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COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS OF ARTISTIC DISCIPLINES: DEFINITION OF CONCEPT

Abstract. The article deals with the problem of communication and formation of communicative competence of future specialists in artistic field in the modern educational restructuring conditions. It has been emphasized on the importance and necessity of using competence approach as methodological orientation for the modernization of modern system of education. The main aspects of formation and development of communicative competence of future teachers of artistic disciplines in the process of professional training and in the range of artistic discourse have been considered. It has been outlined the new forms of mediacommunication, the subjects (mediasubjects) and the objects (mediaobjects) of artistic communication have been defined. The theoretical analysis of scientific sources on the formation of communicative competence of future specialists, in particular, teachers of artistic disciplines has been implemented. Different scientific approaches to interpretation of the notion «communicative competence» have been analyzed, the actual definition with taking into account modern requirements for the professional training of art teacher has been proposed.

Key words: communication, competence, communicative competence, teacher of artistic disciplines, artistic communication, mediasubject, mediaobject, discourse, education.

The problem statement. Cultural, economical and social transformations in Ukraine put forward new requirements to the education system, in particular to the training of pedagogical personnel. The active searching ways of effectiveness of educational activity with taking into account needs of social development has led to an interest in the implicit experience of competence approach, which renews every time, responding to the challenges of global information and communication extreme. Leadership positions in the development of system of key, subjective, tough competencies take place, usually, foreign recommendations, but also the domestic educational elite adds own theoretical and scientifically-practical resources, constructively joining to the competent discourse. A huge community of Ukrainian scholars, leading specialists, practicing methodologists, advanced student youths are inspirationally work on improving the whole educational complex for a common purpose – creation of optimal formula of training modern teacher – a bearer of the mental Ukrainian code, a supporter of universal humanist ideological ideas, a fan of diverse educational standards, tolerant personality, which is able to a creative self-development and self-realization, open to various forms of communication. A peculiar epigraph for understanding the mission of the art teacher and the essence of the competence approach in education, in our opinion, may be the expression of Plato: «*The true education and upbringing awaken human's good fortunes, the culture that he/she passes to other generations.*».

Analysis of recent research and publications. Analyzing different approaches to the formation of communicative competence of future teachers of artistic disciplines, we have studied scientific researches of N. Ashytok, L. Bakhman, M. Brovko, R. Verkholaz, S. Horbenko, N. Huralnyk, N. Zvierieva, M. Kenel, I. Kohut, O. Komarowska, O. Kravchenko-Dzondz, L. Masol, O. Oleksiuk, O. Otych, H. Padalka, L. Palmer, O. Rostovskyi, O. Rudnytska, L. Struhanets, B. Shpitsberh, O. Shchol-kova, who developed the conceptual basis of training future teachers; the scientific achievements of V. Bahrii, F. Honobolin, V. Hrynova, I. Ziaziun, A. Markov, A. Petrovskyi, V. Sierikov, V. Slastonin, O. Shcherbakov on the formation of professional personality traits of future teacher; works of N. Avsheniuk, O. Baryshpolets, N. Bibik, O. Borovets, T. Desiatov, L. Diachenko, N. Myropolska, I. Rodyhina, N. Postryhach, L. Pukhovska, O. Sulyma, O. Tsymbliuk, in which the problem of formation and improvement of the communicative competence of future

