

Artículo de investigación

DIFFERENTIATED APPROACH AS A FACTOR ON DEVELOPMENT OF STUDENTS' PROFESSIONAL COMMUNICATIVE COMPETENCE

ДИФФЕРЕНЦИРОВАННЫЙ ПОДХОД КАК ФАКТОР РАЗВИТИЯ ПРОФЕССИОНАЛЬНО-КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ
ENFOQUE DIFERENCIADO COMO FACTOR DE DESARROLLO DE LA COMPETENCIA PROFESIONAL Y COMUNICATIVA DE LOS ESTUDIANTES

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Abstract

Dynamically developing world has caused fundamental changes in the field of education, so there come new trends in the implementation of traditional approaches and new aspects in education sphere, in particular in the context of the formation of educational strategies in solving urgent problems of creative realization of students' personal potential. The relevance of the implementation of the differentiated approach within the educational system in the modernization of Russian education at the present stage is explained by the fact that it makes it possible, on the one hand, to adapt the educational system to the levels of training, students' individual characteristics and interests, on the other hand – to formulate a desire for self-education, development of the professional competence of future specialists. The differentiated approach in higher education is aimed at overcoming the contradictions between the level of requirements in educational and professional activities and the real possibilities of each student. The implementation of this approach involves updating the content and

Аннотация

Динамично развивающийся мир вызвал кардинальные изменения в сфере образования, в связи с чем появились новые тенденции в осуществлении традиционных подходов и возникли новые аспекты, в частности в контексте формирования образовательных стратегий в решении насущных задач творческой реализации личностного потенциала студентов. Актуальность реализации дифференцированного подхода образовательной системы в условиях модернизации российского образования на современном этапе объясняется тем, что она дает возможность, с одной стороны, адаптировать образовательную систему к уровням подготовки, индивидуальным особенностям студентов, их интересам, а с другой стороны – сформулировать стремление к самообразованию, развитию профессиональной компетенции будущих специалистов. Дифференцированный подход в высшем образовании направлен на преодоление противоречий между уровнем требований в учебно-профессиональной

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professional components, taking into account the characteristics of each student these are individual, age and professional. The main purpose of the study was to determine the efficient criteria and indicators on the implementation of the differentiated approach to students that is to their communicative competence, knowledge of foreign language professional terminology, orientation in cognitive professional and communicative values and the nature of a person's focus on these values. The results of the study showed that in the process of students professional education the differentiated approach performs the following functions: it is a means of development of an individual personality and future student's creative potential; it affects the personal and professional adaptation of a future student in society; it contributes to the effective formation of conditions for resourceful professional self-realization of a future student.

Keywords: differentiated approach, competence, communicative abilities, professional reflection, self-realization, independence.

деятельности и реальными возможностями каждого студента. Осуществление названного подхода предполагает обновление содержательного и профессионального компонентов с учетом особенностей каждого студента: индивидуальных, возрастных, профессиональных. Основная цель исследования состояла в определении критериев и показателей результативности в осуществлении дифференцированного подхода к студентам: коммуникативная компетенция, владение иноязычной профессиональной терминологией, ориентация в познавательных профессионально-коммуникативных ценностях, характер направленности личности на профессионально-коммуникативные ценности. Результаты исследования показали, что в процессе профессионального образования студентов дифференцированный подход выполняет следующие функции: является средством развития индивидуальной личности и развития творческого потенциала будущего студента; оказывает воздействие на личностную и профессиональную адаптацию будущего студента в обществе; способствует эффективному созданию условия для творческой профессиональной самореализации будущего студента.

Ключевые слова: дифференцированный подход, компетенция, коммуникативные способности, профессиональная рефлексия, самореализация, самостоятельность.

