

L.V. Makyeyeva
O.G. Aliyeva
Yu.F. Polkovnikov
O.I. Potots'ka
O.O. Popazova

Zaporizhzhia State Medical
University,
Zaporizhzhia, Ukraine




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ASSESSMENT OF THE COMMUNICATIVE COMPETENCE DEVELOPMENT OF MORPHOLOGICAL DEPARTMENTS' TEACHERS AT ZAPORIZHZHIA STATE MEDICAL UNIVERSITY

Makyeyeva L.V.  ✉, Aliyeva O.G. , Polkovnikov Yu.F., Potots'ka O.I., Popazova O.O.  Assessment of the communicative competence development of morphological departments' teachers at Zaporizhzhia State Medical University.

Zaporizhzhia State Medical University, Zaporizhzhia, Ukraine.


ABSTRACT. Background. The communicative component of the pedagogical style inevitably reflects the general and pedagogical culture of the educator and his professionalism. In connection with the increasing requirements in society for the training of specialists, the need for the development of the communicative abilities of the teacher as a component of education, teaching methods and the achievement on this basis of a new quality of the results of professional education is actualized. **Objective:** to identify and assess the level of communicative competence of the teaching staff of the morphological departments of ZSMU. **Methods:** employee questioning and surveys. **Results:** the indicators of the scales that contribute to the successful communication of teachers and are the most favorable for building interpersonal communication (social and communicative clumsiness, intolerance to uncertainty, striving for status growth, frustration intolerance) are the least expressed in percentage terms, which indicates ease of communication. The highest percentage is observed on the scale "Intolerance to Uncertainty" which was 15.0 ± 4.3 in total. The best indicators on the scale "Frustration intolerance", "Excessive striving for conformity", "Orientation on avoiding failures" indicate that the communicative activity of teachers is at a high level, they easily make direct contact with others, they are very easy to induce to talk. **Conclusion:** the data obtained indicate a high level of communicative competence of the teaching staff of the morphological departments of ZSMU. Small deviations from the norm can be triggered by the transition to distance learning and the difficulties of adapting to it, especially among older teachers.


Key words: communicative competence, social and communicative clumsiness, intolerance to uncertainty, striving for status growth, frustration intolerance.


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 Makyeyeva L.V. 0000-0002-3188-2638

 Aliyeva O.G. 0000-0003-1287-674X

 Popazova O.O. 0000-0001-7740-460X

✉ Iyudmylamakyeyeva@gmail.com

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Background

The process of communication accompanies the professional activity of the teacher. And the tool of realization of communication and activity is communicative competence that allows to carry out the difficult communicative tasks caused by a specialty. It is an operational tool of the teacher as a subject of teaching, which is usually carried out in

the form of communicative activities. People are known to be the main object of work in pedagogical professions. These professionals must constantly come into contact with many and different (by profession, age, cultural and racial characteristics, psychological characteristics, etc.) people, which requires them to constantly develop communicative competence to realize their professional potential

and achieve communicative goals [1].

Due to the increasing requirements in the society for the training of specialists, the need for the development of professional education, to update its content, teaching methods and achieve, on this basis, a new quality of its results is actualized.

The analysis of the definitions of the concept of "communicative competence" and related concepts allows to distinguish the following approaches to the definition of the concept of "communicative competence", understood as:

1) the ability of a person to enter into social contacts, regulate repetitive situations of interaction, and also to achieve the pursued communicative goals in interpersonal relationships ;

2) interpersonal experience, the basis for the formation of which are the processes of socialization and individualization ;

3) the ability to communicate; ability to interact with others at their level of training, education, development, based on humanistic personal qualities and taking into account the communicative capabilities of the interlocutor;

4) qualities that contribute to the success of the process of communication (qualities are identified with the communicative abilities of a person);

5) systems of communicative actions are based on knowledge of communication and allowing teacher to freely navigate and act in a cognitive space [2];

Despite the different approaches to the definition of communicative competence, scientists are united in establishing its role in personality development.

The style of pedagogical activity is significant in pedagogical communication. It is reflecting its specificity and includes the style of management activity, self-regulation, communication and cognitive style. The style of teaching activity reveals the impact of at least three factors: a) individual psychological characteristics of the subject of this activity - teacher (teacher), including individual typological, personal, behavioral characteristics; b) the features of the activity itself; c) characteristics of the students (age, gender, status, level of knowledge, etc.). In pedagogical activity, characterized by the fact that it is carried out in subject-subject interaction in specific educational situations of the organization and management of the student's educational activity, these features also correlate: a) with the nature of interaction; b) with the nature of the organization of activities; c) with the subject-professional competence of the teacher; d) with the nature of communication. [3].

Features of the teacher's communicative capabilities, the established nature of the relationship between him and the pupils, the creative individuality of the teacher, as well as the individual characteristics of children are manifested in the style of pedagogical communication. The communication style

inevitably reflects the general and pedagogical culture of the educator and his professionalism [4].

Objective is to identify and assess the level of communicative competence of the teaching staff of our department.

Methods: questionnaires, surveys.