teacher is considered in view of the challenges of our time; examined scientific approaches and pedagogical conditions of the formation of competencies of future teachers of artistic disciplines T. Doroshenko, O. Krasovska, N. Ovcharenko, V. Rahozina, A. Radich. Studying and detailed analysis of theoretical and scientific-methodological works of the above-mentioned authors allows us to conclude that the study of various aspects of artistic education occupies a prominent place in modern pedagogical science, and the priorities are the questions of using theoretical and methodological outcomes concerning the improvement of professional training of future teachers of artistic disciplines in the humanitarian educational institutes and formation of pedagogical mastery. However, to the problem of formation of communicative competence of future specialists of artistic field is paid insufficient attention due to the fact that still in the educational environment the professional knowledge and its quantitative content is prevalent, than the ability to find answers to questions through active interaction of participants of the pedagogical process. Undoubtedly, qualitative teaching of artistic disciplines requires from a teacher solid theoretical knowledge and high technical abilities (play musical instrument, vocal, conducting, performing interpretation, use of properties of various (organic and inorganic) materials, possession of different artistic techniques, plastic and aesthetics of body movements etc.), but the transfer of artistic experience is impossible outside the communicative area. The purpose of the article is in substantiation of the essence of the concept «communicative competence of future teachers of artistic disciplines» on the basis of competence approach taking into account the modern trends in the development of artistic communication.

Results of the research. In the context of systemic reforms that take place in Ukraine, new educational standards (the concept of NUS) taking into account the competence approach and national and valuable spiritual and cultural achievements have been determined. The New Law of Ukraine «On Education» [12] states that personal realization and life success throughout life will ensure the acquisition of such key competencies: fluent speak the state language; ability to communicate with a native (in case of difference from the state) and foreign languages; mathematical competence; competence in the field of natural sciences, technique and technologies; innovation; ecological competence; information and communications competence; study throughout life; civil and social competences related to the ideas of democracy, justice, equality,

human rights, well-being and a healthy lifestyle, with the awareness of equal rights and opportunities; cultural competence; entrepreneurship and financial literacy; other competencies provided by the standard of education. The authors of the NUS project based on the version of recommendations of the European Parliament and the Council of the EU (2006) on the definition of key competencies, created the concept in 2016, but in 2018 (the Ukrainian school has just begun a 12-year study course with the registered key competencies) the Council of Europe approved an updated version of key competencies for a lifelong study [6], which illustrates the rapid reaction of the Western world to the rapid changes that affect all aspects of social progress. In this version there are 8 key competencies that are adapted to modern educational needs. These are – literacy; linguistic competence; mathematical competence and competence in sciences, technologies and engineering; digital competence(!); personal, social, and study competence; public competence; entrepreneurial competence; competence of cultural awareness and self-expression. In the detailed explanations to the new recommendations we find accent remarks concerning ethical, safe and responsible approaches to network communication, including adequate perception of oneself in new online environments, therefore, it is about new rules of communication between subjects of the digital era, behavior in social networks. It is obviously that the problem of communication in modern information and digital world increasingly «accelerates» to parameters of global with a predicted tendency to combine knowledge from different fields of science in a single cultural and educational space.

A special meaning in the context of competence approach obtain the throughout skills, distinguished by national scholars, who, in their opinion, will ensure the quality of education and life in general. These are like meaningful reading; free expression of own thoughts (orally and in writing); critical and systemic thinking; capacity logically substantiate position, creativity, initiative; ability constructively manage emotions; to assess risks; to make a decision; to solve problems; ability to co-operate with other people etc. [11]. Described abilities, necessary human for solving various life, professional and everyday tasks, directly are related to the basic human activity – the communication – a determinant of competence, specific to each kind of activity.

In the Law of Ukraine «On Higher Education» [5] competence is grounded as «a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines the capacity of person successfully carry out professional and further educational activities and is the result of study at a certain level of higher education».

Realization of competence approach in education, in particular artistic, will be provided with clear references – key competences, which are determined as «the system of abilities (the capacity of a person to realize achieved knowledge and skills in practice) and attitudes (the qualities, which are manifested in the behavior of individual in a particular situation or his actions based on the values of beliefs, views, interests etc.)» [10]. The leading specialists L. Masol, O. Ovcharuk, N. Myropolska, V. Rahozina and others developed and systematized a complex of basic competencies as the result of general artistic education, forming an integral whole. Classification groups and relevant indicators of competence have been divided into three categories: *personal* (general cultural), which include valuable-orientation, artistic-worldview, culture-creative

(ethnocultural, polycultural, cultural and leisure); *functional* (artistic (subjective), intersubjective (branch (aesthetic), interbranch (humanitarian)), metasubjective (informational-cognitive, self-regulating, creative); *social* (socio cultural), among which artistic-communicative and artistic-cooperative competences can be distinguished [14].

