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COMMUNICATIVE COMPETENCE OF A SPECIALIST IN SOCIAL WORK

Summary. Mentioned in the article quite topical at present the theme of having a masters in social work communicative competence, which is one of the basic characteristics of professional competence, and promotes personal and professional development. The article reveals the content of the concept of communicative competence, its structural elements. Based on the study of theoretical approaches to the essence of communicative competence, the author defines the main components of communicative competence of specialists in social work, such as: organizational and cognitive, interactive, and perceptive-predictive, in accordance with the criteria of assessment of communicative competence of a specialist and their performance.

The authors determined that a specialist in social work should have a number of abilities that allow him to carry out effective communication - this is a presentation of the forecast of the alleged communicative situation, programming of communication, communication management. Moreover, communication in the social sphere is presented as a process in which four main communicative elements of communication are integrated: diagnostic, programming, organizational, executive.

Keywords: communicative competence, professional competence, specialist social work, the communicative setting and communicative potential.

The problem setting in general and its connection with important scientific or practical tasks. In connection with the difficult situation, which aggravated social contradictions in modern Ukraine, one of the most demanded professionals at present is a specialist in social work. Different categories of citizens in difficult life situations, such as disabled persons, unemployed persons, orphans, social orphans, elderly citizens, minors with different forms of behavior, persons without a certain place of residence and others may not always solve their problems independantly. As a rule, people in a difficult life situation experience confusion, high level of anxiety, uncertainty in their power, and also they have an inadequate response to what is happening. In this category of citizens, social ties are broken or distorted and a specialist with; special professional competence is needed to help them.

The role of a specialist in social work is to humanize the relationship between man and society. Jointthe activity of the specialist and the client, based on the fact that the social work specialist manages the process, and not the client is the provision of social assistance. The main idea of such activity is to encourage the client to act independantly and exclude the actions performed by the specialist for him. In his activity, the social work specialist interacts not only with the client itself, but also with his social environment.

The analysis of recent studies and publications. In pedagogical science considerable experience has been gained in the formation of the communicative culture of future specialists in higher education, in particular social educators (O.Gura, A. Pervushin, etc.). The communicative activity of the social teacher and the social worker was researched by scientists in its various aspects: peculiarities of pedagogical communication with the client (A. Kapska, O. Kobriy, G. Myasoid, L.Basilevskaya), specifics of communication in different types of social practice

(D. Malkov , I. Trubavina, S. Bondar, I. Gryga, O. Ivanova, N. Kabachenko, I. Pinchuk, T. Semigina, T. Tartachnik, G. Bevz, I. Pasha), conflict resolution (L. Dolinskaya, S. Stavitskaya, L. Havryshak, O. Pylypenko, M. Pashchenko, V. Andrushko), development of professional culture, observance of ethical norms (A. Pylypenko A. Ponomarenko, O. Shepel), lexical and syntactic improving accuracy of speech (I. Holodnenko O. Fedurko), social perception in conjunction with the client (N. Skotna).

The formation of the purposes of the article (the setting of the objectives). The purpose of the article is to determine the role and importance of the communicative competence of the social worker.

The presentation of the main material of the study. One of the basic characteristics of professional competence of a specialist in the field of social work is communicative competence. The presence of a social work specialist in communicative competence is a necessary condition for his personal and professional development. In the scientific environment, the concept of "communicative competence" is developed not so long ago and is more used in such areas as philology, psychology, pedagogy. At present, a large one can be found in the scientific literature the variety of definitions and characteristics of this concept.

For example, under communicative competence means the ability of an individual to conduct speech communication and listening skills. The necessary skills communicative personality, it can be attributed: ability to ask a question and clearly formulate the answer to it; to listen carefully and actively discuss the current problem; to comment on the statement of the interlocutor and critically evaluate it; to give a reasoned opinion in the team; to express empathy to the interlocutor; to adapt the speech to the peculiarities of perception of the participant of communication [1, 3, 4].

A number of researchers consider communicative competence as an integral resource of the individual, which ensures her success in communicative activity. This resource includes a set of the following elements: Social intelligence, a system of interpersonal relations, special professional knowledge, the potential for the development of the personality in mastering communicative activities [1, 5].

In modern scientific literature, the concept of "communicative competence" it is considered both as a system of interaction of people, their knowledge and skills, and as a quality of personality, its behavior, which manifests itself in the process of interaction with people, in abilities in communication.

The theoretical study in the field of communicative competence has allowed to present it, on the one hand, as the ability to establish contacts, to conduct negotiations, to argue for the opinion of other people; on the other hand, how to set and solve communicative tasks, to observe etiquette in communication, to conduct intercultural interaction, to have skills of business communication, and to own means of communication and professional activity, to bear social responsibility for their results [2, 4].

