

## The Formation of Communicative Competence in Terms of Higher Education

Irina M. Puchkova<sup>a</sup>

<sup>a</sup>Kazan (Volga region) Federal University, Kazan, RUSSIA

### ABSTRACT

The relevance of the problem under investigation due to the fact that the formation of communicative competence as a component of professional competence is a prerequisite for successful professional activity of future specialist, regardless of their specialty. The purpose of the article is to identify and assess the factors of formation of communicative competence in terms of vocational training in high school. The leading method to the study of this problem is the method of empirical research, allowing to estimate the components of communicative competence at different stages of training. There is a proven need of the study of communicative competence as a kind of professional and its components in the course of high school preparation. Such components of communicative competence, as a communicative tolerance, affiliation, emotional stability, empathy are empirically examined. Their differences at different stages of training are revealed. The results can be used for adaptation of first-year students, as well as for the development and correction of communicative competence of undergraduate students.

### KEYWORDS

Professional competence, communicative competence, communicative tolerance, affiliation, empathy

### ARTICLE HISTORY

Received 28 March 2016  
Revised 23 May 2016  
Accepted 28 June 2016

## Introduction

### *Urgency of the problem*

The most important condition for a successful professional activity is competence. J.. Raven (Raven, 1997) meant under the competence the special human capacity necessary to perform a particular action in a specific subject area, including highly specialized knowledge, skills, ways of thinking and a willingness to take responsibility for their actions. The professional competence is understood as a person's ability to meet certain professional tasks (Derkach, 2004), it is considered as a professional human characteristic, based on knowledge, skills, intellectual and personal-conditioned.

**CORRESPONDENCE** Irina M. Puchkova ✉ [irina\\_puchkova@mail.ru](mailto:irina_puchkova@mail.ru)

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It is necessary to note the following features of Professional Competence (Zimnyaya, 2004): a) the competence of wider knowledge and skills, it includes them in itself; b) competence includes emotionally-strong-willed regulation of its behavioral manifestations; c) the competence of the subject content is significant for its implementation; g) as an active expression of man in his activity, behavior, competence is characterized by mobilization readiness as the possibility of its implementation in any situation requiring this.

Thus, professional competence is a measure of the level of professional skill, followed by a definite value, meaningful and motivational sense. The study of professional competence leads to increased efficiency of the specialist.

The formation of professional competence is a process that continues throughout a professional activity and, in fact, begins long before. It is therefore necessary to address the question of formation of professional competence and its components in the course of vocational training in the conditions of high school.

A total professional competence I.A. Zimnyaya (2005) distinguishes the intellectual personal premised base, that develops on each educational level on the basis of what has been developed during the previous, and the core base (social and professional competence), which is formed in the educational process in relation to the specifics and goals of obtained profession. These are mutually overlapping, interrelated set of social and professional competences, where professional are sequentially formed in accordance with the state standards and social - taking into account the specifics of professional activities to which trains specialists (Galyamina, 2005, Korshunov, 2005).

The professional competence of the model includes the following four parts:

Basic - providing intellectual (basic mental operations at the level of the norm), in accordance with which the university graduate should be characterized as a minimum by norm of development of such mental actions (mental operations) as analysis, synthesis, comparison, classification, decision making, forecasting, correlation result of the action with a sliding goal.

Personal, in which a person should possess such personal qualities as responsibility, organization, and commitment.

Social, ensuring the vital activity of the person and the adequacy of its interactions with other people, groups, collectives. In accordance with this bloc graduate should be able to organize his life in accordance with socially significant representation of a healthy lifestyle, to be guided in their behavior the values of life (life), culture, social interaction, integration of knowledge in the process of acquiring and using them in the process of solution social and professional problems, to cooperate, to communicate orally and in writing in their native and foreign languages, to find solutions to unusual situations, to find creative solutions to social and professional tasks.

Professional, provides adequate performance of professional activities. In accordance with the bloc graduate should be able to solve professional problems in his specialty.

This view shows which levels of professional competence should be developed on the basis of psychological laws of mental and personal development, and which should be formed on the basis of the psychological

aspects of development activities (including professional) and the formation of its subject - the student.

The most important tool for the professional activity in its various spheres is communication. Thanks to the ability to communicate the specialist can find a way out of the difficult, and often conflicting situations. Competence in a communication, according to the most authors, is a part of an integrated and professional competence and refers to the ability to establish and maintain the necessary contacts with other people.

### **Materials and Methods**

During the research the following methods were used: the theoretical - analysis of the scientific literature on the research problem; Empirical: survey method, psychodiagnostics; methods of statistical analysis of empirical data (t-Student criterion, correlation analysis, analysis of divergence).

