Expert's communicative competency: concept contents and structure

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Summary. The paper analyzes concept contents of the term "communicative competency" and its structure from the point of view of Ukrainian, Russian, European, American scientists. The paper presents the authors' interpretation of the term "communicative competency" and "communicative competence". The structure of communicative competency is represented in the form of the composition of communicative competency's components, which are integrated into five elements: individually-personal, speech, interactive practical, multicultural and substantively-informative one.
   Key words: *communicative competency, communicative competence, structure of communicative competency.*

A research of approaches to classification and selection of key competencies at the international institutions' level has been continuing over a period of past ten years. The Organization for Economic Co-operation and Development has made a great contribution to the research of key competencies' nature and its contents and it has founded an international project named "Definition and selection of key competencies" ("DeSeCo"). The list of key competencies (both in educative and economic branches) that has been suggested by 12 member - countries, testified that communicative competency referred to working and living methods in the modern world. Therefore, professional activity of any branch is not possible to conduct without communication in professional community and it is the means of impact on the object of activity for members of social work (human-human). That is why the problem of communicative competency's formation in the system of experts' professional training in higher school is obtaining a particular topicality.

A competency-based approach determines a construction of professional training, under which a communicative competency is being formed. Thus, before specification of approaches to formation of communicative competency it is reasonably to identify a structure of this content in order to predict clearly a result of this work [4].

The term of "communicative competence" was introduced by Dell Hymes in 1972, who extended a concept content of the notion "language competence", which was brought by Noam Chomsky in 1965. Since that time, an ability to formulate and to acquire statements in accordance with the context has been rendered as a communicative competence. Brian Spitzberg considers communicative competence as an ability to interact successfully with other people, explaining the "success of interaction" as precision, clearness, conformity, effectiveness and suitability of selected words and behavior strategies. G. Friedrich treats communicative competence as a situational ability to make realistic goals for interaction and to force their achievement by means of applying knowledge about oneself and another person, considering these acts as communicative strategies. Further, John M. Wiemann's definition details the viewpoints of previous scientists. The author considers a communicative competence as an ability to select a suitable type of communication behavior in order to reach certain interpersonal goals or intentions successfully while interacting. R. Rubin understands the notion more precisely. He defines it as an impression of relevance of another person's communications behavior. We consider a definition of psychologist Kurt Danziger to be significant. He specifies a communicative competence as a person's ability to conduct communicative functions according to the situational conditions. The author bases on a skill to accept an interlocutor's viewpoint, to form an interaction in clear and acceptable way for an interlocutor [1, pp. 15-17].

The analysis of foreign sources proves that foreign scientists are used to term "communicative competence". Otherwise, the scientists of CIS countries (proceeding from common definitions of competency-based approach) use two categories: "communicative competency" as a person's ability, willingness and readiness to solve communicative tasks, and "communicative competence' as an inner reserve of competency, that shows up in availability of communicative knowledge, abilities, skills and experience in communicative activity. Whereupon, we have made sure that the definitions of Americans Brian H. Spitzberg and G. Frieddrich are close to native scientists' understanding of communicative competency.

Among native scientists who discover subject matter and structure of a communicative competency and a communicative competence are such psychologists and educators as: N. Anikeeva, S. Barishnikova, N. Bibik, A. Bogush, O. Volchenko, O. Golovko, V. Grehnev, T. Grigorieva, Y. Yemelianov, Y. Zhukov, M. Zabrotsky, O. Zabolotska, V. Zviagintsev, I. Zimniaya, V. Kan-Kalyk, N. Kichuk, I. Kolesnikova, Y. Kryzhanskaya, N. Kuzmina, O. Leontyev, A. Markova, L. Mitina, G. Moskina, L. Petrovskaya, V. Slastyonin, T. Simonenko, O. Semenog etc. Detailed analysis of the concept contents of "communicative competence" and "communicative competency" made by Ukrainian and Russian scientists is presented in the authors' paper [1, pp. 18-22; 2]. It gives us grounds to state that there are no unity between the terms of competency and competence. Various scientists understand definitions of "communicative competence" and "communicative competency" as synonymic lexical structures and define them as a person's ability to perform a particular communicative act. Other scientists incline to differentiate these terms, specifying a communicative competence to be narrower, just a part of communicative competency.

