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Психолого-педагогічні засади формування комунікативної компетентності майбутніх журналістів на засадах лінгвокультурології

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Анотація. Актуальність дослідження зумовлена активним розвитком соціокультурних чинників, які потребують якісно нових вимог до формування професійних компетентностей, зокрема комунікативної компетентності у майбутніх журналістів, з урахуванням психологічних і педагогічних умов. Метою дослідження є визначення та обґрунтування психолого-педагогічних засад у процесі формування комунікативної компетентності майбутніх журналістів на засадах лінгвокультурології. Дослідження обраної проблематики відбувалося на засадах системно-структурного підходу з використанням методів аналізу, синтезу, порівняння, а також методу від абстрактного до конкретного. Виявлено актуальність розвитку комунікативної компетентності у фахівців гуманітарної галузі, відповідно до чого досліджено погляди на тлумачення вказаного поняття. Надано визначення комунікативної компетентності майбутніх журналістів. З'ясовано необхідність розвитку комунікативної компетентності на засадах лінгвокультурології. Охарактеризовано основні психолого-педагогічні засади формування комунікативної компетентності майбутніх журналістів, до яких належать мотивація, професійний інтерес, розвиток комунікативних вмінь і підтримування рівня усіх типів мовленнєвої діяльності. Запропоновано та обґрунтовано перелік зразків практичних завдань для удосконалення комунікативної компетентності майбутніх журналістів, які варто застосовувати викладачам під час викладання певних навчальних дисциплін. Виявлено, що творча складова комунікативної компетентності є запорукою успішного професійного зростання кожного майбутнього фахівця у сфері журналістики. Перспективи подальших досліджень зосереджені на емпіричному доведенні використання описаних методик розвитку професійних компетентностей майбутніх журналістів

Ключові слова: професійна компетентність, здобувач вищої освіти, мотивація, комунікація

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Psychological and Pedagogical Principles of Development of Communicative Competence of Future Journalists Based on Linguoculturology

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Abstract. The relevance of the study is conditioned by the active development of socio-cultural factors that require qualitatively new requirements for the development of professional competences, including communicative competence of future journalists, taking into account psychological and pedagogical conditions. The purpose of the study is to determine and substantiate the psychological and pedagogical principles in the process of developing the communicative competence of future journalists based on linguocultural studies. The study of the selected issues was based on a system-structural approach using methods of analysis, synthesis, comparison, as well as the method of rising from abstract to concrete. The urgency of the development of communicative competence in the field of humanities has been identified, in accordance with which the opinions on the interpretation of this concept have been investigated. The study defined the communicative competence of future journalists. The necessity of developing communicative competence based on linguoculturology has been clarified. The main psychological and pedagogical principles of development of communicative competence of future journalists are described, which include motivation, professional interest, development of communication skills and maintenance of the level of all types of speech activity. A list of examples of practical tasks to improve the communicative competence of future journalists, which should be used by teachers in teaching certain disciplines, is proposed and substantiated. It was found that the creative component of communicative competence is the key to successful professional growth of every future specialist in the field of journalism. Prospects for further research are focused on empirical proof of the use of the described methods of developing professional competencies of future journalists

Keywords: professional competence, higher education applicant, motivation, communication

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INTRODUCTION

The modern socio-cultural space is making new demands against development of professional qualities among specialists in a particular field. Theoretical knowledge is currently insufficient, and there is a need for applying acquired theory in practice. This provision is clearly reproduced in the concept of “competence”, which, according to J. Raven [1], forms an integral part of activities within the specific subject areas. Referring to the Recommendation of the European Parliament and of the Council “On key competences for lifelong learning”, one can find a list of eight essential competencies, including “communication in the mother tongue” and “communication in foreign languages” [2]. This factor argues for the relevance of communicative competence.

Communicative competence has been investigated by many Ukrainian researchers. As an example, researcher V. Zhurakovskaia argues that communicative competence is a part of the personal experience of an individual, which involves knowledge and skills for establishing social connections [3]. Ye. Rudensky, for his part, accepts communicative competence as a “system of personality’s internal resources” contributing to communicative actions within the framework of interpersonal interaction [4]. Therewith, the researcher L. Serhiienko took part in studies for the development of communicative competence in college-age people [5].

The communicative competence has repeatedly become the object of research by foreign scientists. Thus, G. Palotti indicates that communicative competence is further divided into efficacy (the ability to reach one’s communicative goals) and fluency (the ability to do so smoothly, quickly and effortlessly). K. Kramsch researched foreign communicative competence in the context of justification of her term “intercultural speaker” [7]. M. Tahan and M. Kalantari investigated communicative competence through the prism of the influence of the development of communication skills on the expansion of social opportunities and social adaptation of adolescents with the need to pursue opportunities of their own [8]. For his part, H. Tucker, in the context of communicative competence, considered a new perception of dialogue as a separate act of negotiation between subjects [9].

