

FORMATION OF VALUE AND COMMUNICATIVE COMPETENCE OF STUDENTS OF SECONDARY PROFESSIONAL EDUCATION AND THEIR DEVELOPMENT IN THE PROCESS OF EXTRA-EDUCATIONAL ACTIVITIES

GOROSHKOVA Valentina

*State Pedagogical University named after Iona Creanga, Chisinau,
Republic of Moldova*

* Corresponding author: Valentina GOROSHKOVA: e-mail vgoroshkova@mail.ru

Abstract: *The article analyzes the actual problems of the formation of the value-communicative competence of students of secondary vocational education, which are characteristic of the process of self-development of the personality, the success of its adaptation and socialization; technologies for the development and mastering of communicative knowledge, skills and practices, their application in the process of developing extracurricular activities of specialists in the process of professional training.*

Key words: *performance system, communicative competence, personal values*

1. INTRODUCTION

In the modern information age, the decisive role in educational activities is played by the effectiveness of the communication process in ensuring communication, and this is a necessary element of social interaction between people in society. A number of scientists in their research activities note that communicative activity carries out the process of assimilation of historical and social experience, reflects the objectivity of the universe, broadens one's horizons. Communication needs are considered by specialists as the leading means in providing means of communication in the transfer of information from person to person, as a means of communication between the essence of the material and spiritual world, as the possibility of transmitting information for the purpose of interaction. [7]. The goals of value-oriented communication reflect its social significance in improving social development. The vital activity of a person is regulated in its orientation towards the formation of a personal system of values, determined by objects and phenomena and their ability to satisfy a person's needs. As a result, value-oriented communication seems to be one of the factors in the development of society, which actively affects a person's life, so the study of this phenomenon and its multidimensionality is relevant.

2. METHODOLOGY AND CONTENT OF THE STUDY

Value-oriented communications in the process of professional training provide opportunities for students to assimilate the accumulated knowledge and certain experience, contribute to the formation of their value orientations, and manifest

themselves in communicative activities both in educational and extracurricular interaction. This aspect of students' activity, aimed at value-oriented communication, manifests itself as significant and relevant [5]. Values are considered as a norm and ideal, they characterize certain objects and phenomena in their ability to meet the needs of an individual, a group of people and society, and are accepted as significant for the individual in his future life. Representatives of the scientific community (A.N. Leontiev, E.A. Podolskaya A.G. Zdravomyslov, A.V. Kiryakova and others) in the study of values, the system of value orientations of students, their methodological, theoretical and methodological aspects of development, consider value orientations according to their point of view. M. Rokeach distributed value orientations according to goals and means in their preference for some over others [8]. A.G. Zdravomyslov defines value orientations as a relatively stable relationship of a person to material and spiritual goods in their ability to satisfy a vital need. [2]. A.V. Kiryakova and O.V. Lescher designate values as the most important element of the internal system of the personality in the ways of its cognition of reality, noting their selectivity in relation to material and spiritual values [3]. The conditionality of this approach to value orientations is due to the fact that today there are changes in the social experience of society, a new structure of social practice is being developed that modifies the value structure. It should also be noted that the development of the level of society's request for graduates of secondary vocational and higher education meets the needs of modern society not only in the system of knowledge and skills, but also in the formation of a system of values that contribute to the professionally oriented and personal growth of students, and this experience is formed in the process of active communications, primarily in the value-oriented ones. So researchers (A.V. Kiryakova, O.V. Leshcher, O.V. Tulupova, A.V. Sarapulova, etc.) consider value orientations in their works as structural elements of personality, which are developed and consolidated in the process of acquiring educational and student's life experience. The accumulation of knowledge and life experience are important and significant for the future graduate.

As well as the unity of value orientations and the practical significance of personal practices, they form a hierarchy of the axis of consciousness, which ensures a stable, socially acceptable behavior of the individual. It should be noted that the value orientations of the individual are put forward, on the one hand, as a quality of the individual, and on the other, as ways of orientation in the surrounding reality, in choosing the right path of development in solving not only practical, but also communicative tasks.

The readiness of students of secondary vocational education for value-oriented communications includes values as a personal component in providing the process of direction and the method of choosing the tactical alignment of the communication process. We also note that the value aspect in the educational process deserves special attention due to the fact that this activity provides the student with the opportunity for personal moral choice, and this is positively perceived by students. Therefore, the variety of objects and activities with a value component is experienced by the student as the highest degree of satisfaction with the process of cognition. In contrast, the lack of a valuable choice manifests itself as a certain set of negative emotions and attitudes.

