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Research of communicative competence of a specialist in the sphere of social and cultural service

The essence and concept of «communicative competence» is revealed in the article, the substructures of which are as follows: tolerance and interpersonal communicative experience, conflictology competence. Results of empirical research of communicative competence and its formation in the course of vocational training are represented.

Key words: *competence, professional competence, communicative competence, competencies, communicative abilities.*

A considerable number of highly skilled specialists annually is required to dynamically developing sphere of service. Overall performance of the service enterprises in a greater degree depends on qualification of the personnel, competitiveness of given services, as consequence, requirements to the level of preparation and retraining of service specialists who according to M.D. Moleva, should have "professional technical-technological knowledge, methods of new innovative technologies usage, skills of organizational-administrative activity" [1, p. 211].

Ability of a service specialist to carry out the functions effectively, to be the master and the professional depends on its certain qualities. All of them in interrelation are characterized by the general concept – professional competence.

Professional competence is characterized by a uniform complex of knowledge formed, skills, abilities, psychological features (qualities), professional positions and acmeological invariants where knowledge, skills and abilities can be represented as role characteristics of professional competence, and all other components points to the relation of the specialist to activity and on his individuality [2].

Being integrative formation, professional competence consists of such components as competences. The competence is integrity of knowledge, skills and experience providing professional work, ability of a person to realize in practice the competence. The competences of a wide spectrum uses possessing certain universality have received the name of "key". Key competences define realization of special competences and concrete competences. The same key competences provide efficiency of various kinds of activity [3].

In the structure of professional competence special attention is given to research of such components as communicative competences. Authors define it as "situational adaptability and free possession of verbal and nonverbal (speech and nonverbal)



means of social behavior" (Emeljanov J.N., 1985) [4]; "set of skills and the abilities necessary for effective dialogue" (Petrovsky L.A, 2007) [5]; "ability to establish and support necessary contacts with other people" (Krylov A.A, 2007) [6].

Communicative competence of a person, according to E.V. Rudensky, develops from the following abilities:

- ability to give a socially-psychological forecast of a communicative situation in which it is necessary to communicate;
- to program dialogue process in a social-psychological way, leaning against an originality of a communicative situation;
- to "get used" to socially-psychological atmosphere of a communicative situation;
- to exercise socially-psychological administration of dialogue processes in a communicative situation [7].
- Communicative competence for a expert in the field of service acts as one of the basic components of professional competence. Participating in joint activity, manufacturers of a service product and consumers become subjects of mutual relations, coauthors of activity, and the competence itself gets character of interaction. As important means of such interaction dialogue, communicative interaction which according to S.N. Korobkova, V.I. Kravchenko, S.V. Orlova, I.P. Pavlova is a distinctive feature of service activity [8]. As important result of such interaction is overcoming a barrier and process of formation of trust to the partner.

Communicative competence means that a specialist in service sphere should be able to do socially-psychological forecast of dialogue situation; to be able to build tactically and strategically the relations with the participants of business dialogue, leaning against knowledge of features of communicative process, dialogue means (verbal, nonverbal), communicative types of partners, means of influence on people (to be able to create an image causing trust and sensation of reliability, for which purpose it is necessary to work carefully at the image) to be able to "submit" itself in a certain foreshortening (self-presentation). Besides, a specialist in the field of service should be able to define as much as possible precisely the subject of dialogue requirements (the partner, the client, the consumer); to organize conversation with the potential consumer, leaning against interests of the interlocutor, instead of one's own; trying to say what the interlocutor would like to hear.

E.V. Rudensky points out that communicative abilities are formed in two ways: during various social practice, in which a person is included, and during special preparation for a dialogue. According to his opinion, a communicative ability is «synthesis generally accepted, socially-psychological and specially-professional qualities of a person» [7, p. 96].

