Features of Communicative Competence of Psychologist in the Field of Education

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Abstract. The problem of development and introduction of professional educational programs of psychologists training is urgent in the education system. The problem of the formation and development of the communicative competence of a psychologist in the field of secondary education is described. The emphasis is on the peculiarities of the communicative competence of psychologists. The Federal state educational standards of general education place high demands on the professional competencies of a modern psychologist. The standard defines the requirements for labor functions, education and work experience of a psychologist. The realities of the modern educational process are due to contradictions, which in practice: the activity of a psychologist is reduced to maintaining various documentation, writing plans and reports, protocols, and etc., and to a lesser extent, to the direct interaction of the psychologist and participants in the educational process, that means fulfillment of the main labor functions.

1. Introduction

The works of such researchers as Yu. M. Zabrodin, E. V. Pahalyan and others are devoted to the study of the problems of compliance with the qualitative implementation of labor functions in the professional work of psychologists with the requirements of standards [8]. There is an urgent question of the lack of competencies for the implementation of labor functions.

The problems of this activity are determined by the fact that the unique contact between the psychologist and the school student, which in itself gives a strong impetus to the development of a child him(her)self, has been little studied, since the functions of the psychologist are limited only to writing reports and conducting standardized psychological diagnostics. Direct contact with a student is not always possible. This is due not only to the overload of paper work, but also to the insufficiently developed communicative competence of the psychologist himself.

2. Methodology and Experiment

In psychological and pedagogical science, as a rule, the concepts of professional competence and professional knowledge are differentiated. The concept of professional competence defines a feature of the subject of activity as the ability to perform professional duties. Level of competency is characterised by features of the results of educational practice for a particular person. Competence is what it is necessary for (educational standard, training program, customer of educational services, employer requirements, etc.), and is interpreted as the final image of the result that should be achieved as a result of education [1].
Some researchers believe that competence is not limited to knowledge, but exists in the ability to do something successfully, to bring this knowledge to life. Thus, Ivanov D. A. clarifies that competence is a feature given to a person as a result of evaluating the effectiveness of his actions aimed at solving a certain range of tasks or problems that are important for this community [4]. Competence in this case is understood as ability. In our opinion, the term competence describes a complex system of actions, including the ability and other components of the action, providing the opportunity to achieve the desired result and meet professional requirements. At the same time, competence also includes the ability to apply knowledge, personal qualities to implement successful activities in a particular area, actions and quality of the subject of activity.

Two approaches are used in psychology to study communicative competence: theoretical and practical. In the framework of the theoretical approach, researchers consider the concept of communicative competence, processes, conditions and factors determining its change, develop theoretical concepts and models of communicative competence, determine its place and role in effective communication and interaction, note its structure. Some authors consider communicative competence as a separate personality trait (Petrovskaya L.A., Sidorenko E.V., Tsvetkova L.A., Muravyova O.I., Makarovskaya I.V.), others as part of a broader concept (Kunitsyna V.N., Spivek V.A.), the third—as part of other areas of knowledge, and as a separate personality trait at the same time (Zhukov, Yu. M.), the fourth—as a separate quality and a certain condition of consciousness of a group of people (Emelyanov Yu. N.) [1, 2, 3, 5, 7].

Representatives of the practical approach focus on the development and improvement of communicative competence. Three ways of competence development were identified:

- methods of development of communicative abilities are developed (Petrovskaya, L. A., Zakharova, V. P., Hryashcheva, N. Yu., Prutchenkov, A. S., Sidorenko, E. V., Makshanov, S. I.);
- programs of increase of communicative competence are developed (Nikolaev, G. N., Goryunov, E. M., Gavrilova, I. K., etc.);
- practical recommendations for effective communication have been developed (Atwater, I., Krichanskaya, Yu. S., Tretyakov, V. P.).

There are different types of communicative competence:

- productive and reproductive (Petrovskaya L. A.);
- primary and secondary (Osipova Yu. T.);
- General and professional (Emelyanov Yu. N.);
- competence of hearing and competence of the statement (Makarovskaya I. V.).

Zir, E. F., Klimkovich, I. G., Kutorskoy, A.V., Yakovleva, N. V. and other authors consider competence through the prism of activity. Perhaps in this regard, "competence", "communicative competence" and "professional competence" are used in scientific works as synonyms.

In the most general opinion, the communicative competence of a psychologist as a specialist can be characterized as a certain level of formation of personal experience and professional experience in connection with interaction with people, along with whom developed communicative abilities are required for successful functioning in a professional environment.

The level of communicative competence sufficient for the effective professional activity of a psychologist consists of the following abilities:

- the ability to give a social and psychological forecast for the communicative situation;
- turn to a communication program based on the originality of the communicative situation;
- exercise social and psychological control over communication processes;
- establish contact at various psychological distances;—apply flexibility in changing psychological positions.
Impressed by the concept of Klimov E.A., who identified the main features of the communicative competence of an educational psychologist, such as: the ability to direct to educational activities; ability to listen and listen; communicative culture; observation of the manifestations of the feelings and character of a person, his behavior, abilities, presentation, his inner world, but not ascribe to him his own traits; approach to a person based on the belief that a person can always become better; empathy; ability to solve unusual situations; high degree of self-control [6].

The main sources of communicative competence are: language communication skills, experience of interpersonal communication in business, daily and special situations; knowledge, general erudition and scientific teaching methods in communication. An important complex of communicative knowledge and skills, which are the communicative competence of an individual, is formed from these sources.

