



Cognitive-Informative Conditions for the Development of Communicative Competence of Preschool Teachers

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Abstract

The article discusses cognitive-substantive conditions, which, along with the process and technological ones, constitute a set of organizational and pedagogical conditions necessary and sufficient to implement the concept of developing the communicative competence of preschool teachers.

Keywords: Communicative competence, communicative competence of preschool teachers; Holistic methodological environment of the preschool educational institution; Organizational and pedagogical conditions; Cognitive-substantive conditions; Process and technological conditions

1 Introduction

The problems of developing professional competence in general and communicative in particular, come to the fore in a holistic system of advanced training for teachers of preschool educational institutions (DOO). This is due to the introduction of modern professional standards, the allocation of new labor functions for teachers, the presentation of a new level and quality requirements for the professional competencies of preschool teachers.

The purpose of the article is to substantiate the author's concept of highlighting and developing the necessary and enough cognitive-meaningful conditions for the development of communicative competence of teachers of a preschool educational organization.

As a result of a theoretical analysis of the scientific literature, legal support for the organization of preschool education and the requirements for the level of teachers' professional competence, cognitive-substantive conditions for

the implementation of the concept of developing the communicative competence of preschool teachers are identified: the formation and development of the values of tolerant and empathic communication among teachers of the preschool educational institutions; development of the circular structure of knowledge and understanding among educators of the preschool teachers (hermeneutic circle); orientation of teachers of early childhood education to awareness, acceptance and observance of pedagogical correctness and linguistic tact; enrichment of the media culture of the teacher at the preschool educational institution (Kirillova, 2005; Lashkova & Rezanovich, 2011; Lopushnyan, 2010; Rotova, 2015; Habermas, 1993). Substantive characteristics of cognitive-substantive conditions are analyzed; the methodological grounds for their inclusion in the concept being developed are considered. The conclusion is made that the inclusion of the presented cognitive-substantive conditions in the concept of developing the communicative competence of preschool teachers will contribute to solving issues not only improving their professional competence, but also the quality of preschool education in general.

2 Materials and methods

The concept of the development of communicative competence of preschool teachers is a complex, focused, dynamic system of fundamental knowledge about the

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communication phenomenon of the teacher personality in the preschool education system, fully and comprehensively revealing its essence, content, features, as well as the technology of its development in modern preschool education.

The selection, description and creation of pedagogical conditions is the basis for the functioning and development of any system. Considering the development of communicative competence as a pedagogical process, it is important to talk about the need to highlight special conditions necessary and sufficient for the development, implementation and improvement of the effectiveness of the process in question.

The fundamental research methods are: analysis of the scientific literature on the problem of developing the communicative competence of teachers of preschool educational institutions (DOO), highlighting the necessary conditions and scientific and theoretical justification of their content, analysis of the legal framework for the organization of preschool education and the requirements for the level of teachers' professional competence [1, 7, 5, 15, 16, 17]. (Vasilyeva & Nikitina, 2018; Zimnyaya, 2003; Vasilieva & Nikitina, 2017; On the Concept of the Federal Target Program for the Development of Education for 2016; On Education in the Russian Federation, 2012; On approval of the regulation on the certification of pedagogical and executive employees of state and municipal educational institutions, 2000).

3 Results

Communicative competence is an important component of the general professional competence of teachers, it reflects the priority areas for improving the quality of continuing professional education in an educational organization. Its peculiarity lies in the possibility of constant updating of relevant theoretical and practical knowledge of specialists, analysis of emerging situations of interaction, solving issues of interpersonal interaction that arise in a work collective.

Functioning and development of any system is possible only under certain conditions. In the terminological field, the definition of "condition" is considered as a philosophical category, which is characterized as "expressing the relation of an object to the phenomena surrounding it, without which it cannot exist" (Frolova, 1981). Moreover, in the modern scientific space, a single point of view on the definition of "pedagogical conditions" is not presented (Table 1).