Scientists and practitioners who study these problems believe that personal vital values are internalized under the influence of various factors, and one of them is the educational process of the student, which is laid down in the family and is fixed in the educational process in each subsequent period of their growing up, and especially in the process of professional training. Professor Leontiev D.A. notes that not only in educational activities is the process of maturation of the student's personality, extracurricular activities play a significant role, which implies greater freedom and develops independent skills for its planning and implementation [4].

Extracurricular activities are considered as one of the methods of pedagogical conditions in the formation of the readiness of students of secondary vocational education for value-oriented communication. At present, the awareness of the creative priority as a component of the professional success of future graduates seems relevant, their development is carried out in the organization of the conditions of the educational environment designed by the teacher, which makes it possible to effectively reveal the creative abilities of the individual [9].

The method of developing value-oriented communication in extracurricular activities is various types of projects and mini-studies of students. Project activity, according to educational standards, is one of the priorities in the modern educational process of the secondary vocational education system, and each student, based on the result of professional training, should have an individual project designed under the guidance of a teacher and defended by the student [6].

Our practical experience allows us to note that students' educational projects are certain methods and forms of an activity approach, which are aimed at achieving a specific goal - the development of an individual product and its result. The educational project is carried out within the framework of the chosen professional profile of the student in order to illustrate their capabilities in the implementation of independent activities: educational and cognitive, design, social, creative.

The results in the implementation of individual projects allow students to demonstrate the following skills: communication, educational and research work, activity skills. This helps students:

- reveal the ability of critical thinking;
- show erudition in the innovative creative process;
- discover the possibilities of analytical and intellectual thinking;
- declare readiness for independent problem solving;
- identify the ability to find the necessary sources of information on a given topic.

The choice of the topic of an individual project is considered jointly with the teacher, and students are given the right to choose the topic of an individual educational project. Students also have the opportunity to offer their own topics, justifying the appropriateness of this choice. When choosing a project topic, the teacher also takes into account the cognitive and practical interests of students in one or another direction of their activity. The theme of the project determines its final result [1].

We've noted the following types of project activities: research, information retrieval and practice-oriented work. The result of the research work of the project can be formalized as a scientific publication, report, brochure, model presentation. Information

retrieval work in an individual project reveals the possibilities of searching, collecting and processing information about the selected object of study. In the process of working on the project, students show the ability to analyze the collected information and identify the factor of its practical use in the chosen field of knowledge. The information retrieval project provides for the possibility of using computer technologies in the implementation of the search for the necessary information and reveals analytical abilities in the selection of the necessary information to solve specific problems of the project topic. As a result of information retrieval work on the project, students are provided with research publications, videos and other forms of design. The output of the project is also a publication in a journal, a demonstration of a video film, an educational performance, and the necessary handouts on the studied subject. The project can also be implemented in group interaction of students. Under these conditions, communicative activity acquires a universal value potential: moral, social, cultural. As a spiritual value, communication contributes to the educational and independent process of developing the student's personality, in revealing its cognitive potential. In the process of implementing project activities, there is an activation of communications focused on the assimilation of cognitive values, the possibilities of a value approach in obtaining, assimilation and significance of educational projects for the student's personality. In the process of research, students are focused on cognitive values, as a result of the development of interests, needs and activity in the formation of value orientations. When students perform independent projects, a significant role is given to the formation of goals that should be strived for: respect for the older generation, responsible attitude to educational activities, freedom in entrepreneurial activity, compliance with laws, friendly relations in personal interaction, and ways to preserve health.

Particular importance in the conditions of work on independent projects is the awareness of information values and their characteristics, which determine the pragmatic significance of information in the implementation of the project. In addition, in the field of obtaining and processing information, increasing importance gain values of information accessibility and modern methods of its search and processing.

3. CONCLUSIONS

Educational design reveals the possibilities of maximizing the cognitive and creative abilities of students. This type of activity focuses on the student's individual abilities and skills to show his knowledge in a publicly approved result. An analysis of this process in the system of professional training of students shows that individual projects deserve special attention of students, reveal an objective assessment of universal educational activities in the formation of skills in mastering the educational program and academic disciplines of students.

4. References

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