An object of the article is the definition of the terms of "communicative competency" and "communicative competence" and presentation of the authors' structure of communicative competency.

Analysis of present approaches to define the term "communicative competency" and I. Zimnaya's definition of competency "as an actual detection of competence" gave us an option to clarify the definition of this category. So communicative competency is an integrative personal formation that is detected in a communicative process as an ability to actualize and use the obtained experience of communicative activity and individual psychological qualities to reach a communicative goal. Communicative competences, which are based on knowledge, abilities, skills, methods of communicative activity and manifestation of emotional attitude towards it, form the basis for communicative competency. Communicative competency is detected in a process of solving communicative tasks [3].

The concept meaning is opened through its structure, that's why we've decided to analyze the researches concerning the problem of communicative competency/competence's structure (Dell Hymes, M. Canale and M. Swain, W. Ulrich, R. Milbrood, I. Maksimova, N. Gez, D. Izarenkov, L. Zhumaeva, T. Simonenko, T. Grinchenko, V. Asadchyh, M. Bernavskaya, O. Kudashkina, N. Zavinychenko, V. Cherevko, S. Petrushyn etc.). It should be pointed out that researchers concentrated mainly on linguistic aspect of communicative competence's detection, an as a result psychological, didactical and sociological aspects were ignored. However, on the other hand, Dell Hymes's theory supposes that a communicant must have much deeper (not only linguistic) knowledge, skills and experience. It means that he must know the ways of usage of different languages by different members of linguistic community. In other words, a communicative competence, being based on the knowledge of communicative principles, psychology of interpersonal interaction, language skills' possession, means to have sociocultural, regulative and normative abilities.

While formulating a structure of communicate competence [1, pp. 22-35; 2] we were proceeding from the stages of communicative process, some of which correlated with the components of communicative competence and with communication acts. Among other things, we have considered the approaches up to improvement of the effectiveness of communicative processes, which have been suggested by American Management Association and research results of American psychologist Daniel Goleman, who while analyzing an emotional competency or an emotional intelligence, defines it as the ability to understand and determine one's own feelings, and an interlocutor's feelings in order to self-motivate and manage one's own emotions and in relationships with other people.

The analysis of scientific resources on the structure of communicative competency proved that there is no single approach to define that. Structuring of communicative competency onto separate units or components is considered to be traditional. Among the components are motivational and value, target, gnostic, cognitive, conative, contents, operational and activity, control and regulating, reflexive, emotionally evaluative, individually personal, interactive, perceptive , behavioral. It is this approach that such scientists as V. Asadchyh, M. Bernavskaya, T. Grynchenko, N. Zavinychenko, O. Kudashkina, S. Petrushyn, V. Cherevko follow.

There is one more approach to describe the structure of communicative competency throughout singling out definite communicative knowledge, abilities, skills, experience, personal qualities, practice of activity and emotional attitude to it. The structure of communicative competency, suggested by N. Burtovaya, consists of behavioral, emotive, cognitive, regulative and informative components; the structure after G. Puhalskaya consists of general skills; communicative knowledge, abilities (fluency in verbal and non-verbal methods of social behavior); organization of interpersonal space by a person on his territory (according to sociocultural and professional standards); personal variables. Y. Mryakina presents a structure of communicative competency as a composition of four groups of abilities: the first one includes individually psychological characteristics, the second one determines the level of psychological intelligence and skills to behave oneself in different communicative situations, the third one includes a behavior, and the forth one is presented by skills of verbal and non-verbal communication. We have found out one more approach to describe the structure of communicative competency throughout the composition of communicative competency's components. Therefore, N. Demedyshyna considers communicative competency to be a composition of different kinds of competencies, such as linguistic, speech, cultural-ethical, communicative; V. Nazarenko considers it to be social and psychological, conflictological, social and perceptive, autopsychological and reflexive competencies.

We define a communicative competency as an integrative personal formation, which is a composition of communicative competency's components, such as *emotional, verbal-logic, reflexive, linguistic, speech, interactive, social-communicative, technical, sociocultural, sociolinguistic, subject-thematic and informative* [1, pp. 35-75; 3; 4].

