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Видавнича група

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COMMUNICATIVE COMPETENCE OF FUTURE SPECIALISTS AS A FACTOR OF READINESS FOR PROFESSIONAL RISKS

Abstract. This article discusses the relevance and necessity of improving the process of professional training of future specialist from the point of view of communicative approach as a prevention of professional risks. The authors of the article indicate that the communicative competence of specialists making decisions in a state of production situations tension that provoke professional risks acts as an adaptation mechanism to extreme situations in professional activity. The article notes that the safety of life and professional environment today is an urgent problem for various areas of scientific knowledge, including professional pedagogy. In this regard, the need to clarify the aspects of professional training of students based on the principle of humanization has emerged. So, the problem of professional risk can be described not only by technological characteristics of dangerous professions or situations, but also by moral and ethical qualification characteristics of the profession and professional self-awareness of a specialist. Technical training of future specialists cannot fully contribute to successful activity in extraordinary situations. Readiness for communicative interaction is necessary to overcome communication barriers that cause professional risks. Communicative skills as core ones are the most spontaneous and uncontrollable in professional activity. The level of professional communication skills formation is a condition under which professional communication can be carried out effectively. The authors of the article proved that the basis of preparation for risks is not only the knowledge of activity standards and its tools but also such psychological and pedagogical factors as: professional culture, self-organization and communicative interaction. With the help of the conducted research, the authors of the article highlight that the starting point



in creating conditions for overcoming communication barriers in a situation of professional tension is a communicative approach, the content of which is represented by the skills of effective communication and possession of the communicative competence basics.

Keywords: professional training, communicative competence, communication skills, professional activity, professional risks.

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КОМУНІКАТИВНА КОМПЕТЕНТНІСТЬ МАЙБУТНІХ ФАХІВЦІВ ЯК ФАКТОР ГОТОВНОСТІ ДО ПРОФЕСІЙНИХ РИЗИКІВ

Анотація. У даній статті розглядається актуальність та необхідність удосконалення процесу професійної підготовки майбутніх фахівців з погляду комунікативного підходу як профілактики професійних ризиків. Авторами статті визначено, що адаптаційним механізмом до екстремальних та небезпечних ситуацій в професійній діяльності може виступати комунікативна компетентність спеціалістів, які приймають рішення у стані напруженості виробничих ситуацій, що провокують професійні ризики. У статті зазначено, що безпека життєдіяльності та професійного середовища на сьогодні є актуальною проблемою для різних галузей наукового знання, зокрема й для професійної педагогіки. У зв'язку з цим окреслюється потреба в з'ясуванні аспектів професійної підготовки студентів на основі принципу гуманізації. З позиції професійної педагогіки - це виявлення особистісного потенціалу майбутнього професіонала. А проблема професійного ризику може бути описана не тільки технологічними характеристиками небезпечних професій або ситуацій, а й морально-етичними кваліфікаційними характеристиками професії та професійною самосвідомістю фахівця. Технічна підготовка майбутніх фахівців не може повністю сприяти успішній діяльності в небезпечних ситуаціях: необхідна готовність до комунікативної взаємодії для подолання бар'єрів комунікації, що спричиняють професійні ризики.

Комуникативні вміння, як стрижневі, є найбільш стихійними та некерованими у професійній діяльності. Рівень сформованості професійних комуникативних навичок виступає умовою, за якої може ефективно здійснюватися професійна комунікація. Авторами статті доведено, що основу підготовки до ризиків становлять не лише знання нормативів діяльності та її інструментів, а й психолого-педагогічні чинники: професійна культура, самоорганізація, комуникативна взаємодія. Проведеним дослідженням автори статті підкреслюють, що вихідною позицією для створення умов щодо подолання бар'єрів комунікації в ситуаціях професійної напруженості є комуникативний підхід, зміст якого забезпечується удосконаленням навичок ефективної комунікації та володінням основами комуникативної компетентності.

Ключові слова: фахова підготовка, комуникативна компетентність, навички комунікації, професійна діяльність, професійні ризики.

Statement of the problem. Modern trends in the development of society have caused modernization in all spheres of our life, which required a revision of professional duties (functions) of many specialists. The function of making adequate decisions in non-standard situations, which begin to make up a large part of professional activity, becomes common to all professions. Thus, the probability of risk in the course of solving non-standard problems becomes a characteristic of a modern specialist's activity.