According to D.M. Ramendik, S.P. Slakva, O.V. Solonkina, working with clients it is necessary for workers of contact services to show the following communicative abilities: to tell, to listen, to hear, to understand, to provide acceptance of the transferred information, communicative control, flexibility of a dialogue, style, a sign language understanding ability to distinguish the forms of psychological protection in dialogue with the client, to observe moral standards in a dialogue with a client [9].



Thus, communicative competence represents a system of knowledge of kinds, various forms, methods and factors of efficiency of confidential dialogue, about methods of psychological influence on partners in a dialogue, a system of special communicative abilities, allowing to carry out and an effective dialogue, to influence partners in dialogue in various situations of interactions and being in various (including negative) mental emotional conditions.

As a result it is possible to state substructures of communicative competence of a social and cultural service and tourism specialist: tolerance and skills of interpersonal dialogue; conflictology competence. A technique of communicative installation diagnostics developed by V.V. Boiko (allowing to define signs of negative communicative installation, and also the level of general communicative tolerance); a technique "level definition of conflict resistance", diagnostics of acceptance of others (on a scale of Fejja), animosity diagnostics (on Cook-Medley scale), goodwill diagnostics (on Campbell's scale), trust express diagnostics (on Rosenberg's scale), diagnostics if manipulative relations (on Bant scale), diagnostics of interpersonal relations (Rukavishnikov A.A.) were used for their research.

122 persons took part in this empirical research. Among them: 50 persons – specialists working in a social and cultural service and tourism sphere, 72 persons – students of "Social and cultural service and tourism" speciality (they took part in a prolonged research (the second, third and fifth years of study)

Average indicators values of negative communicative installation components are presented in Table 1.

Table 1

The summary Table of average negative communicative installation values

Indicators	Maximum points	Summary points			
		Second year students	Third year students	Fifth year students	Service specialists
The veiled rigidity	20	16,47	14,19	13,21	11,36
Open rigidity	45	30,17	28,08	24,08	16,26
Well-founded negativism	5	3,17	2,73	2,21	1,7
Grumbling	10	5,4	4,15	3,46	3,32
Negative Communicative experience	20	12,77	11,46	9,58	7,36
Sum total:	100	67,98	60,61	52,54	39,96

Empirical research has shown that specialists in service sphere have negative communicative installation but to a small degree (39,96 > 33 points) The points received by the second, third and fifth year students testify the presence of the expressed negative communicative position. The application of Friedman criterion X_r^2 has shown that under the time factor authentic, but minor alterations on such indicators as "the



veiled rigidity" $X_{r_{emp}}^2 = 6.020$, "open rigidity" $X_{r_{emp}}^2 = 6.437$, "well-founded negativism" $X_{r_{emp}}^2 = 7.312$, "grumbling" $X_{r_{emp}}^2 = 6.020$ have occurred.

Results of the general communicative tolerance research have shown that service sphere specialists possess high, and the second, third and fifth year students have an average level of communicative tolerance. The greatest students intolerance to people is shown in the following aspects: a categoriality or conservatism in people estimations; inability to hide or smooth unpleasant feelings meeting with uncommunicative qualities of partners; aspiration to alter, re-educate partners; aspiration to adapt the partner to oneself; to make him convenient; inability to forgive errors to other people; the awkwardness, inadvertently caused troubles. Indicators of the general communicative tolerance in accordance with concepts are presented in Table 2.

Table 2

Communicative tolerance indicators in accordance with concepts

Position components	Second year students	Third year students	Fifth year students	Service specialists
Aversion or incomprehension human individuality	6,03	6,35	5,5	3,38
Oneself usage as a standard while estimating other people	5,37	6,05	4,5	3,12
A categoriality or conservatism in people estimations	7,53	6,88	6,96	4,8
Inability to hide or smooth unpleasant feelings meeting with uncommunicative qualities of partners	7,77	7,27	6,21	4,36
Aspiration to alter, re-educate partners	7,27	6,69	4,67	4,22
Aspiration to adapt the partner to oneself	7,07	7,23	5,92	4,36
Inability to forgive errors to other people	8,47	8,15	6,33	3,84
Intolerance to physical or mental partner discomfort	4,43	4,15	3,79	2,92
Inability to adapt to partners	6,87	5,81	5,71	3,7
Sum total:	60,81	58,58	49,59	34,7