An *emotional component* is detected as the ability to understand and determine one's own feelings, and an interlocutor's feelings in order to self-motivate and manage his own emotions inside and in the relationships with other people; balance of rational and emotional elements in the process of interaction.

The ability to perceive and understand contents and main point of oral and written speech, ability to work out, to classify information, to understand a communicative point of messages, to remember and, if necessary, to actualize knowledge and facts in proper way disclose an essence of *verbal-logic component* within a structure of communicative competency.

A *reflexive component* is considered as the ability to perform reflexive processes effectively and adequately, that provides the processes of development and self-development. Also it contributes to the creative approach to communication in order to gain its maximum effectiveness and productivity.

The essence of *linguistic component* is an ability to actualize knowledge of language, readiness to use main

principles of language and speech functioning in order to solve communicative tasks.

Speech component is an integrated category, being based on linguistic competency, comprises a system of language skills (main elements of audition and speech culture) and demonstrates knowledge of all language levels and terms of its functioning under different social contexts.

Taking into consideration that communication is a process of interaction between people, we have pointed out an *interactive component* in the structure of communicative competency, which occurs in ability to impact on effectiveness of general operations and interacting and to provide positive changes to correlated subjects related to their internal growth and development.

Social-communicative component occurs in ability to feel confident in every social situation, to make correct decisions and, as a result, to gain an intended communicative goal.

Communication is a process of interaction between both individuals and cultures, especially in the age of modern world globalization, that capacitates a separation of *sociocultural component* in the structure of communicative competency, which is rendered as the ability to perform intercultural communication, based on cultural and social standards of communicative behavior; provides intercultural communication; requires a proper level of knowledge of sociocultural context, in which language is operating; is a structural composition of social roles, standards and principles of group, cultural patterns of behavior, language value orientation, comprehension of one's identity through the perspective of those cultural characteristics, which are approved in a definite society.

Sociolinguistic component much impacts on language arrangement of communication between representatives of different cultures; it displays the ability to use and transform language forms according to the situation; it includes tendency to learn foreign languages and the ability to recognize language aspects of social communities, places of living, origin and occupation.

Communication requires a definite informative filling, so that individual must master the subject of speech. It is a ground to point out *a subject-thematic component* in the structure of communicative competency. In order to learn the subject of communication, an individual should be able to find, work out and represent necessary information rapidly, and among other things, he should be able to master knowledge, skills, principles and standards of computerization and informatization, otherwise, it will be impossible to communicate and work nowadays. That is why we point out an *informative component* of communicative competency.

The defined components can be structured according to their elements. The success of communication is impossible without definite individual qualities, which are necessary for interaction. That is why we've pointed out *an individually-personal element;* no interaction will be efficient without knowledge and ability to use language apparatus, and therefrom we separated a *speech element; an interactive practical element* describes all the aspects of interacting between people; *multicultural element* explains the aspects of interaction between different nations and cultures, that is especially important in view

of globalization of modern society; and finally *substantively-informative element*, which includes a subject aspect of communication and skills to work out information. An expert will not be competent and competitive on labor market without these skills.

The indicated elements integrate mentioned above components of communicative competency. Thus, *individually-personal element contains an* emotional, verbal logical, reflexive components; *speech element* – linguistic, speech components; *multicultural element* – sociocultural, sociolinguistic components; *substantively-informative element* – subject-thematic and informative components. Communicative competences are an internal reserve for all these components.

Individually-personal element. The emotional component of communicative competency is based on the competences of self-consciousness and self-control (that is deep understanding of oneself, of one's own needs and motives; mortification of one's own emotions and direction them to a proper side), empathy (capacity to understand or feel what another person is experiencing by means of compassion, and penetration into another person's inner world, an ability to consider other people's feelings and emotions), perceptive competence (which gives an opportunity to estimate emotional-psychological reactions of communicative partners). Verbal-logical component is based on analytic (analysis of the contents of the utterance, pointing out a main idea of it), evaluative (capacity to evaluate truthfulness or falsity of given information), projective (capacity to make projects and to organize one's own communicative activity), mnemonic competence (ability to single out and remember relevant information). The inner reserve of reflexive element is a reflexively-analytical competence (that is directed to analyze oneself), reflexively-evaluating competence (evaluating the correctness of solving communicative tasks), reflexively-projective competence (projecting of communicative strategy and tactics, including the results of analysis and evaluating the correctness of solving previous communicative task).