There are a number of professions that are risky due to the responsibility for the result of work, responsibility for the health and life of another person. Life safety today is a pressing issue for various areas of scientific knowledge, including professional pedagogy. In this regard, the need to clarify the aspects of professional training of students based on the principle of humanization has emerged. The problem of professional risk can be described not only by the technological characteristics of obviously dangerous professions, but also by the moral and ethical qualification characteristics of professions and the professional self-awareness of a specialist, which in modern science is associated with the professional culture of an individual and the culture of professional communication.

The professional culture of an individual involves the possession of professional knowledge, abilities and skills, among which a significant place belongs to the knowledge of norms and rules of interpersonal interaction, communication skills and abilities, adequate delivery of information, reflection of one's own professional activity. The formation and development of the professional culture of a specialist is associated with the formation of a communicative culture, which reflects not only a perfect language at the verbal and non-verbal levels, but also the ability to communicate, observing moral and ethical norms, taking into account the psychological characteristics of an interlocutor [1].



The culture of professional communication is a complete system that includes external culture, speech culture, feeling culture, behavior culture, and etiquette. Knowledge and observance of the main provisions of professional communication are necessary for becoming a good, highly-qualified specialist [2].

Analysis of recent research and publications. Despite the importance of interpersonal relations, communicative skills are the most spontaneous and uncontrollable in the work of a teacher. The problem of developing various pedagogical skills, including communicative ones, has been studied for several decades in both theory and practice of higher education. But communication skills, among others, are the most significant in pedagogical activity and occupy a leading position, since they are a necessary condition for the development of others.

The orientation of the research of modern scientists is practical. It is aimed to achieve efficiency in professional activities, with a communicative approach being used. The need for humane communicative interaction in the process of education and upbringing is reflected in the scientific works by Sh. Amonashvili, G. Ball, I. Bekh, O. Bodalov, S. Honcharenko, V. Hrynyova, M. Yevtukh, I. Zyazyun, V. Kremen, V. Kudin, V. Lozova, V. Lugovoi, V. Lutaya, O. Savchenko, O. Sukhomlynska, A. Sushchenko and many others.

In foreign studies, this phenomenon is considered in the context of soft skills (by D. Almog, A. Asperin, R. Athayde, H. Chassidim, E. Chell, S. Cranfield, F. Fernandez, A. Fixsen, etc.). The specifics of flexible communication skills formation in the educational space of higher education institutions are reflected in the works of such researchers as J. Andrews, M. Sh. Hamzah, H. Higson, A. Jaffar, M. Nabishah, Ch. Tan, S. Tong, M. S. Velasco, Yu. Davletshina, K. Galatzin, A. Ivonina, O. Chulanova, H. Shaikhutdinova, etc. O. Baldynyuk, O. Bodnar, H. Vasyanovych, N. Lytvynenko, M. Nagirnyak, V. Panchenko, T. Sergienko and other scientists raised the problem of forming communicative skills of future specialists in their works.

The aim of our study is to analyze modern approaches to flexible communication skills and the characteristics of work activities, the effectiveness of which is ensured by a communicative interaction that reduces risk barriers.

Presentation of the main material. Modernization of education system in higher education institutions implies the restructuring of pedagogical technologies from influence to interaction; from a monologue to a dialogue. In higher educational institutions, it entails the development of socially valuable attitudes in the sphere of communication among students and teachers, forcing them to treat each partner as an aim, not as a means, to be interested not only in the result of communication, but also in the process itself. These changes are objectively necessary, since young specialists are poorly acquainted with the structure and laws of interpersonal communication, do not possess the means of interaction (verbal and non-verbal),

unable to apply the knowledge and skills of a communicative nature acquired at the university. The lack of communicative competence is one of the common problems of young specialists.

Currently, there is an increasing interest to the issue of communication and communicative skills both at the level of society and at the stage of professional training. Communicative activity of an individual as the most important manifestation of his/her life and issues of optimizing human communication are constantly the subject of attention and intensive study. Multifaceted study of communication issues by modern scientists has led to the creation of a system of communicative education. Communications are given a decisive role in the development of essential forces of an individual, his/her self-realization, formation of social relations system.

H. Chassidim, D. Almog, M. Shlomo [3] emphasize such psychological characteristics in the context of soft communication skills as acceptance of dynamic circumstances and teamwork effectiveness.

As modern research shows, soft skills of communication are relevant for graduates of various specialties in any country in the world. It is evidenced by the research of European students C. G. Knobbs, D. J. Grayson [4], where the authors note the importance of interpersonal communication and leadership skills for graduates. In particular, the study by B. D. Guillet, A. Pavesi, C. Hsu, K. Weber [5] is aimed to identify areas of study that universities could include in their undergraduate programs to better prepare graduates to realize their leadership abilities. Interviews were conducted with the female executives in the hospitality and tourism industry in Hong Kong. Soft skills included social and professional communication, non-verbal communication, trust building and leadership. The study showed the prevalence of soft skills over hard skills in a modern workplace. This led to the conclusion that both non-verbal communication and trust-building are the critical competencies for graduates applying for top positions.