Such scientists T.N. Balabanova, E.A. Kudrina, A.V. Kucherenko under communicative competence understand the presence in individuals of a complex

system consisting of communicative skills and formed adequate skills, knowledge of cultural norms and limitations in communication, orientation in communication means used in this profession [1, 3, 5].

Currently, there are different components of communicative competences. Thus, a number of researchers (Yu. N. Emelyanov, Yu. M. Zhukov) pay attention to cognitive (orientation, knowledge in the field of psychology, abilities), Executive (ability and skills) aspects of communicative competence and identify a group of indicators that describe communicative attitudes and system of interpersonal relations [1, 4]. Other researchers in this field (N. B. Burtova, E. A. Kapustina, L. A. Herrera) define the following components communicative culture: personal-cognitive, motivational-behavioral, emotional-value [5].

The theoretical study made it possible to identify the main components of communicative competence of the social work specialist.

To such components we were attributed: Organizational-cognitive, interactive and perceptual-prognostic.

Organizational and educational component of communicative competence of the social work specialist is characterized by the presence of certain knowledge in the field of communication. The organizational and educational component is a joint activity of people, during which there is an exchange of various ideas, ideas, moods, feelings, that is, the exchange of information.

In the organization of human communication there are cognitive barriers that appear due to the lack of a unified perception of the communication situation. Such barriers may arise in connection with socio-political, religious and professional differences.

The emergence of these barriers is due to social reasons. Also, barriers to communication can be caused by psychological reasons: hostility towards other people, individual psychological characteristics of communicating.

The content component of this component is determined by two points:

1. The activity in the social service system takes place in the sphere of "man-man". In this regard, the degree of proficiency of a specialist in social work speech affects the success of professional tasks.

2. Knowledge in the field of social work is referred to as special knowledge. The nature of communication in the process of social services is constantly complicated (due to the use of information-communication technologies, continuous improvement of Informatization of society), therefore, it is necessary to competently organized communication, ensuring the effectiveness of both activities as a whole and the provision of individual services.

Interactive component of communicative competence it is characterized by the interaction of a specialist in social work with the recipient of social services. This includes the following aspects of communicative activity specialist: plan communication, organization and implementation of joint activities (productive communication, as with recipients of social services and with colleagues, administration and other agencies within the interagency cooperation); develop procedures and norms for joint action. This component includes the ability to see and implement non-standard ways of solving communication problems.

The perceptual-predictive component of communicative competence includes the ability to perceive and understand the communication partner.

According to social psychology, perception is interpreted as the acceptance of the external characteristics of an individual and their comparison with individual personal characteristics, as well as the interpretation and prediction on this basis of his actions.

The perceptual and prognostic side of the communication of a social work specialist can be traced, for example, in the process of consulting citizens, where you can observe how the employee organizes joint communication, demonstrates understanding of the problems that asked for help, establishes emotional relationships. It involves traditional mechanisms of interpersonal perception: identification, empathy, attraction (knowledge and understanding of the communication partner), reflection, building a model of behavior of the communication partner.

When communicating with the client to achieve the desired goal, the social work specialist should be able to find the right word, tone, the right "extension" to the interlocutor in communication. To implement effective interaction, the specialist must also be able to carry out social and psychological forecast of communicative situation. Its formation is based on the analysis of the communicative situation, taking into account the existing communicative attitudes (from the position of the relationship of partners to the communication process).

The communication setting is a program of behavior of the person in communication. The inclusion of a specialist and a client (or other communication partner) in the system of communicative interaction, their attitude to communication, the coincidence of subject-matter interests, the emotional-evaluation attitude to a particular event - all this affects the level of communicative installations. Also, the level of installation can be influenced by the frequency of communication contacts, personal features of clients [1, 3, 5].

A social work specialist should have a number of abilities that allow him to carry out effective communication-this is the presentation of the forecast of the expected communicative situation, communication programming, communication management. At the same time, communication in the social sphere itself is represented as a process in which the four main communicative elements of communication: diagnostic, programming, organizational, performing [4,5].

The communicative and diagnostic component of the communication process is aimed at studying the communicative situation, recognizing possible difficulties in its process, which can be caused by both the peculiarities of interaction and the personal characteristics of itself a specialist or a communication partner. The communicative-programming element assumes formation of the communication base, consideration of style and other parameters of the process of interaction of the specialist in professional activities.

Communication and organizational component provides direct organization of the communication process, motivation of partners to effective communication.

The communicative-executive component is aimed at the implementation of the communicative situation, taking into account the formed base of communication and the above-mentioned components.

Among these elements of the communication process, a special place is given to communicative-executive as it defines the communicative capabilities of a social work specialist.