Speech element. Linguistic component of communicative competency is based on phonetic (correct sound pronunciation, developed phonemic hearing), lexical (vocabulary knowledge, including such lexical elements as phraseologisms, stable combinations, words), syntactical (combination of knowledge and skills to construct sentences and phrases), grammar (knowledge of grammatical structure of language), orthographic (complex of knowledge, abilities and skills in orthography), semantic (understanding the semantics of words and usage them in correct semantic meaning), stylistic competences (knowledge of functional styles and registers of language). Speech element consists of competences: speech-active (readiness to a certain communicative act), discursive (a set of skills and abilities of integrated and logical expression), pragmatic (the ability to use expressions effectively in accordance with a speaker's communicative desires and with the speech situational conditions), strategic (ability to reach specific communicative goals using verbal and non-verbal communicative strategies and mobilizing all of own resources).

Interactive practical element. The inner reserve of an interactive practical element is a compatibility competence (readiness for common activities and cooperation), communicability competence (ability to build relationships with others in a beneficial way for all interlocutors), sociability competence (tendency to constructive and enriched communication with other people). Conflictological competence is a basis of a social-communicative component (possession of broad spectrum of behavioral strategies in conflict situations and the ability to apply these strategies), organizational (readiness to organize both oneself and other people), ethical (ability to be guided by ethical standards in one's activity). The basis of technical component of a communicative competency are an expressive competence (possession of culture of verbal expressions that comply with speech, gestures and postures plastic, emotional and mimic expression support, tone and speech loudness; as an expressive sphere of communicative activity) and a competence of "attaching" (emotional contact, orientation on another person).

Multicultural element. Sociocultural component is based on such competences as intercultural (interaction of people belonging to different cultures and languages; reflects an adequate understanding of two or more communication participants belonging to different nationalities*)*, cultural as a whole (knowledge of common cultural values), sociolinguistic (provides a communicative relevance of expressions according to the social norms of behavior in a definite communicative situation). As a basis of a sociolinguistic component we pick out a competence in verbal etiquette (possession of speech patterns' principles), culture-oriented linguistics (knowledge of cultural-oriented lexical material and ability to use it in communication).

Substantively-informative element. Subject-thematic component of a communicative competency is detected through mastering such competences as subject (provides subject fullness of speech), specialized (helps to solve definite range of issues in a certain situation of professional activity) and technological competence (abilities and skills to use modern tools of computer and information technologies in order to solve communicative tasks in a professional activity and in everyday life).

Conclusions. Definition of "communicative competency" is interpreted as an integrative personal formation that is detected in a communicative process as an ability to actualize and use the obtained experience of communicative activity and individual psychological qualities to reach a communicative goal. The structure of communicative competency is a composition of five elements: individually-personal, speech, interactive practical, multicultural, substantively-informative. These elements combine the components of communicative competency, such as emotional, verbal-logic, reflexive, linguistic, speech, interactive, social-communicative, technical, sociocultural, sociolinguistic, subject-thematic and informative. Communicative competences are the inner reserve of all these components. The basis of communicative competences are knowledge, abilities, skills, experience in communicative activity and emotional attitude toward it. Possession of all communicative competency's components is necessary for representatives of any profession for effective and productive life in the conditions of the modern world.

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Коммуникативная компетентность личности: содержание и структура понятия.
Скворцова С. А. Вторникова Ю. С.
Аннотация. В статье проанализировано содержание понятия «коммуникативная компетентность» и его структура с точки зрения украинских, российских, европейских, американских ученых. Представлена авторская трактовка понятия «коммуникативная компетентность», «коммуникативная компетенция». Структура коммуникативной компетентности представлена в виде композиции составляющих коммуникативной компетентности, которые объединены в пять компонентов: индивидуально-личностного, речевого, интерактивно-практического, поликультурного, предметно-информационного.
Ключевые слова: коммуникативная компетентность, коммуникативная компетенция, структура коммуникативной компетентности.