

- tasks to correct coins (different rules (essential mode for independent work), tests, storage of abstracts, annotations, reviews);
- task to study the nature of the search, aimed at developing communication skills; correcting and editing texts;
- simulation of situations; problematic with performance - looking for work;
- training speaks, proves, essays, speeches in scientific styles; participation in subject Olympiads.

The results of the analysis of the process of training masters of higher education show that the current state does not meet modern requirements for engineering education. The technology of primary education was not created in the conditions of formation in the future of the graduate of professional communicative competence, his creative potential, systematic independent work, capable to stimulate development of fundamental knowledge.

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Development of communicative competencies in applicants of technical institutions of higher education

An aim and task of research is forming of professionally-communicative competences of future engineer, namely: capture by theoretical bases, systems of norms of professional communicationability to conduct effective of communication co-operations, including by the methods of information technologies.

Key words: "competence", "competent", "communication".

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COMMUNICATIVE SOCIALIZATION OF STUDENTS

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In recent decades, the problems of the development of social communications, increasing the efficiency of their functioning in society have become especially important. This is primarily due to the growing strengthening of world integration, the formation of mechanisms for solving global problems.

In addition, the complexity of the social structure of society in the process of its evolution, complicates the very structure of social communications and the need to improve it. Thus, the important indicators of the viability of society at the present stage are the speed and efficiency of information technology.

At present, it is becoming increasingly important to clarify the essence of modern communicative education, which must meet the challenges of the 21st century.

The effectiveness of students' learning activities is determined by the level of formation of their experience of educational and cognitive orientation, which is manifested in their awareness of the stages of educational activities, awareness of the preconditions and results of each of its stages (cognition, transformation, evaluation).

The activity approach to the organization and realization of pedagogical process of formation of experience of intercultural communication promotes mastering by students of ways of educational-cognitive, practically transforming, value-oriented and communicative activity, development of their cognitive abilities and creative potential.

The purpose and result of the pedagogical process of formation of intercultural communication should be the formation of the subjectivity of the future specialist, which is the basis for his further self-development. Personally oriented learning provides conditions for the identification and development of subjective qualities of students, in which each of them becomes an active subject of their educational activities. [1, p.7]

During their studies, students should learn the theoretical aspect of the peculiarities of the communication process, ways of transmitting information through semiotic systems in situations of future professional activity, and on their basis – to concentrate their efforts on acquiring practical skills of speech communication.

For example, let's consider the "teacher-student" communication, focusing on not formal "teacher-textbook" but on informal communication – direct communication (cooperation) between teacher and student. This aspect is still insufficiently studied in science.

It is known that the best option for professional communication is the relationship "teacher – student (graduate student, doctoral student, candidate, doctor of sciences)". It depends not only on the scientific capabilities of the leader of the scientific school, but also on his ability to communicate directly with his students. The closer the communication links between all participants in the scientific and educational process, the higher the level of its effectiveness.

Developed forms of interaction between teacher and student should be considered:

- the cooperation of teacher and student in the process of scientific and educational activities;
- the direct communication of the teacher with the student not only in the classroom, but also outside the educational process;
- the regular holding of individual, group and mass forms of scientific and scientific-educational activity, in particular scientific student conferences of international, all-Ukrainian and regional levels;
- the presence of a teacher's website, which creates favorable conditions for communication and transmission of information;
- the use of Internet capabilities, including e-mail, for messaging;
- the use of telephone communication for short messages, etc. [2, p. 18]

Communicative competence involves a conscious understanding of the value of communication for the professional activities of a social educator, which positively reflects the value system of communicative knowledge and determines the purposeful activities of students to master them, understanding the need to know oneself as a communicative person (advantages and disadvantages). Interaction by means of verbal, nonverbal, computer communication, examination of own communicative actions and decisions; formed a set of generalized communication skills and developed emotional intelligence.

Communication systems set up by a socially responsible organization should take into account external stakeholders (in the case of universities, including students, alumni, cooperating companies, social organizations, local and public authorities and the local community) and internal (university staff).

External means of communication, such as portals and websites, social reports, advertising in the media and materials containing information about the activities of socially responsible organizations, contribute to the formation of its reputation and a climate of trust by building relationships with stakeholders. Communicating with external stakeholders reduces the risk that the environment will not understand the organization's activities and intentions. Internal communication, on the contrary, is important in the process of building a strategy of corporate social responsibility and its implementation in the organization.

If in the process of two-way communication employees feel the impact on the life of the organization, they are much more likely to take measures in the field of social responsibility and are often their initiators. [3, p. 118-120] It seems that a significant role in the above processes should be played by new media, which are not only a convenient tool for communication and promotion of the idea of social responsibility of the university, but also for the implementation of tasks related to social responsibility.

In this regard, it is extremely important that from the early stages of professional development, students begin to understand their value space, see its connection with the goals and objectives of the chosen profession, and be involved in specially organized work to develop their professional and life goals [4, p. 233]. Such work can be considered volunteering of students while studying at a higher educational institution.

Solving the issue of preparing students for the future profession by means of volunteer work is possible provided a rethinking of the theoretical foundations of volunteer work in higher education, as well as determining the purpose, content of volunteer education in the context of personality-oriented paradigm of education.

Although today the vast majority of students are engaged in volunteer work, it has not yet formed its optimal model, which would include effective mechanisms for recruitment and selection, training and monitoring, supervision and encouragement, which are the main stages of volunteering.

Thus, communicative training of students is an important component of the educational process of the university. It is carried out on the principles of systematization and continuity of communicative processes and consists of cognitive, regulatory, value-semantic and behavioral components. The outlined aspect of the researched problem seems promising for further scientific research.

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Communicative socialization of students

Abstract. The article reveals the relevance and explains the importance of social communication in the modern world, and hence the relevance of communicative education of student youth. The system of interdependent relations between the teacher and the student is revealed. The role of social responsibility of communication is emphasized, as well as the role of students' volunteering during their studies at a higher educational institution.

Keywords: social communication, communicative education of students, intercultural communication, communicative competence, communication systems, volunteer activity.