

## Formation of the Communicative Competence in Students Future Pedagogues for Working with Gifted Pupils

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**Abstract:** The study considers the essence of the term ‘pedagogical communicative competence’, the necessity of formation thereof in the students, future pedagogues for working with gifted students is substantiated. The requirements to the pedagogical activity are updated with regard to the specific nature of the subject-subject relations between a teacher and students. The causes of crisis phenomena in formation of the pedagogical communicative competence are analyzed that are determined both by objective and subjective reasons. The requirements of the professional pedagogical activity standard to the pedagogical skills concerning organization of the educational process by working with gifted children are specified. The necessity of identification of the specific conditions of formation of pedagogical communicative competence for working with gifted pupils is substantiated. Trainings and business games with the case study elements as the key system-forming element in performance of the efficient and positive interaction between the communication participants are proposed as the main method of formation of communicative competence in students, future pedagogues. The study presents the detailed scenario of working with students during the training section with the list of tasks and exercises aimed at the development of the pedagogical communicative competence with focus on the gifted students.

**Key words:** Pedagogical activity, pedagogical communicative competence, training, case study technology, formation

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### INTRODUCTION

The final target of the modern education is formation of the skills of the independent cognitive activity of learners, mastering of the self-development technologies by them. The task can be solved by a pedagogue mastering the modern technologies, featuring the required readiness and implementing the subject-subject attitude towards learners. A pedagogue is a moderator, facilitator, coach, tutor, these are the categories with the use of which pedagogical activity is describe when it is referred to changes in the professional positions and management of the independent cognitive activity of students.

The modern pedagogical activity shall meet the requirements implying ‘development of the specific nature of the subject-subject relations between the teacher and students suggesting: identifying a student as a ‘subject, recognizing him as the key value of the entire educational process’, ‘carrier of a specific cultural world that fundamentally differs from the world of adults’; changing the type of relations between the tutors and learners, transfer to co-operation, mutual assistance, recognition of the ‘value-essential equality of an adult and a child’;

identification, maximal use and structuring of the subjective experience of a child by means of aligning it with the socially relevant; activation of personal functions of a pupil; design of the model of active actions of a student cognizing the objective world and the culture of its transformation’ (Akulova *et al.*, 2005).

All these requirements to the pedagogical activity may be united by means of the concept ‘communicative competence’. The studies have proved that formedness of the pedagogical communicative competence determined the success of the pedagogical communication and pedagogical activity in whole (Trofimova, 2012). However, substantive divergences are to be found in interpretations of this term. Let’s present a few different definitions characterizing the communicative competence of a pedagogue:

- Communicative competence is conformance of the teacher’s set of values, his knowledge, skills and actual behavior demonstrated during the pedagogical
- Communication in the course of which the spiritual-moral interaction may be performed (Makoyeva, 2008)

- Communicative competence of a pedagogue, ability to establish contacts with a wide circle of persons involved in his pedagogical activity, to share opinions, communicate the necessary information, to be tenacious of his opinions, to elaborate the methods of persuasion and put them into effect, to maintain communication (Kurochkina, 2014)

Thus, communicative competence of a pedagogue may be considered as the 'meta-competence' as the 'integral' of the pedagogue's professional competence (Auhadeeva, 2014).

## **MATERIALS AND METHODS**

Today a number of researchers (T.M. Batarova, T.I. Komissarenko, E.V. Krasnaya, I.N. Nesterova, etc.) believe that one may speak of certain crisis of the professional communicative competence. One of the reasons consists in conflict between the new requirements of education based on the humanistic method of education that recognizes communication to be the important prerequisite and method of the personal development and the professional (primarily communicative) capabilities of a pedagogue. The situation is dramatized by the fact that formation of the communicative competence is paid little attention during the process of the university training. 'Significant gap is to be observed in the sphere of pedagogical communication as an integrative factor, the edges of mastering the pedagogical proficiency. There is an obvious conflict between the communicative nature of the pedagogical activity, its practical nature, on the one hand and prevalence of the scientific-subject-oriented (knowledge-based) approach to training of future teachers on the other hand' (Batarova, 2010).

The issue also consists in the fact that in the effective educational standards for bachelors and masters in the degree program 'Pedagogical education' the communicative competences are not explicitly specified. They are included in the other competences: common cultural, common professional and professional ones (Selezneva, 2009).