Table 1: Modern definitions of "pedagogical conditions"

Authors	Scientific position
Andreev V.I.	The result of "targeted selection, design and application of content elements, methods (techniques), as well as organizational forms of training to achieve ... goals" (Andreev, 2000).
Borytko N. M.	An external circumstance that has a significant impact on the course of the pedagogical process, to one degree or another consciously designed by the teacher, involving the achievement of a certain result (Borytko, 2001).
Nine A. Ya.	The set of objective possibilities of content, forms, methods and material and spatial environment aimed at solving the tasks" (Nain, 1995).
Savva L.I.	The totality of external objects and internal circumstances that determine the existence, functioning and development, an effective solution to the problem" (Savva, 2001).

We adhere to the point of view of E. Yu. Nikitina. The author considers the "pedagogical conditions" as "a set of

measures of the pedagogical process aimed at increasing its effectiveness" (Nikitina, 2000).

Separate, randomly selected conditions cannot have a sufficient impact on the effectiveness of a specifically developed process and contribute to the achievement of the goal, to ensure maximum efficiency of the developed pedagogical phenomenon.

Based on this, it is important to consider a certain set of organizational and pedagogical conditions that will fully ensure the effectiveness of the pedagogical process, achievement of goals, solution of tasks.

In the format of this study, a set of pedagogical conditions is understood as a set of categories combined in it that obey the unity of tasks, principles, laws, forms, methods and means of achieving the goal of developing the communicative competence of teachers of preschool educational institutions.

The initial components in the development of a set of pedagogical conditions for the development of communicative competence of preschool teachers is the social order of the society and the requirements of the Federal State Standard for Preschool Education in ensuring the quality of professional training of preschool teachers; current requirements for professional and pedagogical activity in the context of the introduction of the professional standard "Teacher (Pedagogical activity in preschool education) (Educator)"; new approaches to the definition of the concept of "communicative competence of teachers of the preschool educational institution" (On the approval of the professional standard, 2013).

A set of organizational and pedagogical conditions for the development of the communicative competence of preschool teachers, which in the research of A. Mayer it is considered as "a set of interconnected information systems (corresponding to the prerequisites, conditions, requirements) that it is advisable to create for the subject to ensure the management of activities to achieve certain pedagogical goals" determines the composition of cognitive- substantive and process-technological conditions that are mutually defining and mutually reinforcing (Mayer, 2007).

Cognitive-informative conditions are represented by a set of value-semantic units ensuring the achievement of goals - educational results (development of communicative competence of preschool teachers) and educational effects (willingness to work in new conditions). Moreover, the assimilation of educational material occurs consciously, and not mechanically. Thanks to the implementation of the cyclic process in the learning process: knowledge - information - increasing the level of knowledge, teachers master the skills of making effective decisions, performing every day, professionally significant and personality-oriented communicative tasks.

The basis for distinguishing cognitive- substantive conditions is an understanding of the need to consider the stable characteristics of perception and memorization of information by a specific teacher and whether he has a preferred way to solve problems. In addition, the emphasis is on enhancing the consciousness and activity of teachers, on the formation of skills to apply the theoretical knowledge gained in practice, not only in the process of developing communicative competence, in the field of professional activity, but throughout life as a whole.

Inclusion of cognitive- substantive conditions:

- Allows you to engage teachers in an active process of understanding the essence of the phenomena studied, while creating the conditions for the implementation of their personal orientations;

- The opportunity is provided for teachers to become active participants in the learning process (development of communicative competence), while considering their individual interests and characteristics;

- The learning process (the development of communicative competence) begins to be not only personal, but also socially determined, which allows teachers to get involved in the process of mutual knowledge and understanding of each other and cooperation during the training period (development of communicative competence).

The following cognitive-substantive conditions of the concept of communicative competence development of preschool teachers are highlighted.

3.1 The formation and development of tolerant-empathic communication values among the preschool educational institution teachers

The creation and maintenance of a tolerant-empathic environment of the educational process involves the adoption by the teacher of the diversity ("otherness") of others as a source of enrichment of communication and interaction experience, expansion of ideas about the environment and the realization of the opportunity to provide support and assistance, as well as substantive and organizational variability of the educational process.