Authentic shifts of such indicators as "oneself usage as a standard while estimating other people" $X_{r_{emp}}^2 = 6.062$, "a categoriality or conservatism in people estimations" $X_{r_{emp}}^2 = 6.062$, "aspiration to alter, re-educate partners" $X_{r_{emp}}^2 = 8.687$ have been revealed.

The structure of specialist relations in the sphere of service consists of: acceptance of others, goodwill, trust, a tendency to be in a society of other people to be accepted by the others; they can incur responsibility, but at the same time, specialists of service sphere have a tendency to be submitted by others a in dialogue, a tendency to build



close and emotional relations that characterizes them as subjects of unhindered dialogue. The second and third year students can be characterized as subjects of a complicated dialogue: high points on manipulative relations scales, cynicism, aggression, animosity, low level of trust, aversion of control over themselves, carefullness in building close relations. The fifth year students build relations as subjects of an unhindered dialogue and as subjects of the complicated dialogue. The structure of the fifth year students relations include: acceptance of others, goodwill, aspiration to incur responsibility, a tendency to be submitted by others a in dialogue, a tendency to establish close and emotional relations, but at the same time such points as manipulative relations, cynicism, aggression and animosity are high enough.

It is necessary to notice that there were considerable changes on such indicators, as "acceptance of others" $X_{r_{emp}}^2 = 11.583$, "cynicism" $X_{r_{emp}}^2 = 9.333$, "aggression" $X_{r_{emp}}^2 = 14.645$, "manipulative relations" $X_{r_{emp}}^2 = 6.270$, "trust" $X_{r_{emp}}^2 = 6.333$, "submission by another in a dialogue" $X_{r_{emp}}^2 = 8.395$.

Conflictology competence was nominated as a substructure in the structure of communicative competence. Success and competitiveness of a specialist in the sphere of service are in many respects defined by his level of conflict resistance (41, p. 64). The second, third, fifth year students have the average level of conflict resistance showing the orientation of a person to the compromise, aiming to avoid the conflict. Their points are: 34, 33 – the second year; 36, 65 – the third year; 39, 38 – the fifth year. Friedman's criterion X_r^2 has shown that students had serious changes in the position "conflict resistance" $X_{r_{emp}}^2 = 15.895$.

Thus, working specialists in the field of service possess high communicative tolerance, their negative communicative position is evident, but to a small degree. They can be characterized as good interlocutors possessing high level of conflict resistance. The students trained on «social and cultural service and tourism» speciality in spite of the fact that the points testify the presence of the evident negative communicative position, its level decreases, as well as a level of communicative intolerance. The greatest intolerance to people is shown in the following aspects: a categoriality and conservatism in people estimations; inability to hide or smooth unpleasant feelings meeting with uncommunicative qualities of partners; aspiration to alter, re-educate partners; aspiration to adapt the partner to oneself, to make him convenient; inability to forgive errors to other people, awkwardness, inadvertently caused troubles. Students conflict resistance raises. If the second and third year students can be characterized as subjects of the complicated dialogue (high enough points on manipulative scales, relations, cynicism, aggression, animosities, low level of trust, control nonacceptance over themselves, carefullness in building close relations), the fifth year students build the relations as subjects of unhindered dialogue and as subjects of the complicated dialogue. The structure of their relations include: acceptance of others, goodwill, aspiration to incur responsibility, a tendency to be submitted by another in a dialogue, a tendency to establish the close and emotional relations but at the same time, points on manipulative relations cynicism, aggression and animosities are high.



Hence, effectively organized training process and preparation of students for professional work in social and cultural service sphere will allow to form and raise the level of communicative competence.

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