Summarizing the above, we determine that communicative competence is the leading professional competence of a psychologist, which includes:

1) a high level of speech development, allowing a person during communication to feel and transmit information freely;
2) the ability of active listening, creating feedback;
3) understanding of non-verbal language of communication;
4) the ability to correctly evaluate the interlocutor as an individual and choose his own communication strategy, depending on this assessment;
5) the ability to behave in accordance with the situation and use its specific features to achieve their own communicative goals;
6) cause a positive perception of personality in the interlocutor.

It is assumed that in an educational institution, students are sufficiently aware of the specifics of the psychologist - teacher, therefore, of his labor functions, the implementation of which requires a formed communicative competence. In our study, we conducted a content analysis on the stated topics, where, using the projective methodology “If I were (a) a psychologist”, we made an attempt to reveal the awareness of schoolchildren about the specific activities of a psychologist.

Content analysis consisted of answers to open questions:
1. How can we explain the fact that modern adolescents do not go to a psychologist?
2. What do you think should be a school psychologist, and what qualities should he have?

Thanks to this work, general trends have been identified in the framework of ideas about the communicative competence of a psychologist. Content analysis allowed us to identify semantic definitions that relate to our problem. The table does not contain all definitions, since some of them are not relevant to the stated topic.

Table 1. A Summary Table of Semantic Definitions of Question #1.

<table>
<thead>
<tr>
<th>Word / phrase</th>
<th>Number of repetitions in the texts</th>
<th>Frequency of repetitions in the texts, %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem (problems, with a problem)</td>
<td>17</td>
<td>29.82</td>
</tr>
<tr>
<td>Teenager</td>
<td>10</td>
<td>17.54</td>
</tr>
<tr>
<td>Psychologist</td>
<td>9</td>
<td>15.79</td>
</tr>
<tr>
<td>Afraid (to be afraid)</td>
<td>8</td>
<td>14.04</td>
</tr>
<tr>
<td>Experience (to experience)</td>
<td>4</td>
<td>7.02</td>
</tr>
<tr>
<td>Constraint</td>
<td>4</td>
<td>7.02</td>
</tr>
<tr>
<td>To help</td>
<td>3</td>
<td>5.26</td>
</tr>
<tr>
<td>Trust</td>
<td>2</td>
<td>3.51</td>
</tr>
</tbody>
</table>

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The largest percentage (29.82%) is the word “problem”, it is generally accepted that a psychologist is usually treated with problems. Next, we distinguish the concepts of “teenager” (17.54%) and “psychologist” (15.79%). For us, they will not play an important role, since these words are contained in the question itself and are parts of phrases such as: “I believe that a teenager does not go to a psychologist, because ...”. You can pay attention to the fact that most write that adolescents are closed in themselves and going to a psychologist would seem shameful to them. So some are afraid to visit the psychologist’s office because of disapproval of society, that is, friends, family and teachers, while the teenager is afraid that the results of the conversation in the office will be announced to parents or even be in the “wrong hands”.

Table 2. A Summary Table of Semantic Definitions of Question #2.

<table>
<thead>
<tr>
<th>Word/phrase</th>
<th>Number of repetitions in the texts</th>
<th>Frequency of repetitions in the texts, %</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand (understanding)</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Good (kind, kindness)</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Trust</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Common language</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Open</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Sincere (sincerity)</td>
<td>2</td>
<td>8.33</td>
</tr>
<tr>
<td>Help (to help)</td>
<td>2</td>
<td>8.33</td>
</tr>
<tr>
<td>Patient</td>
<td>2</td>
<td>8.33</td>
</tr>
</tbody>
</table>

The highest percentage (25%) has the word understand. According to the classical interpretation (Ozhegov’s dictionary) of the meaning understanding it is interpreted as “the ability of a person to comprehend, get the content, meaning and notion of something.” Teenagers in interaction with the psychologist expect attention and understanding of their problems, their perception and comprehension. Further, respondents noted that the psychologist should be so called kind (12.5%), and also used the word 'trust" (12.5%): in the context of the fact that the psychologist must be credible and possess positive human qualities, which include kindness, and sincerity (12.5%), and patience (8.33).

If we turn directly to the answers to the questions themselves, it can be noted that adolescents wrote that the psychologist should be objective in relation to the situation, be able to find a common language with the child and strive to help him solve his personal problems. Moreover, none of the answers to the question touched the topic of psycho-diagnostics. That is, children wrote mainly within the framework of communicative competence, namely that he, for example, should be sociable, understanding, interested in modern youth.

Thus, we can say that modern adolescents consider the activities of a psychologist in the range of communicative competence. We would especially like to emphasize that the students did not touch on the topic of psychodiagnostics, as well as working with reports and documentation in principle, since, in our opinion, they still more fully understand the work of this specialist from the point of view of direct communication between the student and the psychologist.

The second technique was a free drawing on the theme “If I were a psychologist.” Analyzing the drawings, it was noted that the majority of the drawings (76%) were depicting a cabinet with two figures, namely with the figure of a psychologist and a client. Thus it is noted: "If I were a psychologist, I would come to class and do: conversations/research/talked about psychology", that is, we can also say that...
children see the psychologist more as a Communicator, rather than as an administration worker or a person who is dedicated to working with documents.

4. Summary

The analysis suggests that the professional activity of a psychologist in high school is viewed from the perspective of his communicative competence, instead of formalized reports. Summarizing the results, we formulate the following conclusions: psychologist in the educational process is perceived from the perspective of communicative competence. Therefore, taking into account the implementation of the labor functional in accordance with the requirements of the GEF, the psychologist at school needs to focus more on the communicative side of professional activity.

References