In methodical recommendations of the Ministry of Education and Science of Ukraine concerning the teaching of artistic and aesthetic cycle subjects is indicated that these subjects «are directed on the development of emotional and sensual spheres of pupils, formation of their artistic-figurative, associative, critical thinking; creation of favorable conditions for the producing creative ideas, realization of own creative needs in artistic activity and cognition» [10]. Undoubtedly, only trained specialists (teacher of music, teacher of fine arts, teacher of choreography, teacher of artistic culture), which have got special artistic and pedagogical education, and, accordingly, are capable to provide artistic and creative development of personality, should develop students' artistic competencies and realize the practical-oriented component of the curriculum content.

The absence of clear standardization of the definition of interdisciplinary phenomenon «communicative competence» leads to the appearance of a large number of interpretations, in which researchers from different subject areas reveal the general and special aspects of this multi aspects phenomenon. The unifying factor that reduces all models of communicative competence to a common denominator is certainly communication – interpersonal activity of communicative actions subjects. Thus, under the communicative competence is considered the level of formation of interpersonal communication experience (Yu. Yemelianov, T. Volfovska, H. Rurik), the knowledge and abilities, which provide objective perception of other people, finding an adequate style and tone of communication (O. Sibil), the set of knowledge about communication in various conditions and circumstances with different communicants (L. Mamchur), the system of internal resources (O. Borovets), experience in the field of establishing and maintaining contact with the interlocutor in the process of communication (N. Zvierieva) etc.

Usually, in scientific sources, the notion «communicative competence» is compared with communicative knowledge (L. Orban-Lembryk, L. Petrovska, A. Panfilova, O. Kovalenko), communicative skills (Yu. Yemelianov, S. Makarenko, B. Nansi), communicative characteristics (N. Melnykova, V. Cherevko, T. Shcherban, O. Hrynychuk, A. Sukhov, A. Derkach). The communicative component of teacher's professional activity and teacher's communicative competence as some interdisciplinary phenomenon often is associated with «communicative perfection», «speech/language competence», «communicative literacy», «sociolinguistic competence», «verbal communicative competence», «communicative capabilities», «communicative abilities» and others [7]. Such terminological ambiguity is connected primarily with the polysemy of the word «communication», which is understood as a mean, way of transmitting information, as relationship between subjects, as certain action (communication) etc. At the same time, the concept of «competence» is used in the sense of standardized, achieved quality in the process of study/training of subject. The multivector of «communicative competence» as a lingodidactic category also relates to the combination of individual types of behavior, personality traits and management of the act of communication.

Examining the problem of formation of future teachers' communicative competence scientists mostly take into account social, psychological, methodical aspects of the competence, that is, the «mastering of various skills by students that will allow them in future to act effectively in the situations of professional, personal and social life» [8,

p. 9]. The analysis of different scientific approaches to the interpretation of the notion «communicative competence of future teacher» gives the opportunity to make sure that these aspects (individually or in combination) are taken into account when determining the definition of the studied concept (Fig. 1.).