O. E. Varela [6] defines soft skills as the development of critical thinking and oral communication skills. K. L. Wolfe, W. J. Phillips and A. Asperin [7] describe soft skills as the ability to perceive and understand people's emotions and use this information to guide one's actions.

Ukrainian scientists consider communication skills as a component of the concept of "speech competence", which is defined as the basis of professional competences of specialists in any field and as a determining factor of professional competitiveness in a labor market. During the research, the related categories of speech competence such as speech mastery, speech skills, communicative culture, communicative function, communicative features of speech culture, communicative expediency of speech, communicative qualities of speech, speech communication and others are also analyzed [8].



Communication skills are the skills of an effective communication. They usually include the ease of establishing contact, maintaining a conversation, syntonic communication skills, ability to negotiate, prove one's point of view, insist on one's legal rights [9,10].

The ability to effectively communicate, transfer information and collect feedback is a necessary condition for achieving goals and success in any professional activity. According to the target orientation, professional communications are defined as instructive (effective), motivational and informative, which provide information for decision-making, ensure their implementation and control over execution [11].

It is also noted that communication skills are an important component of the professional communicative competence of future specialists, which ensure the exchange of information and is formed on the basis of speaking. Professional communication skills are the communication skills of specialists in a certain field within the framework of their activities. The level of formation of this type of communication skills is a condition under which professional communication can be productive [12]

Other scientists considering the concept of social-communicative competence, closely associate the concepts of "social competence" and "communicative competence". Social competence means the ability to cooperate, the presence of communication skills, civic and social values, ability to define personal roles in society and overcome problems in various life situations as well as the mobility in various social conditions [13].

It should be noted that the communicative competence is interpreted as:

- a set of knowledge about the language system and its units;
- person's ability to communicate using verbal means in various types of speech activity in accordance with the communicative tasks as well as the ability to formulate, understand and interpret statements.

Scientists include the following as the communicative competence components:

- mastery of communication technologies;
- efforts to understand the problems and peculiarities of counterparties in communication;
- ability to understand non-verbal components: intonations, facial expressions, gestures;
- ability to prevent and resolve conflicts;
- practical skills of public speaking;
- copious vocabulary;
- knowledge of ethics and etiquette;

- ability to empathize;
- active listening skills;
- ability to clearly but not excessively use the means of non-verbal communication;
- competent and stylistically normalized written speech;
- ability to argue opinions;
- developed oral speech [13].

In their works, scientists also use the definition of "communicative abilities" which play an important role in the socialization of an individual, in his psychological development as well as in the acquisition of the necessary forms of social behavior. Communicative abilities are divided into two groups: mastery of contact and communication techniques and the ability to use personal communicative properties in communication [14].

Communicative skills are also considered as the implementation of mediated and direct interaction, the ability to competently and correctly explain one's opinion and adequately perceive the information that a partner transmits in the process of communication. The development of communication skills is determined by personal growth not only in the field of intelligence but also in the field of personal characteristics that are of particular importance for any professional activity [15].

Also, the concept of "communicative skills" is defined as an integrative property of an individual which is developed on the basis of previously acquired knowledge and skills and is manifested in the ability to carry out communicative activities in new conditions [16].

The authors emphasize that they consider communicative abilities to be of a higher order than communicative skills, since it is the communicative abilities that are the final stage of skill formation.

Thus, we can conclude that modern authors consider the following flexible communication skills that are necessary for graduates to find employment: ability to social interaction, including modern information technologies; ability to work and interact effectively in conditions of uncertainty; ability to realize one's goals and objectives, despite external influences of the environment and society – that is professionalism; high level of verbal and non-verbal communication skills development; reliability; ability to think tactically and strategically; high degree of creativity development; self-confidence; time management skills, high level of self-regulation; desire for self-education; ability to take responsibility for one's actions and life in general.

Scientists also introduced the concept of communicative culture of future specialists as a complex, integral, dynamic formation, a conscious property of an individual, based on his character traits, personal qualities, communicative and organizational abilities, formed on the basis of acquired knowledge and skills,



manifested in the ability to perform communicative activities under different conditions, expresses an individual's readiness for flexible tactful interaction with others, for reflexive activity, for designing communicative skills and applying them in a new situation [17].