Resumen

El desarrollo dinámico del mundo ha provocado cambios fundamentales en el campo de la educación, por lo que surgen nuevas tendencias en la implementación de enfoques tradicionales y nuevos aspectos en el ámbito de la educación, en particular en el contexto de la formación de estrategias educativas para resolver los problemas urgentes de la realización creativa de El potencial personal de los estudiantes. La relevancia de la implementación del enfoque diferenciado dentro del sistema educativo en la modernización de la educación rusa en la etapa actual se explica por el hecho de que hace posible, por un lado, adaptar el sistema educativo a los niveles de capacitación, Las características e intereses individuales de los estudiantes, por otro lado, para formular un deseo de autoeducación, el desarrollo de la competencia profesional de futuros especialistas. El enfoque diferenciado en la educación superior tiene como objetivo superar las contradicciones entre el nivel de requisitos en las actividades educativas y profesionales y las posibilidades reales de cada estudiante. La implementación de este enfoque implica actualizar el contenido y los componentes profesionales, teniendo en cuenta las características de cada estudiante: individual, de edad y profesional. El objetivo principal del estudio fue determinar los criterios e indicadores eficientes sobre la implementación del enfoque diferenciado para los estudiantes, es decir, su competencia comunicativa, el conocimiento de la terminología profesional en idiomas extranjeros, la orientación en los valores cognitivos profesionales y comunicativos y la naturaleza de la persona. centrarse en estos valores. Los resultados del estudio mostraron que en el proceso de educación profesional de los estudiantes, el enfoque diferenciado realiza las siguientes funciones: es un medio de desarrollo de una personalidad individual y el potencial creativo del futuro estudiante; Afecta la adaptación personal y profesional de un futuro alumno de la sociedad; contribuye a la formación efectiva de condiciones para la autorrealización profesional ingeniosa de un futuro estudiante.

Palabras clave: enfoque diferenciado, competencia, habilidades comunicativas, reflexión profesional, autorrealización, independencia.

Introduction

The differentiated approach reflects the methodological and procedural aspect of the formation of the student's professional and communicative competence, acts as a way and a principle of comprehension, organization of the learning process. The study of the problem showed that the differentiated approach is not a new one to the theory and practice of vocational education. However, it is the one that is extremely necessary for its organization, due to the objective need of society in highly qualified personnel (Lovat, 2008). The specifics of the approach implementation depend on various factors. Analysis of the research results of scientists (Smirnov, 2005; Chernilevsky & Petrakova, 2010; Filatov, 2002; Levina, 2011; Korzhuev, 2017; Bagautdinova, Kotenkova & Yuryeva, 2017; Sigushev, 2017; Fokin, 2015 and others) allowed to highlight the following:

- integration of scientific knowledge that requires an interdisciplinary approach in the study of phenomena and processes of reality;
- the need for highly qualified personnel capable of solving problems under uncertainty;
- democratization, fundamentalization, humanization and computerization of the system of higher education, individual training and work of future specialists;
- unification and differentiation of higher education content development;
- flexibility of the pedagogical process, due to the need to take into account the individual characteristics of students, the creation of conditions for the development of their abilities, enhance personal potential; development of professional autonomy of the individual (Fedosov, Khodakova, Brevnova, Ziroyan & Sulyan, 2018);
- profile differentiation of higher education, which requires the development of critical reflexive thinking style of students;
- innovative potential of higher education, allowing to develop educational programs-the most important product of universities;
- tutoring of a specialist, aimed at the formation of conviction, morality and cultural qualities due to education (Hutorskoj, 2017; Shilova, 2014).

Theoretical analysis showed that most scientists consciously or unconsciously include the principle of differentiation in the system of other methodological principles (Karpova; Veretennikova, Neverova, 2012). Research related to the problem of differentiation, reveal different aspects of vocational training: creative technology communication (Kolesnikova, 2007), gender (Petrova, 2010), (Pidkasistyj, 2007), pedagogy (Veretennikova, 2012; Starikova, 2015), (Uman, 2018).

Vocational training acts as a procedural system. The process itself is of a stage-management nature and includes general education, general professional training and a stage of specialization (Kisel & Zerkina 2018). Our experimental work is also of a phased nature.

Organization of experimental work includes the definition of principles and objectives, organizational conditions and criteria on the development of a professional and communicative competence of the individual at the stage of general education of students. The initial material of the whole work was the data of the ascertaining experiment, which was obtained in the course of experimental work at the Nosov Magnitogorsk State Technical University. The sample focus group consisted of 237 people in total correspondingly 127 people of the first and 110 people of the second year. At the same time, 48 students participated in the experimental work for two years and 62 students only during the second year of study at the University. In addition, 75 people and 72 people were trained in the control groups of the first year. All experimental work was carried out in 2015-2018. Therefore, the study covered 384 students and ten teachers of the Department.

