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THE PSYCHOLOGY-EDUCATIONAL ESSENCE OF COMMUNICATION SKILLS

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Abstract

In the educational and psychological literature often found the concept of "technology" that comes to us with the development of computer technology and the introduction of new computer technologies. In teaching science will be a special area - educational technology. This trend started in the 60s in the United States, England, and now has spread almost all over the world. The appearance of this term and the direction of research in pedagogy are not accidental.

The notion of "educational technology" can be seen in three aspects:

- scientific - as part of pedagogical science, studies and develops the objectives, content and methods of teaching pedagogical processes projecting;
- Procedure - as a description (algorithm) process, a set of objectives, content, methods and means to achieve the intended learning outcomes;
- activity-based - the implementation process (teaching) of the process, the operation of all personal, methodological tools pedagogical tools.

The relevance of this writing, due to the need to define the essence of communicative abilities such thing as a technology.

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Introduction

Decrease in time of direct interpersonal communication is directly related to the development of telecommunication systems and the introduction of information and communication technologies in all spheres of human activity. Therefore require special efforts aimed at creating communication skills, which are one of the foundations of communicative competence. Recently developed and this method of communication, such as computer-mediated communication. Modern man to fully carry out their social and professional functions necessary to possess an expanded set of communication skills, including not only traditional, but also related to the use of information and communication technologies in the educational, professional daily activities. From this perspective, the classification of communicative abilities needs some adjustment.

It is no secret that the majority of students are at a low level of formation of communicative skills (Chursina A.D, Dakshin M.E, Dolgoplov N.F, Pavitskaya Z.I et al.). And, besides owning common communicative abilities, they are at this age need to have mastery of professional communicative abilities. Thus, the process of formation of communicative skills of the future specialists is complicated by two factors: 1) the low level of development of general communication skills and the need to master professional communicative abilities; 2) the necessity of mastering the communicative skills related to the use of information and communication technologies in the educational and professional activities of students. Accordingly, for the successful formation of communicative abilities at a high level it is necessary to clarify the content of the concepts and skills in general, and to consider the communicative skills in particular.

In modern science, there are different approaches to the definition of the concepts of "skill" and "skill".

2. Discussion

Skills are defined as the ability to do something - anything, as elements of the activity, allow that - either to do with the high quality, the acquisition of knowledge, experience, for example, accurately and correctly perform any - any act, transaction, a series of actions or operations. Skill typically includes a automatically executed parts, called skills, but on the whole are consciously controlled part of the work, at least in the major intermediate points the ultimate goal of an effective basis for preparing the younger

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generation for life in the new conditions of international cooperation and collaboration.

Agreeing with the definition A.A.Leontev, we consider the concept of "skill" as the ability to carry out a particular action on the optimal parameters of this action, ie the best way so that the implementation of this action is appropriate for the purpose and conditions of its occurrence.

As we can see, psychologists and didactics as the ability to examine the ability of students to consciously perform certain activities through the creative use of knowledge in familiar or new conditions. Ability is always conscious. The main activity of any kind becomes the formation of certain skills.

It should be noted that the allocation of skills needed to build skills professionano-based communication, it is advisable to differentiate between general training skills, special skills relating to a particular academic subject, that is, to FL specific skills.

For general academic skills include:

- Ability to work with various sources of information - to determine the main, secondary redundant information be abstract, plan;

- To draw conclusions on specific topics;
- To work for the keywords according to plan;
- Make brief notes;
- To analyze;
- Choose illustrative material for art;
- Summarize the facts and phenomena; etc.

The special skills include:

- The ability to use different types of cards.
- The ability to handle special language material;
- The ability to carry out various types of speech activity.

Specific skills include only those that are needed to teach professionally focused dialogue

- The ability to choose the type of discourse, which corresponds to the communicative purpose of the speaker and ensure implementation of its communicative intentions;

- The ability to create a real discourse in accordance with the scope and the situation of professional communication;

- The ability to ensure the appropriateness of his speech non-verbal behavior, based on background knowledge about different cultures;

- Ability to understand and interpret the information perceived discourse, based on knowledge of the situation, the speaker;

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- The ability to handle, roll, convert information;
- The ability to transmit the obtained through various sources of information through electronic and other means of communication;
- The ability to decrypt an acoustically hear the information, and others.