Evidently, communicative competence is an integral part of human activity, which aims not only at establishing relationships with society, but also at the professional self-development of an individual as a specialist in their field. That is why the formation of communicative competence is crucial for the future journalists. According to the researcher N. Shydei, “a journalist can not only understand each other due to communicative competence, but also direct the conversation to acquire the necessary information” [10], which, actually, remains

a key objective of journalists. For his part, communicative competence is understood by the scientist N. Kondratenko as “a system of interrelated knowledge and skills necessary for an adequate comprehending interlocutor’s speech and the formation of their own communication strategies” [11]. Therefore, communicative competence is a tool for achieving the goals set in the professional activities of future specialists in journalism, however, for a full study of the very process of forming this competence, it is necessary to focus on the psychological and pedagogical principles of its formation, which are currently insufficiently studied. Therefore, identifying the need and making the case for psychological and pedagogical basis in the development of communicative competence of future journalists based on linguoculturology, is *the purpose of the present article*.

MATERIALS AND METHODS

For further research on this topic, such general scientific theoretical methods as analysis, synthesis, comparison, as well as the method from the abstract to the concrete were used. Thus, the method of analysis was used in the processing of scientific publications of Ukrainian and foreign researchers to identify the characteristic features of communicative competence, as well as making the case for the importance of developing communicative competence in future journalists. The comparison method was used in the process of comparing views on the definition of such concepts as “communicative competence”, “communicative competence of future journalists”, “motivation”, “professional interest” and others. An underlying method here is from the abstract to the concrete, since it was used to study the communicative competence of future journalists according to the interpretation of overall communicative competence. The main part of the study was carried out, through the synthesis method, to define the psychological and pedagogical conditions of the development of communicative competence of future journalists. In particular, the synthesis method helped to find out such psychological and pedagogical principles as motivation, professional interest, the development of all types of speech combined, as well as the formation of communication skills, resulting in the basic educators’ views to teach about journalism. Thus, the study was conducted in accordance with the principles of system-structural approach, which defines the object of study as a fully integrated system (communicative competence), which includes structural elements (components of communicative competence), which, in general, allowed obtaining these results.

The study has used legislative and regulatory documents, including the Recommendation of the European

Parliament and of the Council "On key competences for lifelong learning", as a theoretical tool [2]. The review of this document made it possible to determine the relevance of the researched object, namely, communicative competence.

According to certain methods and approaches of research, taking into account the use of the legislative and regulatory framework, the study of psychological and pedagogical principles for the development of communicative competence of future journalists passes through several stages.

1. Development of scientific and methodological literature of Ukrainian and foreign researchers to confirm the relevance and interpretation of the concept of "communicative competence", the formation of the main theoretical base of the psychological and pedagogical principles of communicative competence, as well as justification of the importance of teaching career of a future journalist.

2. Research of modern Ukrainian and foreign practices, the development of motivation, professional interest, communication skills, and all types of speech among future journalists.

3. The list of the general samples of the objectives of pedagogical practice during classroom studies to develop communicative competence among future journalists based on linguoculturology, in particular, as an example, for learning Ukrainian.

4. Justification of creative gifts as one of the main factors of the qualitative development of communicative competence and professional development of the future journalist as a whole based on a survey of research by American scientists.

RESULTS AND DISCUSSION

The development of the communicative competence of future journalists is a lasting and complicated process, which provides for the improvement of its individual components. For example, the researcher M. Diachenko refers "possession of modern information and digital technologies, linguistic and rhetorical competencies, the ability to organise communication in the correct way, as well as the ability to persuade and influence the conversation partner" to the components of communicative competence [12]. This presents a new challenge for journalism educators, which consists in developing curricula and processes aimed at developing each individual component of communicative competence.

Modern training of a future journalist and the development of his communicative competence, in particular, takes place based on cultural linguoculturology, which allows developing the speech skills of a journalist in combination with cultural characteristics. Thus, the

future journalist not only develops professional communicant skills, but also becomes fully entitled to the cultural identity. However, somehow, there are many psychological and pedagogical conditions which promotes or interrupts in the process of development of the communicative competence of a future journalist. In this case, the generation of motive, professional interest and communication skills in students, as well as ensuring the equal development of all types of speech activity, etc. are at issue.

