

**Methodological bases of pedagogical concept of
development of communicative competence of teachers
of preschool educational establishments**

Victoria Vasilyeva, Candidate of Pedagogics Assistant Professor

Chelyabinsk State Pedagogical University, Chelyabinsk

Russian education system at the present stage of development is characterized by profound changes. Education modernization process now entails also the innovative processes development. Today preschool educational institutions' managers, training institutions, as well as the teachers themselves lay emphasis on growing importance of the communicative competence of teachers of preschool educational institutions development.

Educational activity is based on the laws of human communication. Teacher communicative competence is the main factor of effective educational work. Hence, the communicative competence becomes an important component of professional competence of teachers of preschool educational establishments. Angles of approach to the essence of the concept "communicative competence" are numerous in different countries; however, the general trend is clear:

- communicative competence is seen as a key concept to describe the communication;
- communicative competence involves the ability to correlate linguistic resources with the objectives and terms of communication and the ability to organize verbal communication taking into account social norms of behavior and communicative expediency of utterances.

N.V. Kuzmina distinguishes groups of competencies that form the professional competence of teachers. Nevertheless, considering the complex of communicative competences, the author points out that each of them is necessary to establish contact with students and their parents, to transfer their own teaching experience to others.

We analyzed the branches of methodology and their specificity to determine the methodological requirements to the problem of development of communicative

competence of teachers of preschool educational establishments. General scientific level, representing the general scientific concepts implemented in most educational researches, gave the opportunity to examine this issue from the perspective of andragogical approach.

Andragogy - the science of education of adults, grounding the activities of students and teachers on planning, implementation, evaluation and correction of the studying process. Andragogy forms the theoretical and methodological basis that provides adults with help in acquiring the common professional knowledge, mastering the cultural achievements and forming (or revising) life principles (S.I. Zmeiev).

The following main characteristics of the andragogical approach as a general scientific basis of the pedagogical concept of communicative competence of teachers of preschool educational establishments are possible to highlight: the commitment of the concept of communicative competence of teachers of preschool education to the establishment of the correspondence between the level of teacher's readiness to achieve the objectives of preschool education and the opportunity to "be themselves" and be competitive; the organization of teachers' communicative competence development based on the systematic monitoring of their individual psychological qualities; striving for continuous improvement; personality orientation; the implementation of educational technologies ensuring integrity, consistency, subject-subject relationships.

The scientific level of research allows us to describe the principles and procedures used in determination and theoretical justification of the substantive content of the concept of the teachers' of preschool education communicative competence. Thereon the main approach used is linguo-didactic approach.

The most important constructs of formation of communicative competence of teachers of preschool education on the basis of linguo-didactic approach are:

- The purpose: the formation of the communicative competence of teachers of preschool education;

- The content, including communicative-behavioral, personality - oriented, linguoculturological components.

Methodological and technological levels describe the methods and the procedure of the interaction of all the subjects that are in the open and equal relations aiming at achieving the projected results. Analysis of the scientific literature, integration of pedagogical experience, own experimental data show that the solutions of the scientific problem can successfully be found, if the tolerant-participative approach will be chosen as the technological basis of the concept of communicative competence of teachers of preschool education.

The results of our theoretical and experimental studies have shown that unconditional acceptance, noncriticality, congruence, empathy, understanding, involvement, and commitment are the terms of the new tolerant-participative approach.

Theoretical and methodological basis of development of scientific and methodological concept of communicative competence of teachers of preschool educational establishments is the integration of general scientific, specific and technological approaches.

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