Professional communication is one of the universal realities of human existence, a specific type and a necessary condition for his activity. Professional communication is considered as a creative, controlled process of mutual exchange of messages, organization of mutual understanding, achievement of optimal interaction, mutual recognition in various types of activities of professionally oriented communication participants [18].

In addition, scientists have noted that any educational process contains and is based on a communicative component.

Scientists note that an important component of communicative process in an educational institution is professional and pedagogical communication (direct, indirect, business, personal, interpersonal), which is aimed to transfer knowledge, abilities, skills, create a favorable psychological climate, optimize the educational activities and relations between a teacher and the students. The central link of the functional structure of pedagogical communication is perception. It manifests itself in the form of mutual understanding based on the positive attitude of a teacher and a student towards each other. It is based on the unconditional acceptance of each other as values and an optimistic forecast of development and self-improvement. Its consequence is the emotional comfort of pedagogical process participants. The components of communication related to perception are attraction and empathy. Attraction is a specific emotional relationship that determines the attractiveness of one person to another and on the basis of which an integral and stable feeling of attachment to another person is formed. It is the goal of full-fledged communication. Its occurrence is determined by numerous factors. The research shows that in the pedagogical process, an important factor of attraction is empathy as a special ability of a person to reflect the emotional experiences and inner world of another person. For optimal interaction with students, a teacher must have a high level of empathy [19].

Full-fledged pedagogical communication is not only multifaceted but also functional. It provides the exchange of information and empathy, knowledge of personality and self-affirmation, productive organization of interaction.

E. Vasyutynska notes that the professional training of future specialists becomes more effective if, on the basis of the studied educational material, a student receives some creative tasks that help him master such components of communicative competence as: forecasting and programming of a communicative situation; knowledge and erudition; means of communication (verbal and non-verbal); management of a communication situation; communicative culture (general and national); targeting a social partner; speech competence [12].



According to L. Havrylyak, the researchers include to the complex of communicative knowledge and skills that make up the communicative competence of a specialist, the following: knowledge of norms and rules of communication (business, daily, festive, etc.); a high level of speech development, which allows one to freely transmit and receive information in the process of communication; understanding of non-verbal language of communication; ability to come into contact with other people, taking into account their gender, age, sociocultural and status characteristics; ability to behave appropriately to the situation and use its specifics to achieve one's own communicative goals; ability to influence an interlocutor in such a way as to incline him to his side, to convince him of the strength of his arguments; ability to correctly assess an interlocutor as a person, as a potential competitor or a partner and to choose one's own communication strategy depending on this assessment; the ability to evoke a positive perception of one's own personality in an interlocutor [20].

Professional communication is formed in the conditions of a specific professional activity, and therefore, to some extent, absorbs its features and is an important part of this activity. In professional activities, people try to achieve not only general, but also personally significant goals due to their knowledge and skills.

Communicative competence of an expert presupposes awareness in a certain type of professional activity: a range of issues requiring full awareness; a range of functional responsibilities; a range of issues requiring communication experience; a range of rights and powers. Communicative competence is an external manifestation of one's readiness for a professional interaction.

In the perspective of our research, we should focus our attention on the role of professional communication from the point of view of professional risks.

Professional risk, characterized by a combination of the probability of causing damage and the severity of this damage, is determined by the specifics of a profession, which allows the researchers to identify professional and industrial risks. Professional risk is associated with the profession, but industrial risk is associated with the specifics of a particular production and working conditions. It should be noted that the wide spread occurrence of risks is due to the active use of new technologies, various types of energy, etc. Almost all spheres of our life are permeated with risks.

Thus, from the standpoint of psychophysiology of labour, professional risk is considered in the aspect of occupational diseases and their prevention. From the standpoint of labor safety, it is the identification of risk factors and industrial injuries. From the standpoint of social insurance, it is a reimbursement of expenses for treatment and rehabilitation. From the standpoint of professional pedagogy, it is the identification of the personal potential of a specialist who takes risky actions in order to prevent possible harm to himself, to the object of activity and the professional sphere in general.



Therefore, professional risks are associated with the performance of professional duties. Personal potential should be assessed adequately to the functions of the activity.


Scientists have proven that the basis for preparing for risks is not only knowledge of the standards of activity and its tools, but also such psychological and pedagogical factors as: professional culture, self-organization, communicative interaction.

