

METHODS OF FORMING THE COMMUNICATIVE COMPETENCE OF A SPECIALIST

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METHODS FOR THE FORMATION OF COMMUNICATIVE COMPETENCE

- ✘ Psychological self-education of a speech therapist teacher
- ✘ Self-regulation speech pathologist
- ✘ Psychocorrective methods
- ✘ Methodical portfolio



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- × **Self-regulation** - these are the ability to manage all the processes of your body and the personality itself: emotions, thoughts, behavior, actions and experiences.

SELF-REGULATION IS CONSIDERED NECESSARY IN THE FOLLOWING SITUATIONS OF PEDAGOGICAL ACTIVITY:

- ✘ if the teacher is faced with a difficult problem that arose before him for the first time;
- ✘ if the problem that has arisen does not have a single solution, or there is no solution in this segment;
- ✘ if the teacher has an increased emotional and physical state, which can lead him to perform impulsive actions;
- ✘ if the teacher needs to make a quick decision for future actions within the framework of a complete lack of time;
- ✘ if the teacher's actions are evaluated when colleagues, students, other people pay attention to him, in the conditions of revealing his authority and prestige.

✘ Psychological foundations self-regulation include cognitive management processes, behavior, emotions and actions - reactions to the situation that has arisen.

✘ Self-regulation each of the listed mental processes, properties and states of a person is associated with **will and inner speech.**

STRUCTURAL COMPONENTS SELF-REGULATION

- × goal setting- the component on the basis of which it is formed self-regulation;
- × meaningful decision model- this component reflects the conditions for a favorable solution of problems;
- × executive action program- with the help of this component, a system is built that determines ways to solve the problem;
- × correction and evaluation of results- this component contributes to the conformity of the achieved result.

✘ Self-regulation-path

**IMPROVING THE CULTURE OF
PEDAGOGICAL COMMUNICATION**

ABILITY TO RECOGNIZE EMOTIONAL STATES AND REACTIONS OF THE INTERLOCUTOR

✗ Perceptual skills

facial expressions

Gesture

Pose

Distance



GESTURES

- ✘ - regulators
- ✘ - relationship
- ✘ - emblems
- ✘ -adapters

- ✘ Hand and hand gestures
- ✘ Touching hands on various parts of the body
- ✘ hands as barriers
- ✘ Head and body position

- ✘ **Distances:**
- ✘ 45 cm intimate
- ✘ 45-120 personal
- ✘ 120-400 social
- ✘ 400 -750 public

PEDAGOGICAL COMMUNICATION

- ✘ -this is a multifaceted process of organizing, establishing and developing communication, mutual understanding and interaction between students and teachers, generated by the goals, nature and content of their joint activities.

- ✘ The process of social perception implies a culture of listening
- ✘ Listening is a process during which a connection is established between people, a feeling of mutual understanding arises, which makes any communication effective.



**MOST TEACHERS DO NOT
HAVE SUFFICIENT LISTENING SKILLS**



**TYPES OF LISTENING: ACTIVE,
PASSIVE, EMPATHIC**

- ✘ Active listening - reflection of information, constant clarification of the information that the interlocutor wants to convey, asking clarifying questions
- ✘ Passive listening - make it clear to the interlocutor that they are listening, understand, ready to support
- ✘ empathic listening - to understand the emotional state of the interlocutor, empathy



PRODUCTIVE WAYS TO ACTIVELY LISTEN

- × 1. Paraphrasing (echo technique)
- × 2. Summary
- × 3. Idea development

✓ RULES OF PASSIVE LISTENING

DO NOT GO INTO SILENCE

DO NOT ASK CLARIFYING QUESTIONS

DON'T SAY "CALM DOWN, DON'T WORRY"

RULES EMPATHIC HEARINGS

- × Demonstrate to the interlocutor that his feeling is not only understood, but also accepted
- × Hold a pause
- × It is necessary to reflect the feeling, but not to seek or explain its causes.
- × It is possible only if the person himself wants to share his feelings.

WAYS SELF-REGULATION EMOTIONAL STATES

- ✘ Stabilization of the emotional state is facilitated by:
 - ✘ 1. Improving breathing;
 - ✘ 2. Attention management;
 - ✘ 3. Techniques of imagination and visualization;
 - ✘ 4. External manifestation of emotions;
 - ✘ 5. Muscular relaxation (relaxation);
 - ✘ 6. Psychological setting for success.



