respondents had their own communicative experience; 35.61% of VS teachers found the offered types of communicative activities to be unknown information; 4.40% of respondents needed help to master CC.

The pilot survey findings showed the need for other methods of studying VS teachers' communicative competence. A diagnostic unit provides both standardized and proprietary techniques. They are combined into five packages.

The first package contains diagnostic techniques designed to explore the motivational component of VS teachers' communicative competence. They include: "Studying Teachers' Job Satisfaction" technique, "Need for Communication" test, "Diagnostics of Partial Willingness to Professional Pedagogical Self-development" technique.

The second package is composed of the methods to measure the development of information theoretical component of VS teachers' communicative competence. They include: "Theoretical Foundations of Communicative Competence" author's test to reveal the developed knowledge of communicative competence, "Teaching Situations" technique, "Do You Know the Youth Psychology?" questionnaire).

To determine the level of developed psychological-regulative component in VS teachers' communicative competence there was made the third package of diagnostic tools which includes: "Emotional Stability Test", "Diagnostics of Empathy Level" technique, "Assertiveness Test".

Diagnostic tools of the fourth package are designed to determine the level of technological and managerial components in VS teachers' communicative competence. The package includes: "Effectiveness of Pedagogical Communication" diagnostic tool; "Assessment of Self-controlling in Communication" test; Test, "Are You a Conflicting Personality?" questionnaire.

Diagnostic tools of the fifth package are aimed at assessing the performance of the professional pedagogical component of VS teachers' communicative

competence. The package includes: methods of diagnosing the level of educational cooperation in learning, “Assessment of Creative Potential” test “Study of Developed Pedagogical Reflection” technique.

The research was carried out in the real conditions of advanced training courses for VS teachers in 2009 – 2013 based on the Institute of Continuing Education of Engineering and Teaching Staff, the University of Education Management (city of Donetsk), training centers in Poltava, Sumy, Chernihiv, Lviv region.

After composing the experimental and control groups’ content using different methods (interviews, observation, questioning, summarizing independent characteristics) there was performed planning in the early stages of the experiment. Respondents’ characteristics are indicative of approximate qualitative homogeneity of both groups, a sufficient level of higher technical education in the specialty, teaching experience, employment period that positively influenced the quality of experiment objectives solving, objectivity and representation of the results.

The prerequisite of educational assessment is evaluation of results and transformation into levels. For each component of the communicative competence there was calculated development index. Then the indices were transformed into levels as follows: 0.90-1.00 - creative, 0.85-0.89 – high, 0.75-0.83 - medium and 0.60-0.74 - sufficient.

During the ascertaining survey there were diagnosed indicators of communicative competence showings and developed CC components indices in controls. A quantitative analysis of the findings shows that both in the control and experimental groups the largest proportion of teachers (79.0% -93.5%) demonstrated a sufficient level of developed CC components. This suggests that teachers of vocational schools are willing to participate in professional communicative activities. The medium level was found in a small fraction of VS teachers (4.8% -17%), few respondents (1.6% -4.8%) demonstrated a high level but none of the respondents showed a creative level.

In order to obtain descriptive statistical characteristics of the control and experimental groups there were calculated: mean value (\bar{X}) and variance (Var (X)). As shown in Table 1, overall, VS teachers included into the CG and EG do not differ in terms of the communicative competency components development. All average data correspond to a sufficient level of development, as they are less than 0.7. Variance values are indicative of homogeneity of values distribution in those two groups.

Basic statistical characteristics calculated on the basis of ascertaining survey findings in CG and EG

Group	Component	\bar{X}	Var (X)
Control	motivational	0,64	0,002
	information theoretical	0,64	0,001
	psycological-regulative	0,65	0,001
	technological-managerial	0,65	0,001
	professional-pedagogical	0,64	0,001
Experimental	motivational	0,64	0,001
	information theoretical	0,64	0,001
	psycological-regulative	0,66	0,001
	technological-managerial	0,66	0,001
	professional-pedagogical	0,65	0,001

To summarize, at the beginning of the experiment the teachers from control and experimental groups did not differ in the development of the communicative competence components. Therefore, in the course of advanced training of VS teachers who had been included into the EG there was introduced our staged model and the experimental methods of CC development.

The ascertaining survey demonstrated a sufficient level of developed CC components in VS teachers both in the experimental and control groups, which is indicative of their willingness to communicative activities, but the special emphasis should be put on the development of motives directly related to the content of the chosen profession.

An analysis of the current state of the developed communicative competence in VS teachers showed that structuring of psychological and pedagogical

disciplines provided by the program requires a special attention in the course of VS teachers' advanced training. Furthermore, the quantitative analysis of the ascertaining survey findings become the foundation for the introduction of "Communicative competence" integrative course into the curriculum of VS teachers' advanced training through traditional and active forms as well as methods of the disciplines included into the psychological-pedagogical course.

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The paper offers organization and findings of the diagnostic and empiric stage of the pedagogical experiment aimed at measuring the real state of vocational school teachers' communicative competence. There has been grounded interrelation between the diagnostic tools at each stage of the teacher's communicative competence development and objectives of the professional activity.

Key words: *communicative competence, experimental research, diagnostic and empiric stage, pilot survey, ascertaining survey.*