Based on the main characteristics of "tolerance", "empathy", "communication" and "value" under the value of tolerant-empathic communication, we will understand the inner core of the teacher's personality, which is manifested in the ability to understand the state of another person and put oneself in his place, tolerance in granting another one the right to live in accordance with his own worldview. The formation of the value of tolerant-empathic communication is determined by the internal manifestation of the state of the teacher, his reactions, thoughts and actions in the process of interaction with participants in the educational process. However, we are not talking about the rejection of their beliefs and tolerance for social injustice. The main indicator of the formation of the tolerant-empathic communication value and the manifestation of its value can be considered such an interaction of the teacher with the participants in the educational process, which considers the individual psychological and age characteristics of the subject of communication, understands his condition, empathizes with his current emotional state, takes his world outlook while maintaining reliability of their own positions.

3.2 The development of the circular structure of knowledge and understanding among educators of the preschool educational institution teachers (hermeneutic circle)

Under the circular structure of knowledge and understanding, we consider a cyclic system that reveals the basic interpretations of the understanding the "hermeneutic circle". This is the principle of understanding and interpretation, based on the relationship of understanding of the part and the whole, the need for constant movement "in a circle", from the whole to the part, from part to the whole.

Despite many years of research in this area, the definition "hermeneutic circle" is regarded as a metaphor, as a feature of the understanding process associated with the cyclical nature.

Various approaches to the justification and definition of the concept of "hermeneutic circle" are associated with the awareness of the interdependence of explanation and interpretation. The solution to the problem of the hermeneutic circle can be described in approximately this way: you can understand something only when what you are trying to understand is already understood in advance.

Considering the evolution of the views of leading scientists on the problem of determining the "hermeneutic circle", the interpretation of this process and analyzing the views of A. Beck, V. Dilthey, M. Heidegger, F. Schleiermacher [6, 9], the following assumption can be formulated. An understanding of a communicative situation by a teacher is possible provided that he understands its main components: the age characteristics of the interlocutor, the verbal and non-verbal means of communication used by him, his communicative experience, the ability to determine the emotional state of the interlocutor, the presence (absence) of objective and subjective factors that influence this communicative situation (Zakirova, 2000; Kotkavirta, 1999).

At the same time, taking into account the main characteristics of the "hermeneutic circle", it is important for the teacher to understand what is "inside what he is" from the very beginning of the interaction (personally his mood, psycho-emotional state, the possibility or lack of control over his reactions, etc.) And as the most rationally transform this interaction situation.

"Understanding" from the point of view of H.-G. Gadamer means, first of all, the ability to understand something, and only then, secondly, the singled out "opinions of another understanding implied by him" (Kotkavirta, 1999). In other words, it is important for a teacher to be able to understand, firstly, in matters of interpersonal communication in general, and secondly, be able to understand, interpret, transform a specific communicative experience (communicative situation) based on an analysis of its specific constituent elements.

Orientation of preschool teachers for awareness, acceptance and observance of pedagogical correctness and linguistic tact.

Acceptance and conscious observance of pedagogical correctness and linguistic tact is an important condition for the development of communicative competence of the preschool educational institution teachers.

The fulfillment of this condition is because the awareness of life, surrounding reality, constantly changing space is the foundation of human consciousness. Based on this, awareness is an invaluable vision of what is happening in the external and internal world. When the teacher is aware of the knowledge, he has the opportunity to transfer this knowledge to others. For example, in different communication situations, especially during the period of conflict brewing, it is not recommended to raise your voice, as this can lead to negative consequences. At the same time, in a certain situation, the teacher can automatically start screaming. Awareness allows you to direct attention to what is really important. Consequently, verbal actions, feelings will be focused on the prevention and possible resolution of the conflict. The inclusion of this condition allows us to form an understanding of the postulate of preschool teachers "reality operates in accordance with its laws, and not in accordance with expectations".

The logical extension of awareness is acceptance. Acceptance is a complete internal agreement with what is, allowing something to be what it is. To accept events, situations, cases, means to agree that there are things in this world that do not always correspond to our vision and perception. Even if the current situation does not meet the expectations of the teacher, even if such manifestations as irritation, ignorance, and insult are characteristic, it is important to learn how to accept it and, having pedagogical correctness and language tolerance, to find the most rational ways to solve it.

