

Ірина Коляда
м. Харків, Україна

The Professional Competence of Tutors as an Intricate Systemic Structure

Abstract. *The professional competence of the individual is a complex systemic formation, the main elements of which are: the subsystem of professional knowledge as logical systematic information about the environment and the inner world of human, fixed in his mind; subsystem of professional skills as mental entities, consisting in the mastering of man ways and techniques of professional activity.*

Key words: *competence, logical information system, knowledge, professional activity*

The concept of “communicative competence” is one of the most important scientific categories, the study of which began in the 60-70s of the twentieth century. Nowadays, there is a significant amount of the research on this issue. However, scientists constantly point to the exceptional importance and accuracy of the definition of this term, “...because representatives of various fields of knowledge describe this concept from the standpoint of their own interests and emphasize what is most important for this science” [1, p. 17]. The concept of “communicative competence” (from *the Latin **communico*** – make common, connect, communicate and *competens (competentis) –able*) means a set of knowledge about the norms and rules of natural communication – dialogue, debate, negotiation, etc.

Studies of the scientific literature on the essence of communicative competence have shown that there are two main approaches to defining the closest generic concept in relation to communicative competence. A number of authors explain communicative competence through the concept of "ability" (O.O. Arshavska, M.M. Vyatutnev, D.I. Izarenkov, D. Kristel, S. Savignon and others). In the works of these scientists, communicative competence is seen as the ability to use language in a particular area of communication.

Thus, M.M. Vyatutnev notes that communicative competence is the ability to use language creatively, purposefully, normatively, in interaction with interlocutors [1, p. 40]. D.I. Izarenkov singled out in the interpretation of the concept of “communicative competence” essential features: a) the relation of communicative competence to the class of intellectual abilities of the individual; b) the sphere of manifestation of these abilities is an activity process, a necessary part of which is the language component, the so-called speech activity. In view of this, the author clarifies the content of communicative competence, pointing out that: a) this ability to communicate is a complex, acquired skill, which is formed either in the process of natural human adaptation to living conditions in a particular language environment, or through specially organized learning; b) this ability can be manifested in one or

more types of speech activity. This clarification allowed the author to define communicative competence “as a person’s ability to communicate in one, several or all types of speech activity, which is acquired in the process of natural communication or specially organized learning special property of speech personality” [1, p. 55].

In this sense, communicative competence emphasizes the important role of human abilities in its formation.

The second approach is associated with the names of such scientists as N.I. Gez, O.M. Kazartseva, O. Yu. Konstantinova, Yu. P. Fedorenko, Yu. S. Fedorenko, D. Hymes, and others, who determine communicative competence through the concept of “knowledge, skills and abilities”.

N.I. Gez distinguishes in the concept of “communicative competence” the following ideas – knowledge of language, skills and ability to apply this knowledge in language in accordance with different situations of communication [3, p.19].

Considering both approaches, we can conclude that communicative competence requires a certain formation of knowledge, skills and abilities acquired in the process of specially organized learning. This concept can be considered as a phenomenon of both linguistics and pedagogy, as it relates to knowledge, skills and abilities that most accurately reflect the diversity of communicative competence, its important role in personality development.

A kind of conceptual basis for the professional training of teachers in higher education, the formation of their professional competence can be found in the works of G.O. Balla; professional competence of a teacher and pedagogical skills – I.A. Zyazyuna, V.N. Kuzmina, A.K. Markova; pedagogical vocation – L.M. Ahmedzyanova; professional culture of the teacher – I.F. Isayeva and others.

Of particular importance in our study is the definition of the main components of professional competence of the specialist and the analysis of the essence of the communicative competence of the teacher of higher education.

The basis of the competence of the specialist, according to modern scientists L.G. Lapteva, V.O. Slastyonin and others, are such as the competence, communication and self-development. Professional competence is the professional training and ability of the subject of labor to perform the tasks and responsibilities of the activity, the measure and the main criterion of its compliance with the requirements of professional activity.

The specificity of the pedagogical activity of a university teacher is that he cooperates with the category of students who have various general and professional interests and which requires him not only to have a system of general cultural, psychological and pedagogical knowledge necessary for organization and effective interaction in the pedagogical process, but also the special knowledge necessary for preparation of experts - professionals.

According to G.P. Shchedrovitsky, we can identify three types of knowledge that serve pedagogical activities: practical and methodological, constructive and technical (design) and scientific (scientific and theoretical) knowledge.

Practical and methodological knowledge directly serves practical activities. They are focused on obtaining a specific product and are organized in such a way as to ensure the creation (construction) of individual practical activities in the form of instructions (recommendations) for its implementation.

Design knowledge is centered on the object of transformation, it indicates what is happening or can happen to it, and manifests itself as new types and types of practical transformation of objects are created and actually implemented.

The emergence of scientific knowledge is associated with the emergence of the practice of gaps between goals and what is practically obtained in reality, with the need to clarify the reasons for the discrepancy between the goals of the activity and its results. Scientific knowledge is transformed into practical-methodical and pedagogical-design knowledge [2].

In general, the professional qualities of the subsystem of professional orientation of a higher education teacher at the present stage of educational space development should be considered in conjunction with acmeological invariants as components of professional competence, as it is professional maturity – acme – reflects such professional, the desire for self-actualization in the profession, focus on higher feelings, the development of moral consciousness at the level of individual principles of conscience, etc.

Thus, as a result of the analysis of components of professional competence of the teacher of higher school it is possible to draw the following conclusions: professional competence of the teacher of higher educational institution is based on the set of activity-role and personal (subject-activity) characteristics; features of realization of educational process in higher educational institutions impose the specificity on components of professional competence of the teacher of higher school; at the present stage of development of the education system, professional training in higher education is represented to a greater extent by the formation of activity-role and communicative component of professional competence of a teacher of higher education. The normative model of master's education does not to some extent provide for the personal development of a professional, which is reflected in the level of his professional and especially communicative competence.

References

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