WAYS OF SITUATIONAL SELF-REGULATION EMOTIONAL STATE

- ✘ self-persuasion, self-hypnosis of calmness and endurance “I am calm”, “today I do not pay attention to trifles”.
- ✘ Self-control by external expressions of emotions: facial expressions, the presence of muscle tension, somatics, character of speech, respiratory rate.
- ✘ Calming breathing exercises
- ✘ Using images of concentration and visualization of a specific object (visual, sound, tactile).
- ✘ Count to 10 before taking action
- ✘ Activation of a sense of humor.
- ✘ Mentally imagine an aggressive partner in a comic situation.
- ✘ Abstraction. Mentally imagine the situation in which you usually feel
- ✘ Fine.



PSYCHOCORRECTION - A METHOD OF PSYCHOLOGICAL ASSISTANCE AIMED AT OPTIMIZING MENTAL PROCESSES, FUNCTIONS AND HARMONIZING THE DEVELOPMENT OF AN INDIVIDUAL'S PERSONAL PROPERTIES.

Organizational forms of psychological correction

Individual Group:



**T-band,
groupsmeetings,
gestalt groups,
groupspsychodrama,
training groups
skills.**

T-groups. These are groups of socio-psychological training, where

teach correct behavior in various situations of communication. The problems that the participants face in their daily personal and professional life are discussed.

Psychodrama- the group uses dramatic improvisation of life situations. Situations and roles are determined by the leader.

- ✘ Meeting groups and groups gestalt. In the course of the work of the group, the individuality of the development of the participants as individuals is revealed. The potential of the individual is revealed and realized.
- ✘ Skills training brings together participants who have difficulty communicating and interacting with other people. They go through a programmed training course for the communication skills they lack.

METHODOLOGY FOR CONDUCTING TRAINING OF COMMUNICATION SKILLS

- × **Target** it is the development of components of communicative competence that ensure effective communication and interaction of a person in the system of interpersonal and business communication, increase the individual's satisfaction with his position in a group, membership in which is prescribed for him or is inevitable for some time, a general increase in the communicative culture of participants.

THE OBJECTIVES OF THE TRAINING OF COMMUNICATIVE COMPETENCE IN THREE MAIN PLANES

Cognitive

Behavioral

Emotional



COGNITIVE SPHERE

training process must help a member of the group **realize**:

- ✘ - features of their behavior and emotional response in various communicative situations, repetition, degree of adequacy and constructiveness of their own actions and reactions;
- ✘ - how his behavior is perceived by others, how others react to the vehicle or other features of behavior and how they evaluate them, what consequences such behavior has;
- ✘ - the existing discrepancy between the declared assessments and the goals of their communication and real results;
- ✘ - own needs, aspirations, motives, attitudes, attitudes, as well as the degree of their adequacy, realism and constructiveness;
- ✘ - characteristic psychological both intra- and interpersonal defense mechanisms; their own role, the extent of their participation and responsibility in the emergence of both conflict and traumatic and productive, emotionally satisfying situations.

EMOTIONAL SPHERE.

- ✘ During the course of the work, the group **help** to each participant:
- ✘ - receive emotional support from the coach and the group, experience positive emotions associated with acceptance, support and mutual assistance;
- ✘ - experience the inadequacy of some of their emotional reactions;
- ✘ - learn sincerity in feelings for yourself and other people;
- ✘ - become more free to express their own positive and negative emotions;
- ✘ - learn to understand and accept more accurately, as well as verbalize own feelings;
- ✘ - reveal their problems with their accompanying experiences (often previously hidden from oneself or distorted).

BEHAVIORAL

Job in the group should **help** participant:

- ✘ - to see own inadequate behavioral stereotypes;
- ✘ - acquire the skills of more sincere, deep and free communication;
- ✘ - overcome inappropriate forms of behavior, manifested in training group, including those associated with the avoidance of subjectively difficult situations;
- ✘ - develop forms of behavior related to cooperation, responsibility and independence;
- ✘ - develop and consolidate adequate forms of behavior and response based on achievements in the cognitive and emotional spheres.

METHODOLOGY FOR CONDUCTING COMMUNICATIVE COMPETENCE TRAINING INCLUDES THE FOLLOWING PHASES:

- ✘ *phase "defrost"* -in order to develop the desired skills and abilities in a person, he is shown *inefficiency* his stereotypes of interaction with other people;
- ✘ *the "change" phase*, involving a change in the strategy and tactics of behavior through the implementation by a person of specially selected training procedures and exercises
- ✘ *"freeze" phase* or reinforcing a new behavioral strategy.

WITH THERE ARE SEVERAL APPROACHES TO THE DEFINITION OF THE TERM PORTFOLIO».

- ✘ Most often under this term is understood:
- ✘ a collection of works in a particular field;
- ✘ a working file folder containing a variety of information that determines the acquired experience and achievements of students;
- ✘ a kind of exhibition of students' works, the task of which was to track his personal growth;
- ✘ a collection of student work that reveals his affective and cognitive development.