

FORMATION OF COMMUNICATIVE CULTURE OF STUDENTS IN THE PROCESS OF EXTRACURRICULAR WORK IN HIGHER TECHNICAL EDUCATIONAL INSTITUTIONS

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The essence of the concept of "communicative culture" and its importance in the training of engineers in technical higher educational institutions in the process of extracurricular work are revealed in the article. The content of extracurricular work in the training of engineers in modern technical higher educational institution is analyzed. The components of extracurricular work and their characteristics are clarified and specified. The conditions of the educational environment that influence the development of students' communicative culture are described. The factors that affect the efficiency of extracurricular work in higher technical educational institutions are identified. Traditional and interactive methods that are effective in the formation of communicative culture of future engineers are singled out. The conditions of educational environment that influence the students' development and the means of improving the quality of training and education of future specialists are examined. Extracurricular work is pointed out as an important factor of formation of the communicative culture of students. The formation of communicative culture which is directed to the development of students' communicative literacy, competence and system of values, their morally spiritual world and stimulus of motivation to self-perfection are reflected in the article.

Key words: communicative culture; formation of communicative culture; higher technical educational institution; extracurricular work.

Statement of the problem. Today, more than ever, high school faces the challenge of rethinking its role in training specialists of a new generation. One of the solutions to this problem is the creative education that stimulates the creative work of students through their direct participation in active research aimed at generating new knowledge. This idea is stated in the Declaration of The UNESCO World Conference "Higher Education for the XXI Century: Vision and Action", which considers creativity as an innovative educational approach. With this regard, the responsibility of higher school for education of a future creative specialist who must be highly qualified, competitive, and active in social and professional life increases. This task requires the creation of the educational system that will effectively combine high-quality training of future engineers in the chosen area with their profound psychological, cultural and communicative training. It should provide students with the opportunity to organize the professional interaction with different groups of people for effective joint activities in achieving productive and socially significant goals.

It is evident that the communicative culture of engineers is a social phenomenon in its broad sense. The status of participants of the communicative process is defined in the process of exchange with ideas in the course of communication. Therefore, the development of skills in the communicative culture of students of higher technical school is an important prerequisite for their professional competence. High level communicative culture of a future engineer contributes to professional growth and self-realisation of a specialist, whose professional activity requires cooperation between humans and technology. Future engineers must be prepared to a broad range of business contacts, which are based on the principles of mutual respect, support, fairness and objectivity.

Thus, the important task of higher education is the development of communicative culture of future engineers to ensure their success in performing professional duties and a variety of routine job related activities.

Analysis of research and publications. Different aspects of the phenomenon of communicative culture were the subject of interdisciplinary research of Ukrainian and foreign scholars in such fields as pedagogy, psychology and philosophy (Cherevko V., Elkonyn D., Putlyaeva L., Rubynshtejn S., Stolyarenko L., Sovgira S., Smul'son M., Savchenko O., Tyuptya O., Turkot T., Tymchenko I., Ternopil's'ka V., Yusupov Y. and others), but the problem of formation of communicative culture of technical students in higher educational institutions in the process of extracurricular work needs further analysis.

The aim of the article is to define the ways of development of communicative culture in students of higher technical educational institutions in the process of extracurricular work.

The concept of communicative culture of a specialist. Analysis of psychological and educational literature affords ground for considering communicative culture an essential characteristic of a specialist, an indicator of the educational level and an integral part of the professional, pedagogical and personal culture of an individual. It also shows the degree of acquisition of communicative experience in terms of knowledge and skills as also the level of formation of communicativeness as a relatively steady personal characteristic that promotes successful creative understanding, learning, use and transfer of information. I. Tymchenko defines communicative culture of a future specialist as a system of beliefs and actions that serves for an individual as a model for meeting the need in self-realization and a way of achieving goals while interacting with others [9, p.15]. O. Havrylyuk regards communicative culture as a complex dynamic individual formation, reflecting the level of a person social development, his willingness to communicative activity, a system of beliefs and actions that ensure meeting the need of self-realization as well as a way of achieving the goals in the course of communication, fruitful benevolent cooperation of people in different spheres of life [4, p. 44]. A. Bilozhko suggests viewing the communicative culture as a set of specific communicative personal characteristics, abilities, knowledge, skills due to which an individual prevents the occurrence of psychological difficulties and predicts the impact of interpersonal and professional interaction. The scientist argues that the communicative culture of an individual is a manifestation of personal reflection, internalised experience of a human culture, which influences the individual characteristics of a person. Communicative culture is an incentive to self-realization, conscious search of oneself, desire and need for self-improvement [3, p. 14].

The formation of communicative culture of students. Based on the analysis of psychological and educational literature, the formation of communicative culture of students in the process of extracurricular activities in higher technical educational institutions is defined as a controlled process that involves student-centred approach to extracurricular activity that gives an opportunity to consider the educational information as a means of professional development and creative thinking of a future engineer and promotes a steady need for dynamic actions, improvisation and self-directed solving of communication tasks for acquiring and enriching the communication experience. This, in turn, requires a proper educational environment in which students would feel comfortable in active and creative communication [5, p. 37].

K. Tillman defines the following factors of the favourable educational environment that has positive influence on the students' development:

- individualized provision of students' social needs;
- provision of life-sustaining activity of an individual in accordance with his everyday needs;
- facilitation in students' comprehension of social, pedagogical, psychological issues, learning from the older generations' experience, understanding their future profession, determining their role in society, meeting their needs and interests [10, p. 10].