Diagnostics were carried out according to the method of Rogov E.I. in order to determine the nature of the communicative component of the pedagogical style.

Pedagogical workers of Zaporizhzhia State Medical University, department of Histology, cytology and embryology and department of Anatomy became participants in the ascertaining experiment to assess the level of development of communicative competence.

Statistical processing of the received data were carried out using the package IBM SPSS Statistics 20. The normality of distribution was evaluated by the Shapiro-Wilk criterion. When the results were consistent with the law of normal distribution of the trait.

Results

Socio-communicative clumsiness (SCC) implies difficulties in entering a communicative situation, inability to "start" a conversation. Difficulties in setting a communication task often interfere with achieving the goals of the communication process. The choice of an adequate situation of attachment to an interaction partner also has a great importance on the success of communicative interactions [4]. The presence of relatively low indicators on this scale ($m = 11.2 \pm 1.6\%$) indicates the presence of skills in establishing and maintaining interpersonal contacts, in achieving mutual understanding between partners, good orientation in communication situations. Such a person is not lost in difficult situations.

This group had the greatest heterogeneity. Upon a detailed examination of the data set, it was noticed that the maximum SCC indicators were observed among teachers with little work experience (1-3 years) - $m = 16.1 \pm 0.3\%$, and the lowest rates were among experienced employees (work experience more than 10 years) - $6.0 \pm 0.7\%$.

Uncertainty intolerance (UI): the average indicators on the scale, observed in $15.0 \pm 4.3\%$, indicate that a person experiences great discomfort in an unfamiliar environment. Such people, when communicating, seek to receive support, advice from a partner, tk. fear of making a mistake often prevents him from expressing his own opinion. When making decisions, they rely on someone else's opinion. Communication difficulties arise from indecision and inability to control the situation. Such indicators can be explained by the transition to distance learning, which requires not only the use of other pedagogical technologies for presenting material and control of knowledge, but also has different communicative properties in comparison with classroom lessons. It was noted that the greatest intolerance to

uncertainty was shown by teachers over 50, since it is most difficult for them to quickly adapt to the new realities of teaching.

Excessive striving for conformity (C): conformity, as a personal quality, is characterized by the fact that a person changes his behavior in the direction of the interlocutor, i.e. agree with the opinion of a partner, as they do not have enough faith in themselves and in their beliefs. People find it difficult to stick to or defend their opinions when communicating, so they often accept the point of view of their partner or group of people. Such people are characterized by such qualities as shyness, autism, anxiety, low self-esteem, which negatively affect communication [4]. High rates were observed in $5.0 \pm 1.2\%$ of the respondents, i.e. the majority of teachers (95%) are not inclined to conformism.

Striving for status growth (SSG): an increased striving for status growth was observed in $13.3 \pm 3.3\%$ of the respondents; it also has a significant impact on the communicative competence of the subjects. Seeking leadership or general acceptance, the subject makes significant efforts to correct this, often using various antimoral methods of pressure on group members. This is what prevents such people from establishing and maintaining friendly relationships. Adhering only to their own point of view, they neglect the opinion of a partner or a group, which complicates the process of communication, often leading to conflicts [4].

Failure avoidance orientation (FA): the scale directly affects the success of communication, the subject's activity is mediated by the need to avoid breakdown, censure, punishment, failure. The subjects with high scores on this scale ($7.2 \pm 1.1\%$) are afraid to establish contacts with others in conditions of risk, when the effectiveness of communication is difficult to predict. Fearing to fail, such people minimize the volume of communication with others, which leads to a misunderstanding of partners, the construction of interpersonal barriers, etc.

Frustration intolerance (FN) is characterized by a low level of control over emotions in a state of frustration [5]. When a person's needs are not met, he experiences a sharp surge of negative emotions. On this scale, low indicators were noted ($3.4 \pm 0.7\%$).

Thus as seen on figure 1, the indicators of the scales that contribute to the successful communication of teachers and are the most favorable for building interpersonal communication (SCC, UI SSG, FI)

are the least expressed in percentage terms, which indicates ease of communication. The highest percentage is observed on the scale of intolerance to uncertainty (UI), which was in general 15.0 ± 4.3 (poor orientation in situations of communication in an unfamiliar environment, difficulties in setting a communicative task due to indecision and inability to control the situation).

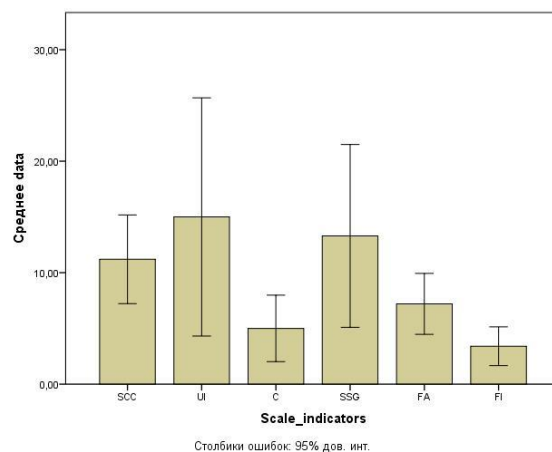


Fig.1. Distribution of communicative competence indicators.

