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The main directions of the theoretical analysis the problem of forming university students' communicative self-efficacy

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Abstract

The theoretical prerequisites for the formation of university students' communicative self-efficacy are considered: the conceptual apparatus, assessment and diagnostic tools, organizational and pedagogical conditions. In general, the position of the author on the subject of solving the problem of future specialists' communicative education is presented.

Keywords: self-efficacy, communicative self-efficacy, theoretical analysis, assessment and diagnostic tools, organizational and pedagogical conditions.

Аннотация

Рассмотрены теоретические предпосылки формирования коммуникативной самооффективности обучающихся вуза: понятийный аппарат, оценочно-диагностический инструментарий, организационно-педагогические условия. В целом представлена позиция автора на предмет решения проблемы коммуникативной подготовки обучающихся вуза.

Ключевые слова: самооффективность, коммуникативная самооффективность, теоретический анализ, оценочно-диагностический инструментарий, организационно-педагогические условия.

Many researchers (V.A. Adolf, A.G. Asmolov, V.I. Baydenko, E.F. Zeer, G.I. Ibragimova, D. Mertens, A.M. Novikov, B. Oskarson, A. Shelten , V.P. Shestak and others) note that at the stage of obtaining higher education, a person is formed who is able to realize his potential in professional activity. The main task is to prepare a graduate who is not only able to do his job well, but who is ready to face a changing professional reality, who is able to offer and implement new types of activities, create modern and advanced products and services, and flexibly adapt to changing conditions [5, p.18; 6, p.105]. Therefore, it is important to form among future graduates not only the necessary competencies, but also to develop their self-efficacy. And since communication skills are among the most demanded for specialists in different fields of activity, special attention should be paid to the formation and improvement of these skills and communicative self-efficacy in the process of their professional training.

Various aspects of the formation communicative self-efficacy of future fire and rescue services specialists were reflected by us earlier in scientific publications [2,3 and others]. The purpose of this article is to summarize the sequence of theoretical analysis of the process under consideration. We believe that this can be useful in studying the issue of the formation of communicative self-efficacy of students in any areas of training.

The first direction of the theoretical analysis of the research problem was: the study of the conceptual apparatus, namely, the identification of the essence and content of the concepts of "self-efficacy", "communication", "communicative self-efficacy", and "communicative self-efficacy of future specialists of fire and rescue services."

In the scientific literature, the concept of self-efficacy is defined as a person's ability to act effectively with faith in their own strengths combined with judgments regarding their own abilities and capabilities (A. Bandura, T.I. Vasilieva, M.I. Gaidar, T.O. Gordeeva, V.V. Ignatova, J. Caprara, R. L. Krichesky, J. Maddux, V. G. Romek, R. Schwarzer, M. Scheer, E. A. Shepeleva and others). The main thing in all interpretations is the understanding that the result of an activity will depend not only on any significant qualities of a person, but also on his ideas about the presence of these qualities and the possibility of their manifestation in activity. Based on the theoretical analysis of the scientific works of domestic and foreign authors, we concluded that self-efficacy is a meta-quality that determines behavior in a particular situation and is expressed through the following signs: a person's idea of his own effective activity; confidence in achieving a positive result in various situations, including situations of uncertainty; behavior focused on achieving an effective result in practice.

The study of various aspects and functions of communication was carried out by such scientists as G.M. Andreeva, I.A. Zimnyaya, E.P. Ilyin, A.N. Leontiev, B.D. Parygin, A.V. Petrovsky and others. For us, who are studying communication as an important component of the professional activity of future specialists, it has become important to understand that the success and effectiveness of communication largely depends on the choice of a communication strategy in a particular situation and the readiness to effectively implement it using the necessary communicative actions.

On the basis of the conducted theoretical analysis and taking into account the content of the considered concepts, we explicated the concept of "communicative self-efficacy". This is a meta-quality of a person that determines his communicative strategy in a particular situation, which reflects the person's idea of effective communicative actions, confidence in his own communicative abilities to achieve a positive result and presupposes effective communicative behavior.

Researching the issue of the formation communicative self-efficacy of future fire and rescue services specialists, it is important to consider the specifics of their professional communication. The study of this issue was carried out by such researchers as D.V. Deckert, Yu.I. Emelyanova, T.E. Ilyushina, A.A. Lopatchenko, L.A. Petrovskaya, L.D. Stolyarenko, S.K. Shoigu, N.V. Shkrob and others. They note that the main qualities for firefighters and rescuers are such qualities as willingness to cooperate, mutual understanding, the ability to communicate competently, find common ground with other people, the ability to build communication and manage the actions of victims, taking into account their psycho-emotional state, to inspire confidence in them, balance, self-control and others.