First of all, it is worth starting to develop students' motivation as a psychological precondition for improving their communicative competence. According to P. Jakobson, "When people communicate with each other... then, first of all, the question arises about the motives, the motives that pushed them to such contact with other people, as well as the goals that they set for themselves with greater or lesser awareness" [13]. This indicates a close relationship between the motivational factor and the formation of communicative competence. The study of the interpretation and classification of motivation will help to identify the motivation of student journalists for self-improvement, and to establish the necessary principles for development of students' motivation to learn for teachers.

The analysis of psychological studies allowed considering many opinions on the concept of motivation, among which the authors distinguish the classification proposed by A. Markova [14]. The researcher identifies four groups of motives of agents involved in education. As an example, the first group of motives reproduces awareness within learning through feelings of self-responsibility. The second group is determined by the need for knowledge, the third group is focused on self-education and the habit of constantly gaining knowledge, while the fourth group is self-centred, and is determined by self-esteem and ambition, in particular the pursuit of permanent personal success. Here is visible that some of these groups respond to global social goals, and some are at the heart of determining self-worth [14] in accordance with the definitions. It is also worth noting that, broadly, motivation is understood as the core of the personality, to which "such qualities as direction, value orientations, attitudes, social expectations, claims, emotions, character and other social-psychological characteristics are being pulled together. Despite varying approaches, most scientists understand motivation as a set, a system of psychologically heterogeneous factors that determine behaviour and activity" [14]. As an example, researchers P. Halperyn [15] and A. Leontev [16] have identified two main groups of learning motives: 1) those that are outside the sphere of educational and cognitive activity – social; 2) and those that are formed in the learning process are cognitive. At the same time, the study of the motivation

of students' educational activity based on an examination of learning Ukrainian, allowed the scientist T. Gannichenko to assert that "the motives have numerous informative and dynamic differences. The first group of characteristics includes: the orientation of educational activity, personal significance, place in the structure of motivation, the degree of effectiveness, etc." [17]. The author identifies direction in the motivation of students' educational activities: on gaining knowledge in interpersonal communication, on the formation of communicative and linguocultural competence of a professional nature, on the perception of language by students as an instrument of intercultural interaction and cooperation. As we see, the issue of motivation is the primary factor in self-improvement and development of communicative competence in particular. It is motivation that will encourage the student journalist to work on himself as much as possible. If a student is incapable of self-motivation, a teacher comes to help as today teachers are considered not only as lecturers, but also as mentors.

The next psychological and pedagogical condition for the establishment of the communicative competence of a journalist is professional interest, which is defined as the orientation of an individual to the mastery of his specialty through the realisation of its social and personal significance. According to T. Gannichenko, "professional interest reflects the desire of students to learn more about their profession, in an integrity to mastering professional skills, in psychological and practical readiness to work in their chosen profession" [17]. Thus, it becomes clear that the student will develop his professional competence only if there is professional interest. Based on the principles of cultural linguoculturology, it can be argued that professional interest is manifested not only at the moment of choosing a profession by a student, but also during teaching in higher educational institutions, as an example, in Ukrainian language classes, which determine the desire to form the communicative competence of a future journalist based on Ukrainian cultural identity. As a result, the challenge for the teacher is not only correctly organising the learning process of applicants for higher education in accordance with the guidance (to determine the volume and content of the academic discipline with further improvement of communicative competence, multidisciplinary capability for the defined teaching materials within one course, etc.), but also to form an effective motivational resource. The implementation of this task leads to "a methodically balanced, the appropriate choice of communicatively significant material, updated representation of the theory with the obligatory motivation of its significance for further professional activity, a combination of methods and techniques for its assimilation in practice, selection

of the best control options" [11]. As I. Zymniaia emphasises, the methods of language learning that are "used in practice, techniques of organising speech communication, game situations are directly aimed at activating the mechanisms of motivation and thus increase the effectiveness of speech learning" [18].

It is well known that the development of communicative competence of the future journalist involves taking into account not only psychological and pedagogical, but also practical aspects. The future journalist must master professionally significant linguistic skills, which include the ability to speak, to express an opinion, using the material needed to reproduce the concept (the life story of the subject, the plot of a film, or the work created about an interesting event, an art form, a description or story on one of the relevant topics), keep up topic of conversation, competently ask questions to conduct a dialogue with the communicant. First of all, the future journalist should acquire the specified communication skills while studying at a higher educational institution. As a result, the teacher must take into account not only the psychological principles of the development of students' communicative competence, such as motive and professional interest, but also every effort should be made to maximise the practice that will contribute to the further development and improvement of not only the theoretical base, but also professional abilities.