RESEARCH METHODS AND PRINCIPLES

- the principle of experimental work in the natural conditions of the educational process;
- development of a communicative competence on the basis of value approach to professional activity;
- organization, management, study and formation of students communicative competence on the basis of a systematic approach;

- communicative information approach as a principle viewing the content of the experimental work;
- activity approach as a principle that characterizes the development of a communicative competence of the individual only in educational and cognitive activity.

The goals and objectives of the experimental work:

- determine the initial state of development of students professional and communicative competence during 1-2 years at the beginning of the school year;
- check whether the differentiated approach can act as a factor in the development of a professional and communicative competence within a student's personality;
- find out how the development of a professional and communicative competence influenced the quality of academic performance and dropout of students from the University.

RESULTS AND DISCUSSION

Experimental work was carried out within three stages.

The first stage was related to the development of the criteria and conducting an ascertaining experiment for the beginning of the 2015/2016 academic year. The main task of the stage was to clarify the level of development as to a professional and communicative competence of the personality among students of 1-2 years.

The second stage (2016/2017 academic year) included a creative experiment. The experimental work covered students of 1 and 2 years. The main purpose of the experiment is to check the correctness of ideas about the means of development of the students' professional and

communicative competence. At the same time in groups of 1st and 2d years there was applied a complex of formation means as to a professional and communicative competence of students personality.

The third stage (2017/2018 academic year) was associated with the continuation and verification of the results of the experimental work. At the same time, the second year students were involved in this work or two years. In relation to the first year there was conducted a test experiment and the evaluation of the effectiveness of tools that affect the development of a professional and communicative competence within a student's personality. The task of this stage was to assess the level of development of a professional and communicative competence of the student's personality. The means of obtaining information about the results of experimental work were: self - assessment of students of their professional communication skills; evaluation of students' communicative competence by independent experts-teachers of other subjects working in experimental groups; analysis of students' independent speech communication; quality progress within professional training of students.

The system of indicators of development of a professional and communicative competence of the individual should include student's possession of verbal communication skills; the volume of proficiency in professional foreign language terminology related to the activities of the future specialist (Butova, Dubskikh, Kisel & Chigintseva, 2019); the degree of orientation of the student in cognitive professional and communicative values; stability of professional and communicative orientation of the student's personality.

The system of indicators that characterizes the state of development of a professional and communicative competence of the individual can be represented in the form of table 1.

Table 1.

Indicators characterizing the state of the professional-communicative competence formed within the student's personality.

Indicators	Criteria for identifying
Verbal communication	<ol style="list-style-type: none"> 1. The level of proficiency in conversational speech 2. Having a Need/availability for communication 3. Level of potential use for foreign language communication

Knowledge of foreign language professional terminology	<ol style="list-style-type: none"> 1. The volume of terminology knowledge 2. Understanding the importance of terminology 3. skills of terminology usage
Orientation in cognitive professional-communicative values	<ol style="list-style-type: none"> 1. Level of understanding of values 2. Subordination of values 3. Value management
The nature of the individual's focus on professional and communicative values	<ol style="list-style-type: none"> 1. Purposeful, constant 2. Mostly sustainable 3. Mostly unstable

The high level of a professional and communicative competence of the student's personality is determined by:

- fluency in use of professional terminology in the volumes of the educational programs in the native and foreign languages;
- understanding the importance of terminal and instrumental professional and communicative values for the formation of a specialist;
- subordination and active use of professional and communicative terminology in the educational process;
- stable nature of the competence, focused on the development of professional and communicative qualities of the individual.

Students of this group have a vivid interest in the essence of professional communication; they are sociable, happy to share new educational information; capable for communication, in educational work are not limited to mandatory literature; tend to bring cognitive activity into the system; are always active in practical classes; fluent in professional foreign language terminology, going beyond the program material (Golovyashkina, 2018); they have developed a desire for independent cognitive activity, they are freely oriented in the terminal and instrumental values of professional communication (Pligin, 2003).

The average level of formation of a professional and communicative competence of the student's personality acts as sufficient and is characterized by the following indicators:

- sufficient knowledge of verbal communication and professional terminology in the scope of the program;

- understanding basic communicative values and partly professional terminology in a foreign language;
- subordination of basic professional and communicative values, but insufficient understanding of their importance for professional training;
- sufficiently stable orientation of the individual to professional and communicative values, but it has a selective nature.

Students of this group can be characterized as persons with a sufficiently developed level of speech communication, but with a limited foreign language vocabulary. They are interpersonal communicators, but their professional interests do not go beyond the programme material; they need to be stimulated in practical training.