For the formation of the communicative skills of students is advisable to differentiate the three categories of skills: general-education skills, special skills and specific skills. Based on the objectives of our study, dwell on the specific skills required for the formation of communicative ability of future specialists.

All these skills are developed in the course of performance of a complex preparation, receptive, reproductive, speech and creative, communicative exercises using appropriate means.

Proceed to the next step of our research - developing a set of exercises for the formation of communicative ability in the specialty "Translation Studies".

Depending on where in the domain considered this concept (in psychology, pedagogy, didactics, philosophy) changes its interpretation. Most often under the communicative abilities understand communication skills, direct and mediated interpersonal communication. Traditionally, communication skills - is the ability to properly, correctly and clearly explain their thoughts to perceive information from the partners in dialogue. We assume that communication skills is a complex conscious communicative action based on a high theoretical and practical training of personality that allows creative use of knowledge for reflection and transformation of reality. Their development is associated with the formation and development of personal neoplasms, both in the field of intelligence, and in the sphere of the dominant characteristics of professionally significant.

To determine the range of communication skills, consider their well-known classification. Of greatest interest is the definition given by the communicative skills in psychological and pedagogical sciences.

The structure of communication skills used by foreign scholars considered Y.M Zhukov. In particular, he noted that "... one mean by skills primarily behavioral skills, the ability to understand other communicative situation, and others - the ability to evaluate their resources and use them to solve communication problems." The most commonly used classification of communicative abilities. Communication skills consist of general skills and block block special abilities. In turn, the ability to share on common skills of

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speaking listening skills. In both blocks isolated as verbal constituents and nonverbal. With the greatest attention is given to listening skills non-verbal communication skills. It is argued by the fact that under the traditional system of education is not formed this group of skills, in addition, the non-verbal reactions occur at the subconscious level, which requires additional effort to create a conscious abilities to use these reactions. The special communication skills are mostly required skills in professional activity (ability to make a presentation, business conversation, to organize a production meeting, instruct subordinates).

There is also a more detailed classification of communicative abilities. Recovered, for example, the ability to consult, the ability to work with a group, writing skills, the ability to make telephone calls, the ability to evaluate yourself, others, the group process, the events, the ability to organize a positive feedback, the ability to put yourself in the other skills relevant self-serve, and others. Features driven classification lies in the fact that their authors have differences in social position, the theoretical basis and practical purposes.

In Russia, in the early development of methodological ideas were considered some communicative personality traits, such as scientists K.D. Ushinskii, N.M Sokolov. They considered an important goal of education preparing students for practice, which is needed for the real application of knowledge; was formulated by one of the most important communication skills, without the use of the term - the ability to easily, clearly, beautifully speak their language.

Modern writers such as G.K Selevko, D.V Tatyanchenko, S.G Vorovschikov based on the informational approach, as the basis for group communication skills are taking the leading sources of information. Since the. Relevant sources of learning are the texts real objects, then there are three groups of communicative skills: working with an oral text, work with written text, work with real objects as sources of information.

However it is possible to use other criteria and, therefore, the classification. For example, A.V.Mudrik identifies components of communicative abilities, such as navigate the partner objectively perceive people (to understand their mood, character); understand the situation of communication (to know the rules, establish contacts); cooperate in various activities (set goals, plan for their achievement, analyze reached).

By analyzing communication as a communicative exchange, L.A. Peter identifies a range of communication skills, and above all, calls the ability to listen to the interlocutor. On the skills of

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active listening and says N.I. Shevandrin. Important as the ability of partners to share information about each other - this phenomenon is called interpersonal feedback. Skill of using feedback is essential communication skills. L.A. Peter outlines the conditions of effective feedback: 1) descriptive, t. To. Feedback in the evaluation form, is ineffective; 2) neotsrochennost, t. To. Feedback is needed at the time of communication; 3) feedback should refer to a particular manifestation, individual actions rather than the behavior at all, to each individual, and not to people in general, and come from a particular source.

According to R.S. Nemov need to pay attention to what is said and studying how they react to the actions of people to identify the thoughts and feelings that accompany the students' acts of communicating with other people, the difficulties they face in entering contact with others. The author distinguishes behavioral (external) and psychological (internal) communication components. Behavioral component consists of verbal (verbal expression) and expressive behaviors (tone of voice, rate of speech, facial expression, facial expressions, gestures). Psychological components - the thoughts, feelings, expectations and attitudes accompanying acts of communication. Psychologically prepared to communicate a person - a person who has learned, what, where, when and for what purpose can and should say and do to make a good impression and to provide the necessary impact on the other participants in the communication.