Empirical research was conducted among respondents aged 18 - 22 years old, the study involved 96 psychology students at Kazan Federal University. The study used the following techniques: test - questionnaire to determine the level of affiliation; test empathic abilities; method of determining the level of communicative tolerance of Boyko; 16PF Questionnaire of R.B. Cattell.

The study was conducted in three phases:

- The first stage - the preparatory stage - the current state of the research problem in psychology was analyzed;
- At the second stage - the main stage - an empirical study components of communicative competence at different stages of training in high school was carried out;
- The third stage - the final stage - the systematization and generalization of research results were carried out; theoretical conclusions were refined.

### **Results**

#### ***The organization of research***

The purpose of the study was the identification and comparison of factors ensuring competence in communication among students - psychologists in the initial and final stage of training.

In accordance with the allocated step theoretical justification study problems stage of training for the empirical study, the respondents were divided into two samples: a group of the initial phase of training (Group 1) and the group of the final stage of training (Group 2). Testing was conducted in a collective form.

In the process of psycho-diagnostics the level of expression of the following indicators was determined: the motive-pursuit for people; the motive-fear of rejection; streamlined channel of empathy that characterizes the focus of attention, perception and thought which emphasizes on the nature of any other person - his condition, problems and behavior; emotional channel of empathy, retaining the ability to enter into emotional resonance with others - to empathize, to participate; emotional responsiveness; intuitive channel empathy, which characterizes the ability to see the behavior of the partners to act in the conditions of the initial information about these deficits, based on the experience

stored in the subconscious; Installation promoting empathy empathic facilitate the operation of all channels; the penetrating power of empathy, which is regarded as an important communicative human property, enabling you to create an atmosphere of openness and trust; identification as the ability to understand the other, based on empathy, setting themselves in the place of the partner; the overall level of empathy - the psychological quality, ensuring adequate communication in the relationship system, the ability to empathize, empathy, compassion, a kind of psychological "involvement" in the world of experiences of another; misunderstanding and rejection of other people's identity; "I-it-yourself" as a reference when assessing the conduct of another; categorical and conservative people in the estimates; inability to hide or at least smooth out the unpleasant feelings that arise when confronted with uncommunicative qualities of the partners; the desire to rehabilitate his partner; the desire to fit partner for themselves, make it convenient; inability to forgive one of his mistakes against you; intolerance to physical or mental discomfort; poor adaptability to the character, habits, installations or other claims; the overall level of communicative tolerance; emotional stability; anxiety, self-control; social courage.

### ***The results of statistical comparisons of indicators on Student t-test***

Statistical comparison of indicators on Student t-test reveals differences in the factors that ensure competence in communication psychology students at the initial and final stage of training.

Statistical analysis of the diagnostic results showed that the representatives of the group 1 have the much higher motive of "the pursuit to the people", indicating the downward trend of this indicator. Index overall level of empathy in both samples, the average, indicating that the social conditioning of human behavior, it contributes to the balance of interpersonal relationships. The overall level of empathy is higher in group 2 representatives. This can be explained by the fact that as a result of learning psychology students come to the conclusion that the emotional participation helps to establish the psychological contact with the customer, a more complete and accurate information about him, about his condition, to inspire confidence in the professional competence of a psychologist, the adequacy of the procedure before it process, instill faith in a good result.

Statistically significant differences in emotional empathy channel show understanding of senior students of emotional responsiveness as a means of "entry" into the energy field of the communication partner. It provides the most complete understanding of his inner world.

Identification as the ability to understand the other, based on empathy, by setting themselves in the place of the partner has a greater severity among the representatives from group 2. It should be noted that the basis of the identification is lightness, mobility and flexibility of emotions, the ability to imitate. Such processes can be achieved only when faced with obstacles objectively emerging in the course of direct communication with the customer or the person who is in the classroom environment can replace it.

The overall level of communicative tolerance is consistent with standards of the representatives of socioeconomic professions. Emotional stability in the second group was higher.

### *The results of the correlation analyses*

Correlation galaxy of the first group is a holistic, integrated. It is possible to notice the close relationship of indicators of communicative tolerance. The connection between them and the other elements is provided by indicators of empathy and emotional stability. Total index of the general level of empathy has seven statistically significant positive correlations with performance components of empathy: emotional empathy channel ( $p \leq 0.05$ ), streamlined channel of empathy ( $r \leq 0,001$ ), identification ( $r \leq 0,001$ ), installation, promote empathy (0,001), an intuitive channel empathy ( $r \leq 0,001$ ), the penetrating power of empathy ( $r \leq 0,001$ ). The total level of empathy is also correlated with an indicator of emotional stability, maturity). This relationship can be explained by the fact that emotionally mature person most capable to empathize.