The low level of a professional and communicative competence of the student's personality is characterized by the following features:

- volume of professional terminology is not enough, there are difficulties in its use, especially related to a foreign language;
- terminal and instrumental values of professional and communicative activity are interpreted selectively, there is no integral idea of their importance for professional training; partial subordination of professional and communicative values and their use in practice;
- the unstable nature of the focus of the individual on professional and communicative values.

Students of this group are characterized by insufficiently developed cognitive and communicative potential. Educational information, communication means are of some

interest to them to the extent required by teachers and training programs. Terminal and instrumental values are understood, but they are not always subordinated and used in educational activities; they do not have developed cognitive activity, so in practical classes they prefer to remain silent or get off with short and insignificant speeches; cognitive independence and a sense of responsibility are not developed.

The assessment of a professional and communicative competence of the personality was carried out on the basis of students' doing a task on the related narration in a foreign language about professional and communicative values, the self-assessment of the relation to future professional activity, comparison of the self-assessment with results of the last session (Ryndina, 2013).

The materials were analyzed.

1. The results of the survey of first-year students.

In the course of ascertaining experiment 150 students were examined. Based on the purpose of the study, the focus of the interest was in answers to four questions:

- assessment of the potential of verbal communication of the individual;
- orientation of students in cognitive values;
- the nature of the focus of the individual on professional and communicative values;
- students' attitude to future professional activity. The following results were obtained (see table. Two)

Table 2.
The results of the experiment according to the materials of the first course (in %).

Signs of competence development within a student's personality	Experimental groups			Control groups		
	high	average	low	high	average	low
1. Attitude to future professional activities	24,3	59,2	16,5	26,1	60,3	13,6
2. Evaluation of verbal communication	33,2	43,2	23,6	34,2	44,1	21,7
3. Orientation in cognitive values	21,7	49,2	29,1	22,4	50,3	27,3
4. Nature of the individual's orientation	32,1	60,7	7,2	34,3	60,7	5,0
Integrative indicator	27,8	56,0	16,2	29,3	56,3	14,4

The results seem to be encouraging. Relation to future profession, focus on training, both in the control and experimental groups, is basically positive. Only 16.2% and 14.4% of students should change their attitude to the chosen profession. At the same time, almost one third of students are not oriented in cognitive values, and the development of verbal communication requires some serious work. Judging by the integrative indicators, almost 85.0 % of students have a fairly certain attitude to professional training. Here it is not only the conscious choice of profession and specialization, but also the fact that students are still under emotional pressure as for entering the University. They have not yet focused on the values of higher education, did not

feel the burden of responsibility for independent training, so it is understandable overestimation of their abilities and capabilities.

2. The results of the survey of second-year students.

In the system of ascertaining experiment we studied 182 students of experimental and control groups. Students of the second year, already adapted to the University system of education, oriented to educational values of University education, therefore, the concerns were about:

- how has their attitude to the chosen profession changed;

- how do they assess their verbal communication skills,
- how they are oriented in cognitive values;
- how does their learning of a foreign language influence the formation of professional communication;

- how professional orientation is reflected in the educational success of students.

According to the results of the analysis, table 3 was compiled.

Table 3.
 Results of ascertaining experiment on materials of the second course (in %).

Signs of competence development within a student's personality	Experimental groups			Control Groups		
	high	average	low	high	average	low
1. Attitude to future professional activities	16,1	67,2	16,7	20,2	63,3	16,7
2. Evaluation of verbal communication	20,0	63,3	16,7	23,3	60,0	6,7
3. Attitude to the training process	23,3	62,4	13,3	20,0	66,7	13,3
4. Orientation in cognitive values	10,0	66,7	3,3	16,7	63,3	20,0
5. Evaluation of educational achievements as a part of the individual's orientation	3 л	50,0	16,7	36,9	53,3	9,2
6. Proficiency in professional foreign language communication	20,0	61,3	18,7	23,3	57,6	19,1
Integrative indicator	25,2	51,2	17,6	23,4	59,6	16,0

The results show the following: the students of the former first year, who considered themselves to belong to a high level of development of a competence, clearly diminished their optimism in relation to future professional activities. The number of students who doubt the correctness of their professional choice has increased comparing to the beginning of classes in the first year.

Students' assessment of their verbal communication has become more realistic. Self-doubt decreased and self-esteem became stronger for more than 6.0% of students compared to the beginning of classes. The correlation between the

study of subjects with practical activities has affected this marker.