The complex of these factors promotes the development of communicative culture and allows students to move from one level of its formation to another.

The extracurricular work provides an important impetus for the formation of students' communicative culture if the educational environment at higher technical educational institutions is favourable for the full development of each student's potential abilities and creativity.

The system of extracurricular work for the formation of communicative culture of a future engineer includes such components as: students' extracurricular research work and students' externship and work practice.

The research activities of future engineers are an important means of improving the quality of education of specialists and their communicative culture. An important factor of improving the efficiency of students' research activity is its relevant organization that provides a rational correlation between different by content students' scientific works (theoretical, empirical and methodological researches) and different organizational forms of activity (laboratory, individual classes, conferences). The key point is to improve the professional orientation of the students' research work

which is one of the most effective ways of developing the students' professional communicative culture and creative thinking that actually becomes a necessary and indispensable element of training.

Experimental studies show that the effectiveness of the formation of communicative culture in extracurricular work at higher technical educational institutions depends on:

1) the competence of the teacher in the application of psychological and educational theory and practice (approaches, methods, techniques);

2) the consistency of educational activities with the age, social and psychological characteristics of students and professional specificity;

3) its ability to meet the interests of the society and the state.

Achievement of the objectives, performance of the tasks and implementation of the content of students' communicative culture should be conducted with the use of a set of methods, tools and forms, which are the components of a variety of student-oriented technologies used by the teacher. The introduction of traditional (interviews, lectures, stories, explanations) and interactive methods (discussion-style television talk shows and discussions in the form of a symposium, Socratic dialogue, debates, simulations of specific situations, the method of options "Decision tree", "Brainstorming", project method, case-study method etc.) in the extracurricular work proved effective in the formation of communicative culture of future specialists in the engineering sphere.

In the study, it has been found that the formation of communicative culture is more successful if we:

– provide purposeful and systematic character of extracurricular work focused on the interaction, collaboration and co-creation;

– apply a systemic approach and strategies of the educational communicative interaction in the organization of extracurricular work in students' groups;

– implement forms and methods of extracurricular work that contribute to the individualization of the educational process;

– introduce basic elements, criteria and indicators of communicative culture to students;

– base on the communicative potential and communication skills of each student in the process of extracurricular work;

– conduct the diagnosis of the level of students' communicative culture formation.

Conclusions. The results of the study allowed us to make the following conclusions:

– the communicative culture of students of higher technical school is an important element of their professional competence which promotes the professional growth and self-realisation; it is an essential characteristic of a specialist, an indicator of the educational level and an integral part of the professional, pedagogical and personal culture of an individual.

– the extracurricular work provides a significant impetus for the formation of students' communicative culture if the educational environment is favourable for the full development of each student's potential abilities and creativity;

– the formation of communicative culture of students in the process of extracurricular activities in higher technical educational institutions is defined as a controlled process that involves student-centred approach to extracurricular activity that gives an opportunity to consider the educational information as a means of professional development and creative thinking of a future engineer;

– the main factors of the educational environment that have positive influence on the students' development are: individualized provision of students' social needs; provision of their life-sustaining activity in accordance with their everyday needs; facilitation in students' comprehension of social, pedagogical, psychological issues, learning from the older generations' experience, understanding their future profession, determining their role in society, meeting their needs and interests;

– the system of extracurricular work for the formation of communicative culture of a future engineer includes students' extracurricular research work and students' externship and work practice.

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А. М. Фещук, К. О. Галацин. Формування комунікативної культури студентів в процесі позааудиторної роботи в вищих технічних навчальних закладах.

У статті розкривається сутність поняття «комунікативна культура» та її важливість у процесі підготовки інженерів у технічному ВНЗ; виявлено і обумовлено зміст позааудиторної роботи в процесі підготовки інженерів у сучасному технічному ВНЗ; уточнено і конкретизовано компоненти позааудиторної роботи та їх особливості; визначено умови освітньо-виховного середовища, які впливають на розвиток студентської молоді та описано результати їхньої взаємодії; виділено чинники, які впливають на ефективність реалізації позааудиторної роботи у вищих технічних навчальних закладах, визначено традиційні та інтерактивні методи, які є ефективними у формуванні комунікативної культури майбутніх фахівців інженерної сфери.

Ключові слова: комунікативна культура, формування комунікативної культури, вищий технічний навчальний заклад, позааудиторна робота.

А. М. Фещук, Е. А. Галацин. Формирование коммуникативной культуры студентов в процессе внеаудиторной работы в высших технических учебных заведениях.

В статье раскрывается сущность понятия «коммуникативная культура» и ее важность в процессе подготовки инженеров в техническом вузе; определено содержание внеаудиторной работы в процессе подготовки инженеров в современном техническом вузе; уточнены и конкретизированы компоненты внеаудиторной работы и их особенности, условия образовательно-воспитательной среды, которые влияют на развитие студенческой молодежи и описаны результаты их взаимодействия; выделены факторы, которые влияют на эффективность реализации внеаудиторной работы в высших технических учебных заведениях, указаны традиционные и интерактивные методы, которые являются эффективными в формировании коммуникативной культуры будущих специалистов инженерной сферы.

Ключевые слова: коммуникативная культура, формирование коммуникативной культуры, высшее техническое учебное заведение, внеаудиторная работа.