The power of "I", emotional maturity is positively correlated with social boldness, sensitivity, thus, emotionally mature person manifests his qualities in society. The emotionally mature, confident person has a pronounced penetrating empathy.

Correlation galaxy of the second group is also holistic, integrated. Total index of the general level of empathy has eight positive statistically significant correlations with indicators of empathy and communicative tolerance. Relations with indicators of empathy are natural, because they are working on a composite score: improvement of any element will lead to an increase in the overall level.

Contact of the general level of empathy with the general level of communicative tolerance ( $r \leq 0,01$ ) indicates formation of their relationship from senior students. Thus, tolerance to others will enhance the ability to understand another person. The estimate of the other person is not associated with the recognition of itself as a standard, hence the lack of desire to fit under her partner ( $r \leq 0,01$ ) and the absence of categorical in judgments concerning the other ( $p \leq 0.05$ ). This unbiased, non-stereotypical assessment is achieved through understanding, acceptance of individuality of each person ( $p \leq 0.05$ ) and good adaptation to different habits ( $p \leq 0.05$ ).

The tolerance to the physical and mental discomfort, which turned out to be a partner has correlation with the emotional channel of empathy and the general level of empathy. This may indicate that such tolerance can be achieved only through the emotional entry into the energy field of the communication partner, and it largely determines it.

Good adaptation to the characters, settings, habits of others also has a connection with empathic abilities ( $p \leq 0.05$ ). It is possible to adapt without showing conformity only to someone who was emotionally accepted. Adoption and adaptation also provides tolerance to any discomfort, which turned out to be a partner ( $r \leq 0,01$ ), lack of desire to remake it ( $p \leq 0.05$ ), the ability to forgive mistakes, for which everyone has the right ( $p \leq 0.05$ ).

Intensity of the settings that promote empathy, allows to smooth the unpleasant feelings that arise when faced with non-communicative as a partner in communication, usually manifested in a negative relation to it ( $p \leq 0.05$ ). Also, these settings affect the ability to identify ( $p \leq 0.05$ ).

The motive of "conation for the people" has three correlation connection, two of which are negative with indicators of emotional stability and self-control. The increasing of the emotional stability towards emotional stiffness, insensitivity to

the need will provoke a decrease in "the conation for the people" and, accordingly, affiliation as a whole. Inflated self-important, self-esteem until, focused cold calculation will not be able to coexist with the active affiliation, requiring sensitivity and love for others.

The correlation and divergence analysis showed that at different stages of training, there are differences in the nature of the relationship selected indicators of communicative competence. This suggests that by using the selected factors and regularities of their appearance, can be formed in communication competence. However, it should be noted that it is necessary to specify the desired level of expression of said factors.

## Discussions

Appeal to the structure of the professional competence makes it possible to identify the factors that contribute to the formation of professional competence in the process of training. Analysis of the literature suggests a variety of approaches to the definition of professional competence components. E.F. Zeer (2008), J. Raven (1997), A.A. Derkach (2004), A.K. Markova (1996), I.A. Zimnyaya (2005) and other authors consider the professional competence as formed, relevant personal qualities, as a social and professional characteristics of the subject of professional activity, based on the knowledge, skills, intellectual and personal-conditioned. Such understanding of professional competence determines its importance in solving different problems and in different professional situations (Puchkova, 2012).

As one of the components of professional competence E.F. Zeer (2008) highlights the social and legal expertise, including knowledge and skills in the field of cooperation with public institutions and individuals, as well as possession of techniques of professional communication and behavior, and A.K. Markova (1996) - social competence as the possession of a joint professional activity, cooperation, and in this profession accepted techniques of professional communication.

One of the components of social competence is competence in communication.

The problem of communication, especially in the last decade, was actively developed by a number of prominent psychologists: G.M. Andreeva (2001), A.A. Bodalyov (1989), and others.

Professional communication acts in all sectors. In this sense, professional communication is the phenomenon of a capacious, versatile, subject to the general laws of communication, opening of science, has its own specific characteristics. In general terms, the concept of professional communication is a human communication, which has a set of theoretical knowledge and practical skills acquired as a result of training and experience. The importance of competence in communication is obvious to a person whose activities are connected with people. In most cases, it is believed that professional competence is formed from the combination of its life and experience, as well as the presence of certain personality traits.