Some scientists, investigating the importance of developed communication skills for specialists with extreme activity, claim that uncertainty, sudden impact, lack of time to complete tasks, dangerous conditions can lead to certain physical and psychological losses, which is a risk factor for reduced performance, maladaptive changes in psychophysiological condition, threats to life and health, disruption of activity, individual and collective safety. Staying in extreme and non-standard situations requires a number of professionally important abilities and skills that are related to the effective performance of professional tasks and ensuring one's own safety, with assessing and forecasting the situation, assessing risks and threats, with the ability to make adequate, prompt, balanced decisions. All these can significantly increase one's own reliability and efficiency [21].

Professional risks are largely related to stereotypes of functions performance, which ultimately causes personality deformations of specialists that violate ethical principles. In this perspective, scientists have identified subjective factors that make professional communication difficult. These are the presence of occupational deformations of a personality, which have manifestations in professional communication: cruelty and lack of empathy; insincerity; frustration, irritability; low culture of communication and speech; rigidity and lack of flexibility in communication; authoritarianism; being under the influence of stereotypes in communication; presence of barriers in communication, difficulties in perceiving other people. Communication barriers can be the result of the lack of a common language and common understanding of a situation, as well as social, political, religious and other differences that can give a rise to completely different interpretations of the same situations, different worldviews, etc. [22].

Analyzing the process of communication regarding actions in non-standard and emergency situations, in particular in the conditions of a dangerous situation at production facilities, the researchers noted that it is necessary to take into account such features of these situations as unexpectedness, lack of information, delayed reactions, a large number of irritants, loss of control, a threat to vital interests, an increase in mental tension. These features make the process of communication extremely difficult and create obstacles for its progress [23].

No less important is the role of effective communication in the field of occupational safety.



A. Dayankach, an expert on DQS standards for environmental management and occupational safety, emphasizes that any employee should be able to understand occupational health and safety information because in emergency situations, it can save people's lives. ISO 45001 defines the communication requirements that must be met by the occupational health and safety management system. The application of the international standard "Safety and Health at Work" ("Safety and Health at Work" - OHS) is intended to enable enterprises to identify and minimize risks for their employees from health damage, accidents and injuries at an early stage. An organization's internal and external communications play a key role here: "Communication in OHS does not mean discussion, but conveying and understanding clear messages. SGA transmitted information must be factual, plausible, consistent, complete, and reliable." The main requirements for communication are described in the relevant sections: understanding the organization and its context; understanding the needs and expectations of employees and other stakeholders; leadership and commitment; identification of hazards and assessment of risks and opportunities; action planning; emergency preparedness and response; conformity assessment; incident, non-conformity and corrective actions [24].

In this perspective, we should note that safety management is carried out at all levels of an enterprise and is considered from the standpoint of ensuring effective management and social responsibility. Therefore, the use of the latest approaches of management in the field of occupational health and safety is based on the analysis of the principles, methods, functions of management theory, safety theory, preservation of life and health of personnel, as well as on the humanistic principles of the importance of an employee's personality, the level and quality of life, well-being and improvement of the production environment, in particular from the point of view of the communicative approach. Its result depends on the clarity, consistency and objectivity of the interaction of participants. The uncertainty of labour processes participants behaviour is the starting point for problematic and dangerous situations, which in some cases cause incidents and accidents.

Thus, we must admit that the effective communication skills of a specialist acquired in the process of professional training consist of the possession of communication techniques, influence, conflict resolution, effective speech skills, which a person consciously uses when performing professional tasks, solving problems, in particular, in conditions of uncertain or non-standard situations. Communicative qualities are professionally important qualities, such personality traits of a specialist as: sociability, openness, empathy, emotional stability, culture of behavior and communication, presence of an adequate image.

In addition, professional tolerance becomes an important feature of an employee's behaviour, which is expressed by methods of interaction in conflict situations, means of solving professional problems in extraordinary situations. Self-



control and emotional stability reduce the threshold of professional risk, when tolerance as a value of professional activity becomes a tool for risk removal. Also, professional risks are largely associated with stereotypes of duties performance, which ultimately causes personality deformation of specialists who violate ethical principles.

Conclusions. Thus, analyzing the results of our research, we can conclude that the human factor can also be the cause of errors made by specialists. Professional communication affects the outcome of an extraordinary situation that causes a state of emotional tension, which provokes the likelihood of errors and risks. Each type of professional activity is regulated by certain norms, while the personal potential of a specialist can harmonize with them or resist them. The corresponding readiness for communicative interaction will contribute to the resolution of this contradiction. Training of future specialists cannot fully contribute to successful activity in extraordinary situations. Readiness for communicative interaction is necessary to overcome communication barriers that can cause risks. The starting point in creating conditions for overcoming communication barriers in a situation of professional tension is a communicative approach, the content of which is represented by the skills of effective communication and possession of the basics of communicative competence.

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