Consider the concept of "pedagogical correctness" in relation to the process of developing the communicative competence of preschool teachers. An analysis of modern

research has allowed us to formulate this definition as a complex, moral, ethical and professionally significant personality trait, which is a simultaneous manifestation of honor, responsibility, commitment, integrity, tact and courtesy in communication (in words and deeds), and a manifestation of accuracy, correctness, clarity of evidence in written or oral text.

Linguistic tact is considered as a professionally significant personality trait, characterized by the presence of professionally significant value of communication with other people in the educational institutions in accordance with generally accepted cultural rules: the absence of indecent and rude expressions, degrading and insulting irony, focusing attention on the individual characteristics of the interlocutor (mental and physical state health, race, appearance), which is an educated ability, has grown into a habit have to comply with the measure in communication, avoiding actions and words that can be unpleasant companion, in the absence of language, the language units, which hurt the feelings and dignity of others.

Consequently, the development of the communicative competence of the preschool teachers should be based on the use of such methodological material, the cognitive- substantive side of which fully contributes to the orientation of the teachers of early childhood education in awareness, acceptance and observance of pedagogical correctness and linguistic tact. The next important cognitive-substantive condition for the development of the communicative competence of preschool teachers is enrichment of the media culture of the preschool teacher. Considering the need to enrich the media culture of preschool teachers as an important cognitive-substantive condition for the development of their communicative competence, it is important to determine the concept of "media culture". Adhering to the scientific position of T. A. Boronenko, under media culture we will consider "a combination of information and communication tools, material and intellectual values developed by mankind in the process of cultural and historical development, contributing to the formation of public consciousness and socialization of the individual. Media culture includes a culture of information transfer and a culture of its perception" (Boronenko et al., 2018).

Despite the fact that the issues of increasing the role of medical culture in the professional activities of teachers are the subject of study by culturologists, psychologists, philosophers, sociologists, specialists in the field of media technologies, economists, etc., the field of enrichment of the media culture of preschool educational institutions teachers, due to subjective factors, has not received due analysis in modern scientific research. The attention to the teacher's media culture in the framework of the concept of the development of communicative competence is determined by the role of the teacher in this process. He is the first socially significant adult in the life of a child, one of the first specialists with professional competencies in the field of upbringing, education and development of preschool children, who can educate parents about the upbringing, education and development of the child. It is the teacher of the preschool education institution that is the carrier, interpreter and translator of socially significant and personally valuable information in the field of pedagogy and psychology of preschool childhood, issues of parent-child relationships, expanding the information space about the world, etc. Using the data of the modern explanatory dictionary, it is important to note that the definition of "enrichment" can be considered both in the direct (multiply valuable acquisitions, make more significant in composition or content), and figurative meaning (make more developed, increase experience, stock of knowledge) (Dictionary of the

Russian language, 2019). Therefore, under the enrichment of the media culture of teachers of the preschool educational institution, it is important to understand the expansion of the stock of knowledge, skills in improving the quality of reception, storage and processing of information necessary to ensure the adequacy of the interaction between participants in the educational process, mediated by language and explicating the general and specific at the level of subject – object and subject –s subjective relations.

Considering the specifics of the manifestation and the enrichment of the media culture of the preschool teacher, we can talk about the presence and necessity of forming a certain way of dialogue interaction with the information space, through the formation of the cultural, social, moral, intellectual values and interests of the teacher, which includes value, technological and personal-creative components.

4 Discussion

Summing up, it should be noted that the developed cognitive-substantive conditions along with the process-technological make up a complex of organizational and pedagogical conditions necessary and sufficient for the implementation of the concept of communicative competence development of preschool teachers.

5 Conclusions

Inclusion of the presented cognitive-substantive conditions for the implementation of the concept of developing the communicative competence of preschool teachers: the formation and development of tolerant empathy values among preschool teachers; the development of the circular structure of knowledge and understanding among educators of the preschool educational institution teachers (hermeneutic circle); orientation of preschool teachers to awareness, acceptance and observance of pedagogical correctness and linguistic tact; the enrichment of the media culture of a teacher at a preschool educational institution, will fully contribute to resolving issues not only of increasing their professional competence, but also the quality of preschool education in general.

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