It should be noted that communicative competence is an element of a wider category - the communicative potential of the individual [3, 5], which is a special characteristic of the possibilities of communicative professional development and quality of his communication. The communicative properties of the person, which determine the individual's need for communication and characterize the communicative abilities of the social work specialist (for example, the ability to show initiative and activity in communication, to react emotionally to the state of wards or colleagues, to formulate and implement his own individual communication program), are components communication potential [4, 5].

All of the above components are of value. The social work specialist in the process of communication in professional activities should strive to achieve all these components of competence. The achievement of this goal will fully characterize the person as a person with communicative competence.

In accordance with the communication components, the following criteria for the evaluation of communicative were singled out competence:

- educational criterion - exchange of information;
- interactive criterion - exchange of actions, behavioral stereotypes, mutual relations;
- perceptual criterion - mutual understanding, mutual understanding.

The assessment of the cognitive resources of the social work specialist aimed at determining the communicative situation is the primary task of diagnosing communicative competence. It is realized by means of cognitive criterion and corresponding indicators:

- professional knowledge (according to the labor function performed);
- knowledge of professional communication;
- knowledge of personality psychology;
- self-knowledge and self-analysis.

Interactive component the communicative competence of the social work specialist is defined by the interactive criterion and its indicators:

- setting up for professional communication (with the recipient of social services, colleagues, administration of the institution), dialog, cooperation;
- verbal and non-verbal interaction of the specialist in the process of communication;
- organization and communication techniques;
- behavior in conflict situations.

Perceptual component communicative the competence of the specialist is assessed by means of a perceptual criterion and corresponding indicators:

- perception and understanding of the communication partner and himself;
- experience of interpersonal and professional communication;

- presence of empathy, ability to express their emotions and self-regulation;
- specialist reflection.

The degree of development of communicative competence of a social work specialist can be represented at three levels: low - insufficient; medium - permissible; high - creative level of communicative competence.

In this case communicative competence is a prerequisite for successful professional realization of a specialist in social work.

The current transition from one level to another gives the possibility to create a new stage for the subsequent development of communicative competence of the social work specialist.

Conclusions. Thus, the analysis of communicative competence makes it possible to more clearly represent the essence of the studied concept and to specify its contents, to define the purpose of preparation of future social educators for professional communication.

The evaluation of the above components of communicative competence of a social work specialist requires the use of quantitative and qualitative methods research on this phenomenon. At present, as job responsibilities increase, the share of professional competence is declining. And accordingly communicative competence is an extremely important aspect that should be taken into account by the administration when hiring, moving or promoting employees within the organization and their development.

Modern social workers are not sufficiently trained to implement humane foundations in their own professional activities. This situation actualizes the issue of the development of communicative and professional competences during higher education.

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КОМУНІКАТИВНА КОМПЕТЕНТНІСТЬ СОЦІАЛЬНОГО ПРАЦІВНИКА

Анотація. У зв'язку зі складною ситуацією, яка загострила соціальні протиріччя в Україні, одним з найбільш затребуваних в даний час професіоналів, є фахівець із соціальної роботи. Саме тому, у запропонованій статті авторами розглядається досить актуальна тема наявності у фахівця із соціальної роботи комунікативної компетентності, що є однією з базових характеристик професійної компетентності і сприяє його особистісному та професійному розвитку.

Проведене теоретичне дослідження в області комунікативної компетентності дозволило представити її, з одного боку, як здатність, що дозволяє встановлювати контакти, вести переговори, аргументовано відстоювати свою точку зору з урахуванням думки інших людей; з іншого боку, як уміння ставити і вирішувати комунікативні завдання, дотримуватись етикету в спілкуванні, здійснювати міжкультурну взаємодію, мати навички ділового спілкування, а також володіти засобами спілкування і професійної діяльності, нести соціальну відповідальність за їх результати.

У статті розкрито зміст поняття комунікативної компетенції, її структурних елементів. На основі вивчення теоретичних підходів до сутності комунікативної компетентності визначено основні компоненти комунікативної компетентності фахівців із соціальної роботи, такі як: організаційно-пізнавальна, інтерактивна та перцептивно-прогностична відповідно до критеріїв оцінювання комунікативної компетентності фахівця та їх виконання.

Визначено, що фахівець із соціальної роботи повинен мати низку здібностей, які дозволяють йому здійснювати ефективне спілкування - це презентація прогнозу передбачуваної комунікативної ситуації, програмування спілкування, управління спілкуванням. Більше того, комунікація в соціальній

сфері подається як процес, в який інтегруються чотири основні комунікативні елементи спілкування: діагностичний, програмуючий, організаційний, виконавчий.

Ключові слова: комунікативна компетентність, професійна компетентність, спеціальна соціальна робота, комунікативна установка та комунікативний потенціал.