Taking into account the peculiarities of the activities of future fire and rescue services specialists in a communicative context, we have determined the essence of their communicative self-efficacy. We note once again that, from our point of view, this is a professional and personal meta-quality that determines its communicative strategy in situations of necessary support to those in need and victims, interaction with partners, which is associated with ideas about effective communicative actions; confidence in one's own communicative abilities to achieve a constructive result; and presupposes effective communicative behavior focused on comprehending the communicative experience, maintaining self-control, and showing flexibility.

The second direction of the theoretical analysis of the research problem was the development of assessment and diagnostic tools, namely, the identifying criteria and levels of formation of the communicative self-efficacy of future specialists of fire and rescue services.

Having analyzed the work of scientists, as well as based on our own work experience, we have identified the components of communicative self-efficacy, directly related to the features of the process of its formation: *firstly*, a future specialist needs to clearly understand what kind of communicative competencies a fire and rescue service specialist should have and what a student really has to understand the essence of the communicative component of professional activity, the level of manifestation of communicative self-efficacy and ways to increase it; *secondly*, the future specialist should perceive his own communicative self-efficacy as a professional and personal meta-quality, strive to develop it, show confidence in the productivity of professional communication; *thirdly*, the formation of communicative self-efficacy takes place effectively in conditions that take into account the characteristics of the profession, which contributes to the enrichment of experience through the conscious mastery and implementation of the choice of communicative tactics in various situations, the manifestation of confident communicative behavior, the ability to withstand and overcome communicative difficulties, and provide communicative support to the participants in the process of interaction.

The considered structural components of communicative self-efficacy make it possible to single out the following as criteria for its formation: *cognitive-reflexive criterion*, which consists, on the one hand, in students' understanding of the essence of communicative self-efficacy, and on the other hand, in assessing their own level of communicative self-efficacy arising as a result of students' understanding their communicative characteristics and comparing them with the proper ones; *professional value criterion*, which involves the appearing of a new meaning and attitude towards communicative self-efficacy, associated with the students' desire to improve in the field of professional communication; *a creative-activity criterion*, which means that students are getting the skills of professional communication 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 conducted theoretical analysis of communicative self-efficacy also helped to identify the levels of its manifestation. We have designated stable-productive, situational-productive and unstable-reproductive levels. The key characteristics of these levels were described in details by us earlier [1].

The formation the communicative self-efficacy of future fire and rescue services specialists, considered as a purposeful pedagogical process, has actualized the need to develop and substantiate the organizational and pedagogical conditions of this process. This became the next direction of the theoretical analysis of the problem of our research.

As one of the pedagogical conditions, the orientation of future fire and rescue services specialists to communicative self-efficacy was determined, since students, first of all, must comprehend their communicative capabilities and communicative behavior; consciously approach the getting of communicative skills, taking into account the characteristics of the future profession. The next pedagogical condition is the enrichment of the communicative experience of future specialists through the organization of situational training. The work organized at this stage contributes to the enrichment of the communicative experience of future specialists and, as a result, to strengthen their confidence in achieving a positive result in various communicative situations. As another condition, we have determined the activation of students' communicative self-efficacy manifestations through the organization of communication-oriented practices. At this stage, students analyze and reflexively rethink the received educational and professional experience of communicative interaction, get new experience in the implementation of communicative interaction and the manifestation of communicative self-efficacy in atypical situations of interaction.

These organizational and pedagogical conditions can be correlated with the phases of the process of forming the communicative self-efficacy of the future specialist, namely: orientation,

enrichment, activation. It should be noted that when developing the conditions for the formation of students' communicative self-efficacy we relied on: a personal-activity approach and a competence-based approach in education.

The result of the formation of students' communicative self-efficacy will be the achievement of a certain level (situationally productive or stable-productive), characterized by various manifestations of this meta-quality.

Thus, in the process of the theoretical analysis, we have worked out a conceptual and terminological apparatus, developed an evaluation and diagnostic toolkit, and designed organizational and pedagogical conditions for the formation of communicative self-efficacy. All this makes it possible to organize purposeful practical work on the formation of the communicative self-efficacy of future specialists at the stage of study at the university.

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Autonomous work of students: ways and means of its organization

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Abstract

The article discusses the issues of organizing students' autonomous work as one of the fundamental components of the process of obtaining professional education. Autonomy is understood as the ability and readiness of a student to independently control their own activities. Autonomy is a broad concept that combines responsibility, independence, broad outlook and critical thinking, as well as self-sufficiency. It applies to both teachers and students. The article describes the levels of autonomy, conditions, ways and means of its development. Specific groups of tasks are proposed, developed depending on the level of development of students' autonomy, as well as the stages that a student must go through to develop their autonomy.

Keywords: autonomy, autonomous work, student, teacher, independent work, methodology.

Аннотация

В статье рассматриваются вопросы организации автономной работы студентов как одной из основополагающих составляющих процесса получения профессионального образования. Автономность понимается как способность и готовность обучающегося самостоятельно контролировать собственную деятельность. Автономия – это широкое понятие, объединяющее в себе как ответственность, независимость, развитое мировоззрение