As an example, a journalist's speech is always accompanied by a specific need (educational, professional, cultural, every day, social) to report something, to tell something, then to ask whom to encourage. The journalist's language should be clear, selective, as well as timbre and emotionally enriched, flexible. The future journalist should learn how to form the material in a structured, logical manner, to use language means in accordance with the task at hand, while observing at the same time the norms of the literary language, the unity of style and genre diversity. In addition, it is necessary to master the basic principles of rhetoric, thanks to which the journalist will be able to both excite or surprise the audience, and induce them to take concrete action. First of all, a student can acquire knowledge for mastering these skills in the process of studying the Ukrainian language. This will enable the future journalist to master the use of language units, be able to formulate phrases correctly, and learn certain aphorisms or catch phrases that will contribute to the development of communicative competence against the particularities of Ukrainian identity. At the same time, the application of these knowledge gained are possible thanks to a well-formed teacher's curriculum. Thus, the teacher during classes can offer reading, listening or writing a text, analysing an oral or written work in accordance with a certain structure, situational modelling in the classroom, etc.

Each of these tasks develops a separate aspect of speech, as an example, reading contributes to the improvement of the voice, mastering the rhythmic and melodic side of sound broadcasting, useful intonation means (narrative, interrogative, rhetorical, exclamatory, incentive) for reproducing the content of the statement. Hearing allows learning how to generalise, carefully and critically perceive the information of the interlocutor. Writing trains your ability to express your thoughts competently and accurately. At the same time, situational modelling allows developing dialogue skills, behaviour in situations according to the environment, etc. Nevertheless, the skilful use of the media by the teacher during training will allow students not only to get acquainted with the characteristic features of journalistic texts, the broadcasting means of which are: social and political vocabulary, terms with a figurative meaning, phraseological units, more often simple sentences, sentences with direct speech, sentences conveyed in the form of dialogue, sayings, proverbs, catchphrases – but also to understand modern socio-cultural problems, new achievements of science and technology, interesting details from the life of celebrities, etc.

Importantly, the development of the communicative competence of future journalists is impossible without the development of the creativity inside of them. It is well known that creativity is almost the main factor in the successful professional activity of a specialist in the field of journalism. There are claims that creativity is an innate trait, i.e., a person either has it, or not. However, in practice it has been confirmed that correctly used methods of teachers contribute to creative development during study [19; 20]. Accordingly, the teacher provides for the establishment of a system of special exercises to develop creativity in future journalists – simulation, analytical, problematic, etc. Simulation exercises consist of tasks to describe the same event on behalf of different people – the main character, a minor character; describe one event in different genres (detective, satire, fantasy), etc. Analytical exercises stimulate students to analytical and search activities, for example, to compile a thematic selection of newspapers and magazines on a particular topic, to rank media texts by social significance, and so on. Problematic tasks are aimed at discussing media texts. In the process of analysis of media texts, it is advisable to use a method of questions, developed in accordance with the historical, cultural and structural contexts of the famous American media educator A. Silverblatt [21].

Such questions include: “What does the media text say about the period of creation?”, “Does knowledge of historical events help to understand the media text?” etc.

The investigated studies suggest that the self-development of future journalists depends on numerous psychological and pedagogical factors that have been established since the beginning of the college and are in the process of being set up during classroom classes. Thus, the development of communicative competence is assigned both to the personal level of the student-journalist and to the level of a teacher, who acts as both a lecturer and a mentor, simultaneously contributing to the growth of motivation, professional interest, as well as the development of the skills and abilities of each individual applicant for higher education.

CONCLUSIONS

Thus, in the process of determining the psychological and pedagogical conditions of the development of communicative competence of future journalists based on cultural linguoculturology, the scientific works of Ukrainian and foreign researchers were analysed, that result in the definition of the communicative competence of future journalists as a set of knowledge and skills for an adequate comprehending interlocutor's speech. The communicative competence forming implies psychological and pedagogical principles, including motivation, professional interest, maintaining the level of all types of speech activity, but also the development of practical communication skills. A detailed review of each component of communicative competence made it possible to form a list of examples of necessary practical tasks for teachers of higher educational institutions to develop the professional competencies of future specialists in the field of journalism. In addition, the author has established a close relationship between the principles of cultural linguoculturology and the improvement of professional competencies of future journalists, which contributes to the communicative competence based on cultural identification. The use of the cultural characteristics of the literary language shows the journalist as a professional communicator, but also as a proper carrier of his own culture. Prospects for further research are seen in applying these methods of development of communicative competence into practice, as well as in conducting an empirical study to identify the effectiveness of the chosen method.

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