A lot of research are dedicated to different aspects of the communicative pedagogical competences: the structural component and criteria of the pedagogue's communicative competence have been identified (M.I. Korchagina); the factors and pedagogical conditions ensuring the development thereof have been specified (M.I. Shishova); the scientific framework and methods of formation have been developed (S.A. Oskina, V.M. Pakharev, G.S. Trofimova); the essential characteristics of the communicative competence with

account for the gender peculiarities of learners have been specified (A.S. Sukhorukov); the peculiar features and the stages of formation thereof in the sphere of vocational education have been determined (I.B. Burtonova, V.A. Demina, T.V. Tatyana, E.A. Shumilova).

However, despite the existing studies in the sphere of formation of the pedagogical communicative competence for different categories of learners, there is no specific of understanding it with respect to gifted students and the issue of its formation remains underinvestigated. In the opinion, this is first of all explained by the fact that in the federal state educational standards for the degree program 'Pedagogical education', there are no competences relating to organizational of the pedagogical process involving gifted students. There is a contradiction here since the new professional standard of pedagogical activity explicitly contains requirements to the pedagogical skills of organizing work with such students. For example, the necessary skills:

- In the sphere of education: to use and test special approaches to education for the purpose of involving in the educational process the students that demonstrated extraordinary capabilities
- In the sphere of developmental activity: mastering and use of the psychological-pedagogical technologies necessary for the targeted work with different groups of students: gifted children
- In the sphere of the pedagogical activity aimed at implementation of the primary and secondary education programs: planning of the special educational process for students with extraordinary capabilities (Anonymous, 2015)

The practice demonstrates the diversity of approaches, techniques and methods used by educating the gifted students (Abdrafikova *et al.*, 2014). The specific of working with them is reduced primarily to implementation of the education strategies: acceleration and enrichment. This is explainable since the cognitive activity of the gifted children exceeds that of ordinary pupils and the pedagogue shall offers potential for the development. At the same time, gifted children suffer the problems of the psycho-social and emotional-personal character: psychological problems in communication, emotional instability, perfectionism, low self-esteem as the consequence of perfectionism, etc. These problems act as barriers on their way towards self-development and show themselves during the process of education and interaction and communication with the pedagogue.

In the national operating concept of aptitude, it is noted that during the process of training of pedagogues formation of the relevant personal skills and qualities shall

be provided that is required for working with gifted children. Such training shall meet a number of requirements where the specific professional-personal attitude of pedagogues related to changes in the pedagogical conscious occupies the first place, namely; break of the stereotypes of perception (of pupils, training process and oneself) established in a pedagogue, communication and behavior (means of communication) (Anonymous, 2003).

All of this necessitates provision of the specific conditions of formation of the pedagogical communicative competence in students for working with gifted pupils, namely:

- Formation of the communicative competence shall be considered as the result of positive changes of the student's set of values by working with gifted pupils
- Selection of the methods and techniques of its formation shall be performed with account for the pedagogue's ability to organization of the humanistic-oriented and personal-developmental education
- The motives of the educational activity and interpersonal communication of students shall be closely related and mutually determined

In general, one may speak of the fact that the pedagogical conditions of formation of the communicative competence of students; future pedagogues, for working with gifted pupils consists in motivation of the students' attitude to it and in the reflexive readiness of a teacher to work within the designated educational environment.

## RESULTS AND DISCUSSION

Trainings and business games with case study elements are often used as tools in formation of the students' communicative competence (Konopatskaya and Abdrafikova, 2014).

In the study, we relied on the case technology combining the methods of situational analysis, incident, situational-role plays, analysis of business correspondence, game design, discussion. Special attention shall be paid to the specifics of use of business games and trainings in formation of communicative competence with focus on the gifted pupils, for example: role plays; where the behavior tactics, the content and sequence of actions aimed at fulfillment of functional duties were practiced.

The game 'business theater'; the students were proposed to play any situation and behavior of a person

in this situation, thereby, mobilizing the experience, knowledge and skills in mastering the specific social experience aimed at finding the correct solution of the situation.

The game 'Psychodrama and Sociodrama'; the situation implying the social-psychological aspect was played where the skills to feel and understand the situation in the group were practiced, ability to establish a contact, striving for productive cooperation.

