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The theoretical aspects of the formation of university students' communicative self-efficacy (from research experience)

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Abstract

The article describes the theoretical preconditions for the formation of university students' communicative self-efficacy, which is one of the important professional and personal qualities. Attention is drawn to the logic of making a theoretical analysis of this process.

Keywords: communicative self-efficacy, university students, theoretical analysis, conceptual and terminological apparatus, evaluation and diagnostic instruments, organizational and pedagogical conditions.

Аннотация

В статье описаны теоретические предпосылки формирования коммуникативной самоэффективности обучающихся вуза, как одного из важных профессионально-личностных качеств современного человека. Обращено внимание на логику выстраивания теоретического анализа данного процесса.

Ключевые слова: коммуникативная самоэффективность, обучающиеся вуза, теоретический анализ, понятийно-терминологический аппарат, оценочно-диагностический инструментарий, организационно-педагогические условия.

The main task of higher education is to prepare a graduate who is not only able to do his job with high quality, but is ready to face a changing professional reality, is able to flexibly adapt to changing conditions. In this regard, it is important not only to form the necessary competencies among students, but also to form their self-efficacy. In our opinion, special attention should be paid to the formation of communicative self-efficacy, as an important component of the communicative competence of future specialists. As practice shows, the educational process of universities often does not take into account the subjective attitude of a future specialist to the communication being carried out, the degree of their self-confidence, motivation for high-quality communication, awareness of their communicative potential, willingness to act professionally in a situation of communicative uncertainty. In other words everything that we associate with learners' self-efficacy.

In this article, we briefly outline the sequence of the theoretical analysis of the process under our consideration (Pic. 1). We believe that this can be useful in studying the issue of students' communicative self-efficacy formation in any areas of training.

The analysis of psychological and pedagogical literature has shown that the phenomenon of self-efficacy is being actively studied by both domestic scientists and foreign researchers. However, in most works, the object of research is the general self-efficacy of a person, the phenomenon of communicative self-efficacy is investigated fragmentarily [4].

At the first stage of the theoretical analysis of the problem of communicative self-efficacy formation, it becomes important for a researcher to study the conceptual and terminological apparatus in order to determine the essence and content of the concept "communicative self-efficacy of future specialists" (of a specific area of training). This requires studying the interpretation of the following concepts:

- «self-efficacy» (A. Bandura, T.I. Vasilieva, M.I. Gaidar, T.O. Gordeeva, M. Erusalem, D. Ziegler, J. Caprara, V.V. Ignatova, R.L. Krichevsky, D.A. Leontiev, J. Maddux, S.A. Ognev, V.G. Romek, R. Schwarzer and others);
- «communication» (G.M. Andreeva, I.A. Zimnyaya, E.P. Ilyin, A.N. Leontiev, B.D. Parygin, A.V. Petrovsky and others). It is important to study not only

the communication process in general, but also consider the specifics of professional communication of future specialists;

- «communicative self-efficacy» (S.N. Gonchar, V.N. Kobets, T.V. Belykh, A.M. Mairamyan, M. Scheer, G.M. Hodis, F., A. Hodis and others);
- «professional training of future specialists». Various aspects of professional training at the stage of obtaining higher education are revealed in the psychological and pedagogical studies of many scientists, including V.A. Adolf, V.I. Baydenko, E.V. Belik, A.A. Derkach, E.F. Zeer, I.A. Zimnyaya, V.V. Ignatova, E.N. Ognev, S.I. Osipov, P.I. Pidkasisty, I.P. Podlasogo, V.V. Serikov and others). It is necessary to study the features of professional training in the area that interests the researcher.

Pic.1 - The theoretical aspects of the formation of university students' communicative self-efficacy

Based on the performed theoretical analysis and taking into account the content of the considered concepts, it becomes possible to explicate the concept of "communicative self-efficacy". In our opinion, a person's meta-quality determines his communicative strategy in a particular situation. It reflects the personality's idea of effective communicative actions, confidence in one's own communicative abilities to achieve a positive result and presupposes effective communicative behavior [5].

Further, following the logic of theoretical analysis, it is necessary to determine future specialists' communicative self-efficacy in a specific field of training (engineer, teacher, doctor, etc.).

The next step at this stage of the theoretical analysis is associated with the specification of the pedagogical meaning of future specialists' communicative self-efficacy formation. For this, it becomes necessary to explore ideas about:

- the process of formation in a psychological and pedagogical context (V.S. Bezrukova, V.V. Ignatova, E.I. Isaev, V.I. Slobodchikov, N.F. Talyzina, M.I. Shilova and others);
- ways of self-efficacy formation and processes that favor its development (A. Bandura, T.I. Vasilieva, T.O. Gordeeva, D.A. Leontyev, P. Peak, D. Servon, V. Zimmerman, S. Hobfall, D. Shank and others).

In the second direction of the theoretical analysis of the problem, the researcher needs to develop an evaluation and diagnostic instrument: to determine the criteria and levels of future specialists' communicative self-efficacy; to select or develop adequate methods for studying the formation of communicative self-efficacy.

Analyzing scientists' works and basing on our own work experience, we identified the components of communicative self-efficacy. It made possible to single out the criteria for its formation:

a cognitive-reflexive criterion, which consists in the students' understanding of communicative self-efficacy essence and in assessing their own level of communicative self-efficacy, arising as a result of students' understanding of their communicative characteristics and comparing them with the required ones;

a professional-value criterion, which means the appearance of a new meaning and attitude towards communicative self-efficacy, associated with the desire of students to improve in the field of professional communication;

a creative-activity criterion, which assumes the mastery by students of professional communication skills necessary for a specialist, the manifestation of confidence and flexibility of communicative behavior in various situations, including in situations of uncertainty, atypical interaction, which contributes to an increase in the level of their communicative self-efficacy. The question of the criteria and levels of communicative self-efficacy formation was disclosed by us earlier in more detail [1].

The next direction of the theoretical analysis of the research problem is associated with the development and substantiation of organizational and pedagogical support for the formation of future specialists' communicative self-efficacy.

When developing pedagogical conditions, we relied on the personality-activity approach and the competence-based approach in education and took into account the following:

- students, first of all, must comprehend their communication capabilities and communicative behavior, consciously approach the mastering communication skills, taking into account the characteristics of the future profession;
- it is necessary to constantly enrich the communicative experience of future specialists, to strengthen their confidence in achieving a positive result in various communicative situations;
- it is important to analyze and reflexively rethink the received educational and professional experience of communicative interaction, to gain new experience

in the implementation of communicative interaction and the manifestation of communicative self-efficacy in atypical situations of interaction.

The issue of planning and implementation of pedagogical conditions is considered in more detail in scientific papers [2, 3, 6].

Thus, in the course of the theoretical analysis, we worked out a conceptual and terminological apparatus, created an evaluation and diagnostic instrument, and designed organizational and pedagogical conditions for the formation of future specialists' communicative self-efficacy.

The revealed theoretical preconditions make it possible to organize purposeful practical work on the formation of researched process.

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