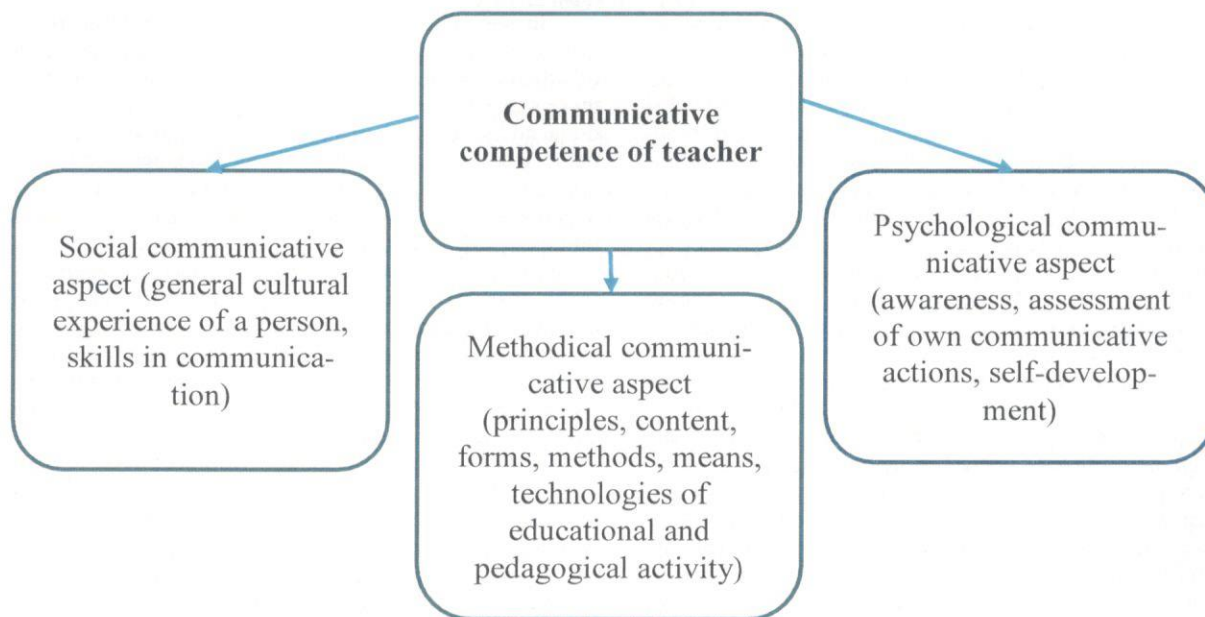


Fig. 1. Aspects of communicative competence of teacher

Thus, N. Ashytok defines the communicative competence of a teacher as «the capability to communicate effectively within the limits of professional duties that provide the ability to share information, perceive the interlocutor, to realize his needs, to understand his feelings and psychological states, to reach an understanding» [1, p. 11]; O. Kravchenko-Dzondza interprets as «the system of internal resources of effective solving professional tasks, namely: positions of communication, roles, stereotypes, settings, knowledge, abilities, skills, that are related with the integrity of personality in some way» [7, p. 99]. Summing up the scientific experience of domestic and foreign scientists, L. Mamchur notes that communicative competence is considered as «the capability of individual to establish and maintain necessary contacts in society as a complex of knowledge, abilities and skills in the sphere of verbal and non-verbal means for an adequate perception and reflection of reality in various communication situations» [9]. V. Bulhakova considers communicative competence as «the indicator of enlightenment of the subject of intercourse in the sphere of communication» [2, p. 85]. T. Volfvovska, thinking about the place and role of educated person in sociocultural space, points to the need to form the experience of interpersonal interaction in order to «successfully function in a society taking into account own abilities and social status» [3, p. 13]. According to Yu. Yemelianov, the main factors determining the development of communicative competence are the human life experience, his/her general erudition, art, special scientific methods, because the designated competence is acquired only in a social context [4]. I. Cherezova described the essence of communicative competence as an integral quality of personality in the process of his/her becoming, considering that it is «the system of internal resources of effective interaction: positions of intercourse, roles, stereotypes, settings, knowledge, abilities, skills» [16, p. 107]. Relying on scientific researches and practical

experience, the author states that «every human, not depending on the level of personal development and professional duties, only then may consider himself/herself a full-fledged person, when he/she will achieve perfection in the field of interpersonal interaction, and the success of interpersonal interaction is connected with such concepts as communication and communicative competence» [16, p. 103].