The volume of independent work has increased. Attitudes towards training have changed. Frustration is observed in 13% of students of control and experimental groups. Practice shows that the reason lies not only in the subjective perception of the educational process by the students themselves, but also in the teacher's personality and ability to involve students' interest in the subject (Biesta, Priestley, Robinson, 2015; Dubskikh, Zerkina, 2018; Sezgin Nartgün, Özen AssocProf Abant, Abant, 2015).

There changed the assessment of the results of orientation in learning professional values. Therefore, in the second year this assessment has become lower than in the first one, which indicates the need to strengthen the work in this direction.

There were shown more than modest progress in assessing the results of the development of foreign language professional and communicative activities. Only a quarter of students has a minimum vocabulary.

3. The results of the survey of third-year students.

In the process of ascertaining experiment, we studied 48 students. Education in the second year allows students to integrate fully in the University system of education. In the third year, a thorough General professional training begins. To what extent is the above question about the formation of communicative orientation of the

student's personality in the second year solved? The survey was conducted on the same parameters as the students after the first year:

- change of attitude to the chosen profession;
- change of attitude towards the process of professional training;
- students ' self-assessment of their verbal abilities;
- orientation of students in cognitive values;
- development of students ' foreign language professional and communicative competence, professional and communicative orientation (Zarutskaya, Savinova, Kisel, Akhmetzyanova, Mikhailov, Zarutskaya, 2018);
- students ' self-assessment of their academic success.

Based on the analysis of the material, table 4 was compiled.

Table 4.

Signs of competence development within a student's personality	Levels		
	high	average	low
1. Attitude to future professional activities	22,1	57,1	20,8
2. Evaluation of verbal communication	23,3	62,1	14,6
3. Attitude to the professional training process	26,2	63,1	10,7
4. Orientation in cognitive values	13,3	70,4	16,3
5. Self-evaluation of educational achievements	35,8	47,5	16,7
6. Proficiency in professional foreign language communication	25,0	53,8	21,2
Integrative indicator	24,4	57,1	18,5

A brief analysis of the materials obtained on the basis of comparison with the results of training of students in the first year showed a qualitative improvement on the level of development of students' professional and communicative competence.

CONCLUSION

The development of professional and communicative competence of students is characterized by many indicators, namely, the attitude to future professional activity, the development of communicative qualities, and above all, the verbal ones, an attitude to educational and cognitive professional activity,

some orientation in professional and cognitive values, possession of means on foreign language communication, the development of reflective processes. The development of competence as it depends on many factors, including the differential approach to the organization of training.

Differentiated approach in our study reflects the methodological and procedural aspect of the development of the student's professional and communicative competence, acts as a way and principle of understanding the organization of the learning process. The differentiated approach is implemented within the present work as a set of tools and mechanisms: a) ensuring the adaptation of the educational system to the level of creative potential, individual characteristics and interests of some students; b) providing the choice and variability of education; c) forming the desire for self-development and creative self-realization in educational activities; (d) developing an individual educational strategy and a forward trajectory.

A survey among students at the initial stage of training at the University showed that they tend to overestimate their readiness for information and communication activities. The peculiarity of overestimated self-esteem is that they mix their choice of profession, the focus of their educational activities with the direction of communication. In addition, first-year students are poorly oriented in the terminal and instrumental values that are important for training at the adaptation stage of training at the University. Therefore, assisting students in the orientation within communicative verbal values is another important task, which is important for the entry of students into the University system of vocational training.

The results of the ascertaining experiment on the materials of the second and third years showed that the qualitative side of verbal communication has increased, but the number of students experiencing difficulties in establishing contacts has remained almost at the same level. Even among the students who have finished the second year, the culture of communication was not sufficiently developed.

The attitude towards the educational process of vocational training has improved. There are known shifts in the students' orientation in cognitive values. It affected the students' adaptation to the University system of study, the development of students' independence.

Self-assessment of learning achievements continued to get better. The number of students satisfied with their academic growth has increased, which is explained by the increased requirements to themselves.

Thus, the study showed that the effectiveness of the development of students' professional-communicative competence depends on the competent use of a differentiated approach in teaching process. The differentiated approach is carried out on the basis of grouping the students basing on the level of their verbal means, orientation in professional values and readiness for communicative activities.

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