There are different approaches to the definition of competence in communication. Competence in communication is a set of skills necessary for effective communication (Zimnyaya, 2004). Competence in communication is a set of communication skills, communication skills and communicative

knowledge, adequate and sufficient communicative tasks for their solutions (Sidorenko, 2004). Competence in communication is generalizing the communicative properties of the person, which includes the development of communicative abilities and formed skills and interpersonal skills, knowledge of the basic rules and its laws (Karpov, 1999).

The personal qualities of the individual contribute individually the formation of competence in communication. A.V. Karpov (1999) highlights the extroversion, openness (including cognitive), emotional, insight, expressiveness, adequate social perception, and others. V.N. Kunitsyna, N.V. Kazarinov & B.M. Pogolsha (2001) refers to communicative personality traits communicative, sociability, consecution to the social norms of interaction, expressiveness, timidity, initiativeness, etc. S.L. Solovyova (2004) identifies a number of factors that influence the formation of competence in communication: communicative tolerance; affiliation; emotional stability; empathy.

Communicative tolerance is a characteristic of the relationship of personality to the people, which shows the degree of portability the unpleasant or unacceptable, in her view, mental states, properties and behavior in the interaction partners (Boyko, 1996).

The basis of formation of competence in communication is a psychological characteristic of personality, as the desire to be with other people who belong to a particular social group, to establish emotional relationships with others, to be included in the system of interpersonal relationships. This psychological trait, a need for other people, the desire to interact with them in the literature by the term "affiliation" - a person's need to be in the society of other people, the pursuit of "accession" (Karpenko, 1998).

Other psychological characteristics, ensuring competence in communication in the professions of socioeconomic type is emotional stability, balance in the absence of impulsivity, excessive emotional expressiveness, while maintaining control over emotional reactions and behavior in general.

Psychological quality, ensuring an adequate communication system of relations "human - human", is also the empathy, the ability to empathize, empathy, compassion, a kind of psychological "involvement" in the world of the other experiences. Modern understanding of empathy as the comprehension of the emotional state, penetration, empathy into the inner world of another person presupposes the existence of the six channels of empathy: rational empathy channel characterizes the focus of attention, perception and thought on the nature of any other person - his condition, problems and behavior; emotional empathy channel, allowing the ability to capture of human to enter the emotional resonance with others - to empathize, to participate; intuitive empathy channel, which indicates the ability of the respondent to see the behavior of the partners to act in the conditions of deficiency of background information about them, drawing on the experience stored in the subconscious; installation, favor or impede empathy; the penetrating power of empathy is regarded as an important communicative human property, enabling you to create an atmosphere of openness, trust, intimacy; -Ability to understand the identity of another, based on empathy, setting themselves in the place of the partner. The basis of the identification is lightness, mobility and flexibility of the emotions, the ability to imitate.

Thus, as the factors that influence the formation of competence in communication, are highlighted *communicative tolerance; affiliation; emotional stability; empathy*.

The formation of competence in communication is advisable to follow in the course of vocational training. Professional training is considered as the development of professional knowledge and skills, the formation of professionally important qualities of personality, positive attitude and interest in their future profession at three levels: psychological, intellectual and social. Psychological level involves the formation of preparedness for this type of activity, awareness of their human capacities, abilities, interests, meeting the requirements of specialty. There is the assimilation of theoretical knowledge and skills in accordance with the professional requirements, mastering the skills of professional development on an intellectual level. At the social level there are formed the ideas about the social status of the expert, demand for the profession in the labor market (Reshetova, 1985).

Conventionally, the following stages of training can be identified (Zeer, 2003). The initial phase covers roughly the first year, his goal is to adapt school students to new learning environments. The main stage is characterized by the implementation of mainly educational and productive activities. Professional development of the individual and the formation of professional activity in the final stage are based on the already formed in the previous stages of the training of educational and professional skills and some professionally important qualities.

### Conclusion

Thus, the theoretical analysis allowed to identify the factors that ensure the development of competence in communication, and as a result of the empirical study there was revealed the difference between them at different stages of training.

The results can be used for adaptation of first-year students, as well as for development and competence of the correction in communication students at the undergraduate.

Solving the problem of privacy, we appreciated the opportunity to use some of the psychological characteristics as factors affecting the competence in communication. Emphasizing similar characteristics in other components of professional competence will enable a whole to assess the real possibilities of diagnostics of professional competence at different stages of the professionalization, as well as its formation.

### Acknowledgement

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

### Disclosure statement

No potential conflict of interest was reported by the authors.

### Notes on contributors

**Irina M. Puchkova** is PhD, Associate Professor of Kazan (Volga region) Federal University, Kazan, Russia.



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