

MODELLING THE PROCESS OF DEVELOPING THE COMMUNICATIVE CULTURE OF STUDENTS

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The study of the regularities of a purposeful communicative culture formation system determines the pedagogical process's modelling. After all, it is known that one of the essential processes of specialist training is the development of its model.

The analysis of scientific sources shows that today modelling, as a scientific method, has begun to be applied in didactic and methodological works. Thus, I. Androshchuk notes that the modelling method is at the basis of modern pedagogical research methods – both theoretical and experimental, using subject models. In the scientific literature, “modelling” is interpreted as reproducing the characteristics of a particular object on another object, which is a model specially created to study them [6]. To develop models, a significant emphasis is placed on defining substructures concerning the holistic system and finding links between them. As N. Zunko notes, the first models of university graduates were developed based on the example of future engineers' activities in production (dividing them into elements) [3]. The functions of each element were defined, and then, according to these functions, the content, scope of knowledge and skills to be operated by future engineers were determined [6]. Scientists V. Zagvyazinsky, L. Zorina, Y. Babansky, I. Lerner, A. Sokhor, T. Shamova used models in their research:

- a) as a means for systemic consideration of complex issues (e.g., for choosing the logic of research, the logic of considering the learning process);
- b) as a description of a theoretical object (e.g., the structure of teacher-student interaction)
- c) to present the result in a generalized and visual form [4].

Undoubtedly, it is impossible to integrate the definition of communicative culture into a generally accepted concept due to the differences in understanding the nature

and essence of the concept and its main characteristics. Moreover, it is challenging to create a unified model of its formation. The existing models of different types of culture in each case consider the objectives of a particular study. Due to this, there is a certain complexity in the analysis of culture formation models caused by several circumstances:

1. The authors of the well-known models of professional culture focus on the content-process aspect.

2. The different principles of compiling models characterise different approaches to the phenomenon being studied.

3. The authors usually determined the dependence of the level of formation of professional culture on the experience of practical activity.

Furthermore, despite a large number of models, they can be tentatively classified since almost all of them are mainly based on the principles of creating commonly known models. Sometimes even the very formation of readiness to perform a specific activity is considered by scientists as a conceptual model of this activity (namely, an imaginary picture of the process and conditions of performing the activity), that is, a dynamic synthesis of available information and previous experience [1].

Characteristic features of building a model of communicative culture formation are: firstly, the tendency to change the purpose of extracurricular work in a technical educational institution; secondly, the tendency to simplify a rather complex integral formation, which is considered communicative culture. At the same time, the model of communicative culture formation will allow defining not only structural components of this phenomenon in interrelation with functional components of professional training but also ways of its formation.

The future engineer needs a high level of communicative culture for the successful performance of professional functions, which can be achieved by organizing and combining classroom and extracurricular work, subject to the active position of each student. In the context of our research, the model of communicative culture formation of students of technical educational institutions in the process of extracurricular work is a system of organization of extracurricular (educational, research, the independent activity of higher technical institution and practical training of future engineers), inclusion in which students according to a certain technique leads to successful formation of communicative culture in them. The model of students' communicative culture formation reflects the theoretical and constructive technology of extracurricular work organization in higher technical schools and is an integral system.

The analysis of scientific and pedagogical literature has shown that extracurricular work is a holistic pedagogical process of future engineer's personality development, which is based on the organic unity of the educational process with the social environment, accounting of personal interests, aptitudes of students and social order of society. Therefore, we consider extracurricular work as a logical continuation of classroom work in their unity and complementarity. That is, it is necessary to take into account the interaction of classroom and extracurricular activities aimed at the formation of communicative skills of students, the relationship between the learned educational information regarding the theoretical foundations of communication and

its role in solving professional problems and implementation of professional actions and actions of students, improved, developed and reinforced during extracurricular activities.

Among the conceptual approaches to forming the communicative culture of the future engineer, we have identified systemic, personality-oriented, communicative, humanistic, activity and competence approaches, which influence the sphere of social communicative relations and self-realization of the subject effectively.

An important factor in shaping future engineers' communicative culture is the technical educational institution's environment.

The analysis of scientific literature shows that the concept of “educational environment” is used widely and has a multidimensional character. The teacher G. Gurova believes that the concept “educational environment” is used in two meanings: as a broad social reality, society, and state as a whole; as an environment that directly surrounds a personality and, in one way or another, influences its formation and development [2].

One of the components of our model is the presence of pedagogical conditions for the effective formation of the communicative culture of students of higher technical educational institutions. The result of the interaction of conditions should be considered a positive dynamic in changing the levels of formation of communicative culture among future engineering students. The complex pedagogical conditions should ensure the development of communicative culture. Its internal dynamics in the professional training process will determine the changes that will allow students to move from one level of its formation to another.

In particular, we determined the following conditions as leading to forming the communicative culture of engineering students:

- Purpose and systematic of extracurricular work focused on dialogic interaction and cooperation in the system of “teacher-student” relations;
- updating (modifying) the content of extracurricular work in higher technical education institutions taking into account the communicative potential of future engineers by creating positive emotional content and expanding the sphere of active professional communication of students in the educational process; implementation of interactive forms and methods of students' communicative culture formation;
- effective management of the process of students' communicative culture formation.

Consequently, considering communicative culture as a complex personal formation and its structure, we consider it appropriate to assess the degree of its formation and development by such criteria as motivational and valuable, cognitive, behavioral and activity-based, personal.

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