According to G.M. Andreeva each group corresponds to one of skill on three sides of communication (communication, perceptual and interactive). Group communication skills appropriate side of communication: goals, motives, means and incentives to communicate, ability to clearly express ideas, argue, analyze statements. Another group corresponds to the perceptual side of the communication, and includes the concept of empathy, reflection, self-reflection, the ability to listen and hear, to correctly interpret the information to understand the implications. The third group - the interactive aspect of communication: the concept of the relationship between the rational and emotional factors in communication, self-organization of communication, the ability to conduct a conversation, meeting, to win over, to formulate the demand, the ability to encourage, to punish, to communicate in conflict situations.

The main difference in the classifications is the criterion by which performed systematization. A.L. Soldatchenko in their study results in a classification table of communicative skills on various criteria: by psychological characteristics, types of information on information processes, information sources.

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As we seem to be the most attractive in terms of the use of information and communication technologies for mediated interpersonal communication, and thus for the formation of communicative abilities, classification criterion "information processes." Thus, under the communicative abilities we mean ownership intellectual and practical actions aimed at establishing and maintaining appropriate relationships with people in the process of learning, and then in a professional activity in the conditions of informatization of education and society. We represent a set of basic communicative skills, containing both traditional skills (speaking, listening, etc..) And communication skills associated with the use of information and communication technologies. We divide them into three groups of skills: transmission, processing and storage of information (in accordance with the three existing in animate and inanimate nature of information processes). Ability to transfer information consists of reception and transmission of information, the ability to process information includes search and processing of information, the ability to store information incorporates action information storage in traditional media and on computer media.

From the above communication skills can be identified such that underline the formation of other types of skills. They are universal in nature and are essential to the successful formation of other types of skills. For example, the ability to perform the processing of information (based on the analysis, based on the synthesis, on the basis of comparison, and so on. Etc..), The presence of which is a prerequisite for the success of any intellectual activity.

3. Conclusion

Analysis of psychological and educational literature led to the conclusion that the communication skills and communication - a multi-faceted process necessary for the organization of contacts between people in the course of joint activity. The process of communication involves the fact that its members share thoughts, intentions, ideas, experiences; it promotes the transfer, exchange, coordination of ideal entities that exist in the individual in the form of ideas, perceptions, thinking. Communication has the following functions: information and communication, regulatory-communicative and affective-communicative.

Communication skills - the ability to carry a subject known to communicate the knowledge, skills, solutions, methods of communication and terms of the new communicative situation, transforming it in accordance with the new conditions.

We also looked at the concept of the communicative potential of the individual is a characteristic of human capabilities,

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which determine the quality of its communication. It includes two components: the communicative personality traits that characterize the development of the need for communication, relates to a method of communication and communication skills - the ability to own the initiative in communication, the ability to be active, emotionally responsive to the state of communication partners, to formulate and implement their own individual program of communication, the ability to to self-stimulation and mutual stimulation in communication.

In studying the psychological characteristics of students enrolled in higher education institutions, we found that communication and self-determination are the leading type of activity at a given age. For successful implementation of communication young people need to have the following skills:

- The ability to navigate the partner objectively perceive the surrounding people (to understand their mood, character);
- Ability to work in a variety of activities (collectively set goals, plan how to achieve them together to perform, organize and evaluate progress).

Preparation of students for communication is understood as the formation of their intellectual, psychological and social readiness to participate effectively in the development of communication and ways of practical implementation of this alert. At this age, a person is most receptive to learning, as a rule, the most stable and easy to assimilate installation skills, stereotypes in the field of communication.

In the course of an experimental study, we can conclude that the hypothesis is proved. The process of formation of communicative abilities of senior pupils is successful if: create conditions conducive to the formation of effective communication skills of students high school age (including the teacher and students in active substantive communicative interaction, overcoming pedagogical conflicts); set of tools, methods and techniques of communication ensures the successful development of communication skills; systematically and to monitor the results of techniques that develop students' communication skills.

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