Formation of communicative competence of future teachers of artistic disciplines needs a special approach with taking into account main tendencies in pedagogical and artistic field: the introduction of the model of poly-arts education and pupils' upbringing on the basis of interaction of types of art into the secondary school; the orientation on the creating various integrated courses in art, along with subject teaching; the formation of interdisciplinary artistic competencies of pupils, based on new audiovisual and computer technologies (in the process of creating comics, cartoons, electronic programs in the Internet etc.); the spread of interdisciplinary connections within the framework of not only artistic-aesthetic and related humanitarian cycles, but also between the subjects of more distant fields (mathematics, physics, informatics etc.) [13, p. 92]. The global expansion of the communicative field, related with the activation of computer networks, gives the opportunity to users to see, to hear, to read, to interpret messages (information), joining the multimedia Internet discourse. Recipients (pupils/students, teachers/instructors, authors of artistic texts, author's images, other members of artistic discourse) have a unique opportunity for the rights of dialogically equal positions in real time to take part in interactions with the possibility of feedback. The emergence of a new subject of communication – the mediasubject – has modernized artistic communication, gave it new forms and values. Nowadays the objects of study activity in educational establishments are the arts, based on the media principles: computer graphics, animations, digital cinema and photography, artistic television,

videoart, technoart, virtual installations etc. With a help of modern techniques and related programs, audiovisual texts are repeatedly replicated, thanks to digital technologies, there is a redefinition of cultural objects (mediaobjects), which allows anyone who has interest in art and ability to access the network, to be co-author of new artistic forms. Undoubtedly, modern students are actively involved in such large-scale communicative actions and discourse, in which the language expressions, actions, feelings of the participants of communication in the initiated interaction are agreed (or not agreed). According to the J. Habermas, only in the discourse can identify the barriers that make impossible a productive interaction, only a discursive consideration transforms an expression into interpretation, a statement into proposal, an explanation into theoretical explanation and justification into theoretical justification [15, p. 86 – 90].

Taking into account the experience of national and foreign scientists on the problem of theoretical substantiation of the essence of communicative competence and its components, and also the peculiarities of the artistic educational field, we propose the definition of the concept. In our opinion, *communicative competence of future teacher of artistic disciplines – is the capability of personality to direct and indirect constructive communication with other subjects (mediasubjects) and objects (mediaobjects) of artistic and creative activity based on their own psychophysical resources and comprehensive knowledge of laws and principles of communication.*

Conclusions. The problem of formation of communicative competence of future professionals is actual, and searching the most effective ways of its solving is appropriate and necessary for the reasons that, firstly, communication in the modern world becomes the signs of global phenomenon, secondly, modern teacher in any field of knowledge to realize his/her professional mission should actively communicate with subjects – the participants of pedagogical process – in different informational formats, determined by the relevant educational laws. Professional pedagogical communication will be effective when will be built on the basis of the fundamental principles of successful communicative interaction, provided the harmonious relationship between its participants, united by common interests, motives, goals, especially when joint performance of educational tasks and creative affairs in the environment of like-minded people causes a common emotional resonance. So, the modern teacher in his/her professional activity, besides the grounded professional knowledge have also to pass the complex of universal knowledge, abilities and skills that cover the functions of communication and specific features of the communicative process. Realization of the readiness to professional interaction is possible under the condition of competence approach, which is recognized as a priority in Europe, Ukraine and most countries of the world. Formation of communicative competence of future teachers of artistic disciplines at the time of making the Ukrainian nation and the renewal of the education system, special attention is needed, because the teacher of art is primarily a translator of spiritual folk treasures, its aesthetic culture, and art as a form of culture takes a significant role in consolidation of human communities, forming the system of values and strengthening of the spiritual potential of personality. In the didactic aspect art is the effective mean and instrument of communication, and in worldview – the criterion for self-identification, since perception, knowledge, and interpretation of artistic works take place under the laws of communication (sign/meaning exchange). The communicative competence of future teacher in the field of artistic

education is caused by psychological and moral principles, considered as a dynamic component of pedagogical activity, aimed at the transfer of general educational, artistic, social and cultural content in study art and creative interaction.

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