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КОМУНИКАТИВНАЯ КОМПЕТЕНТНОСТЬ СОЦИАЛЬНОГО РАБОТНИКА

Резюме. В связи со сложной ситуацией, которая обострила социальные противоречия в Украине, одним из самых востребованных в настоящее время профессионалов, является специалист по социальной работе. Именно поэтому, в предлагаемой статье авторами рассматривается достаточно актуальная тема наличия у специалиста по социальной работе коммуникативной компетентности, является одной из базовых характеристик профессиональной компетентности и способствует его личностному и профессиональному развитию.

Проведенное теоретическое исследование в области коммуникативной компетентности позволило представить ее, с одной стороны, как способность, позволяющая устанавливать контакты, вести переговоры, аргументировано отстаивать свою точку зрения с учетом мнения других людей; с другой стороны, как умение ставить и решать коммуникативные задачи, соблюдать этикет в общении, осуществлять межкультурное взаимодействие, иметь навыки делового общения, а также владеть средствами общения и профессиональной деятельности, нести социальную ответственность за их результаты.

В статье раскрыто содержание понятия коммуникативной компетенции, ее структурных элементов. На основе изучения теоретических подходов к сущности коммуникативной компетентности определены основные

компоненты коммуникативной компетентности специалистов по социальной работе, такие как: организационно-познавательная интерактивная и перцептивно-прогностическая соответствии с критериями оценивания коммуникативной компетентности специалиста и их выполнения.

Определено, что специалист по социальной работе должен иметь ряд способностей, которые позволяют ему осуществлять эффективное общение - это презентация прогноза предполагаемой коммуникативной ситуации, программирование общения, управления общением. Более того, коммуникация в социальной сфере представляется как процесс, в который интегрируются четыре основные коммуникативные элементы общения: диагностический, программируемый, организационный, исполнительный.

Ключевые слова: коммуникативная компетентность, профессиональная компетентность, специальная социальная работа, коммуникативная установка и коммуникативный потенциал.

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COMMUNICATIVE COMPETENCE OF A SPECIALIST IN SOCIAL WORK

Abstract. Introduction. The role of a specialist in social work is to humanize the relationship between man and society. Joint the activity of the specialist and the client, based on the fact that the social work specialist manages the process, and not the client is the provision of social assistance. The main idea of such activity is to encourage the client to act independantly and exclude the actions performed by the specialist for him. In his activity, the social work specialist interacts not only with the client itself, but also with his social environment.

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in higher education, in particular social educators (O.Gura, A. Pervushin). The communicative activity of the social teacher and the social worker was researched by scientists in its various aspects: peculiarities of pedagogical communication with the client (A. Kapska, O. Kobriy, G. Myasoid, L.Basilevskaya), specifics of communication in different types of social practice (D. Malkov, I. Trubavina, S. Bondar, I. Gryga, O. Ivanova, N. Kabachenko, I. Pinchuk, T. Semigina, T. Tartachnik, G. Bevz, I. Pesha), conflict resolution (L. Dolinskaya, S.Stavitskaya, L. Havryshak, O. Pylypenko, M. Pashchenko, V. Andrushko).

Results. The social work specialist in the process of communication in professional activities should strive to achieve all these components of competence. The achievement of this goal will fully characterize the person as a person with communicative competence.

In accordance with the communication components, the following criteria for the evaluation of communicative were singled out: competence: educational criterion - exchange of information; interactive criterion - exchange of actions, behavioral stereotypes, mutual relations; perceptual criterion - mutual understanding, mutual understanding.

The assessment of the cognitive resources of the social work specialist aimed at determining the communicative situation is the primary task of diagnosing communicative competence. It is realized by means of cognitive criterion and corresponding indicators: professional knowledge; knowledge of professional communication; knowledge of personality psychology; self-knowledge and self-analysis.

Perceptual component communicative the competence of the specialist is assessed by means of a perceptual criterion and corresponding indicators: perception and understanding of the communication partner and himself; experience of interpersonal and professional communication; presence of empathy, ability to express their emotions and self-regulation; specialist reflection.

The current transition from one level to another gives the possibility to create a new stage for the subsequent development of communicative competence of the social work specialist.

Conclusion. Thus, the analysis of communicative competence makes it possible to more clearly represent the essence of the studied concept and to specify its contents, to define the purpose of preparation of future social educators for professional communication.

The evaluation of the above components of communicative competence of a social work specialist requires the use of quantitative and qualitative methods research on this phenomenon. At present, as job responsibilities increase, the share of professional competence is declining. And accordingly communicative competence is an extremely important aspect that should be taken into account by the administration when hiring, moving or promoting employees within the organization and their development.

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