Organization of implementation of the system of business games and trainings allowed us stimulating the students towards friendly communication; arousing interest in the communicative activity by means of presenting own works with the use of multimedia devices, public speaking with reports, essays, at that attention of students was focused on the specifics of communication with gifted pupils within the educational and everyday environment.

The trainings consisted of the set of exercises and games united in the system in a small theoretical units (5-15 min each) differing through designation (from educational to developmental and psychocorrective), content, forms (trainings, workshops, marathons, etc.) and performance techniques.

The use of these methods allows the students mastering the necessary skills in organization of the group communication, helps them to correct the intolerance and social autonomy of the gifted pupils. Trainings and business games with case study elements were held according to the following scenario:

- Emotional preparation of the group
- Instructing the students, future pedagogues
- Support of students
- Self-assessment of efficiency of cooperation
- Organization of reflection
- Summarization of the training results. Final reflection

At the stage of emotional preparation, the students were unite into groups for execution of the following task: to re-phrase the statements from the left part of Table 1 into the positive statement in the right column. Finally, the appropriateness, easiness of the re-phrased statement was discussed.

**Peculiarities of instructing students:** It is known that most of students feel shaky in uncertain situations, the

Table 1: Students of students about their task

Negative	Positive
I cannot hold workshops	Maybe, in a year or two, I will be able to hold workshops. I can hold a workshop for the audience of 1-2 persons
You are safe here	This is a safe, quiet place
Dissatisfaction	Desire

causes of which lie in the insufficient competence, personal traits and confusing instructions. In this case, the following was proposed: the students were divided into subgroups and prepared the pupil that performed the exercise.

After preparation each group discussed performances of participants in terms of the executed task and analysis of the instruction items in order to improve it.

**Support of students:** The objective of the training unit: to learn to distinguish the strategy of attitude to a learner by kind of support from the 'red pen' strategy, a remark. To learn how to make efficient use of various kinds of support, to realize the strengths of the supportive attitude and restrictions of such attitude for correction of the psycho-social and emotional-personal problems of the gifted people.

**Self-assessment of the cooperation efficiency:** For efficient work, positive interdependence shall be established within the group and these results shall be assessed, so that each member of the group could achieve the desired results of training (Krivtsova, 1997).

The exercises 'Lesson design' focused on organization of the students' activity were used as a warm-up and linking to the subject of the training promoting to formation of the communicative competence. Task: to develop the notes to a lesson (extracurricular activity) for gifted pupils containing the objectives and at least 5 stages of the lesson. Time limits: no >10 min.

Upon the design completion, the participants assessed their satisfaction with the work according to the 7-score scale with calculation of the average score by the groups.

During the discussion, they had to analyze, for which form of work: individual or in groups the score was higher and to discuss what the cause of the difference of marks could be and how to avoid it.

**Organization of reflection:** At this stage, the students were proposed to answer a number of questions:

- Are you pleased with the results of your work at lessons?
- Which difficulties did you experience during the lesson?
- What helped you to overcome these difficulties?

**Final reflection:** Objective to summarize the material obtained during the training. The participants are united

and make up a brief (5-6 items) guide on working with gifted children. One may use the own experience as well as knowledge obtained during the training.

When the guide is completed the subgroup gives it to another subgroup that ticks off the item that all of the group members consider being the most important one. Thus, each guide goes over all participants and returns to the researchers that mark the most valuable recommendation and announce it to the group. On request, a group may make one general guide the pedagogues may use in their work. Finally, the leader proposes the participants to tell the group what in the joint work was important to each in particular.

**Summary:** Thus, it may be stated that trainings, business games with the case study elements promote to formation of the pedagogical communicative competence in students, future pedagogues by means of developing the skills of organization of the psychological-pedagogical support for solution of the psycho-social and emotional-personal problems of gifted children.

## CONCLUSION

The use of the specified system of business games and trainings showed that the students got: wish to obtain, transfer and use information about the specific features of communication with gifted children; interest in the communicative activity according to the humanistic-oriented and personal-developmental education; readiness and willingness of empathy and reflection in communication. This is indicative of positive changes in the students' set of values in respect of communication with gifted children as well as of approximation of the motives of their educational activity and interpersonal communication.

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