The best indicators on the scale "Frustration intolerance", "Excessive striving for conformity", "Orientation on avoiding failures" indicate that the communicative activity of teachers is at a high level, they easily make direct contact with others, they are very easy to induce to talk.

Conclusion

The data obtained indicate a high level of communicative competence of the teaching staff of the morphological departments of ZSMU. Small deviations from the norm can be triggered by the transition to distance learning and the difficulties of adapting to it, especially among older teachers.

Prospects for further development

The obtained data can be used in the work of the administration or heads of departments when designing work to increase the level of communicative competence of the teaching staff.

Information about conflicts of interest

Potential or obvious conflicts of interest, related to this manuscript, at the time of publication does not exist and is not expected.

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Макеева Л.В., Алиева О.Г., Полковников Ю.Ф., Потоцкая О.И., Попазова О.О. Оцінка розвитку комунікативної компетентності педагогів морфологічних кафедр Запорізького державного медичного університету.

РЕФЕРАТ. Актуальність. Комунікативна складова педагогічного стилю неминує відображає загальну і педагогічну культуру вихователя і його професіоналізм. У зв'язку з підвищенням в суспільстві вимог до підготовки фахівців актуалізується потреба в розвиток комунікативних здібностей педагога, як компонента освіти, методів навчання і досягнення на цій основі нової якості результатів професійної освіти. **Мета:** виявити і оцінити рівень комунікативної компетентності викладацького складу морфологічних кафедр ЗДМУ. **Методи:** анкетування, опитування співробітників. **Результати:** показники шкал, що сприяють успішній комунікації викладачів і є найбільш сприятливими для побудови міжособистісного спілкування (соціально-комунікативна незграбність, нетерпимість до невизначеності, прагнення до статусного зростання, фрустраційна нетолерантність), в процентному відношенні виражені найменше, що свідчить про легкість в спілкуванні. Найбільш високий процентний показник спостерігається за шкалою «Нетерпимість до невизначеності» яка склала в загальному $15,0 \pm 4,3$. Найкращі показники за шкалою «Фрустраційна нетолерантність», «Надмірне прагнення до конформності», «Орієнтація на уникнення невдач», вказують на те, що комунікативна активність викладачів знаходиться на високому рівні, вони легко йдуть на прямий контакт з оточуючими, їх дуже легко викликати на розмову. **Підсумок.** Отримані дані свідчать про високий рівень комунікативної компетентності викладацького складу морфологічних кафедр ЗДМУ. Невеликі відхилення від норми можуть бути спровоковані переходом на дистанційну форму навчання і складнощами адаптації до неї, особливо серед немолодих викладачів.

Ключові слова: комунікативна компетентність, соціально-комунікативна незграбність, нетерпимість до невизначеності, прагнення до статусному зростання, фрустраційна нетолерантність.

Макеева Л.В., Алиева Е.Г., Полковников Ю.Ф., Потоцкая Е.И., Попазова Е.А. Оценка развития коммуникативной компетентности педагогов морфологических кафедр Запорожского государственного медицинского университета.

РЕФЕРАТ. Актуальность. Коммуникативная составляющая педагогического стиля неизбежно отражает общую и педагогическую культуру воспитателя и его профессионализм. В связи с повышением в обществе требований к подготовке специалистов актуализируется потребность в развитие коммуникативных способностей педагога, как компонента образования, методов обучения и достижения на этой основе нового качества результатов профессионального образования. **Цель:** выявить и оценить уровень коммуникативной компетентности преподавательского состава морфологических кафедр ЗГМУ. **Методы:** анкетирование, опросы сотрудников. **Результаты:** показатели шкал, способствующие успешной коммуникации преподавателей и являющиеся наиболее благоприятными для построения межличностного общения (социально-коммуникативная неуклюжесть, нетерпимость к неопределенности, стремление к статусному росту, фрустрационная нетолерантность), в процентном отношении выражены меньше всего, что свидетельствует о легкости в общении. Наиболее высокий процентный показатель наблюдается по шкале «Нетерпимость к неопределенности» которая составила в общем $15,0 \pm 4,3$. Самые лучшие показатели по шкале «Фрустрационная нетолерантность», «Чрезмерное стремление к конформности», «Ориентация на избегание неудач», указывают на то, что коммуникативная активность преподавателей находится на высоком уровне, они легко идут на прямой контакт с окружающими, их очень легко вызвать на разговор. **Заключение:** полученные данные свидетельствуют о высоком уровне коммуникативной компетентности преподавательского состава морфологических кафедр ЗГМУ. Небольшие отклонения от нормы могут быть спровоцированы переходом на дистанционную форму обучения и сложностями адаптации к ней, особенно среди молодых преподавателей.

Ключевые слова: коммуникативная компетентность, социально-коммуникативная неуклюжесть, нетерпимость к неопределенности, стремление к статусному росту, фрустрационная нетолерантность.