



# USE OF HANDS-ON WORKSHOPS AS AN INTERACTIVE TOOL FOR DEVELOPING TEACHERS' COMMUNICATIVE COMPETENCE

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## Abstract:

*Relevance.* In the conditions of digitalization for teachers of service colleges, communicative competence appears as a core characteristic of their professional activity, as it provides readiness for cooperation and interaction of pedagogical workers and students, determines the effectiveness of students' general, professional and professional competencies.

*Purpose:* to identify and analyze the main aspects of the development of communicative competence, to clarify the level of development of communicative competence of teachers of service colleges, to develop a workshop program for its practical development in teaching staff in the intercourse.

*Methods:* analysis, synthesis, logical generalization, classification and systematization of empirical data and scientific and methodological literature on the development of communicative competence, retrospective analysis of own experience.

*Conclusions:* the practical aspects of development of communicative competence of pedagogical workers of colleges of service sphere in the intercourse period of advanced training taking into account the specified structural and semantic components are substantiated; empirical results of research of level of development of communicative competence of pedagogical workers of colleges of sphere of services in the intercourse period of advanced training are analyzed; the program of workshops for development of communicative competence of pedagogical workers of colleges of sphere of services in the intercourse period of advanced training is concluded.

**Keywords:** college, teacher, communication, competence, workshop, communicative competence, intercourse training period.

**Introduction.** At the present stage of innovative formation of Ukrainian society, characterized by the implementation of trends of humanization, diversification, digitalization, European integration processes, etc., the skill of man to design and implement effective communicative interaction becomes especially important. "In the theory of communication, as noted by L. Basil, argued two conceptual positions of the role of language: the transmission of speech messages and directing the activities of the interlocutor; three

types of communication: communication-informing, communication for the exchange of information, communication-influence and its components, namely: the way of presenting information, strategy and tactics of speech behavior of partners. It is on the basis of moderate and timely application of properly selected communication techniques and techniques that a person manages to establish a constructive relationship with government officials, partners, subordinates, customers and more. At the same time, ill-

considered use of communication techniques, excessive use of direct and indirect manipulative techniques can spoil the established communicative interaction between the subjects of communication (Basil, 2021). Supporting the opinion of many scholars, we emphasize that communicative competence is a core characteristic of the professional activity of teachers of vocational education institutions. In the humanistic-oriented educational environment of the college in the field of services, both teachers and students are creative subjects, creative individuals. Disclosure of creative potential of the future specialist, actualization of his individual abilities and needs for self-improvement, in our opinion, should be the leading value of modern professional higher education, and its purpose would be to provide holistic development of the applicant's personality, not only training a specialist, flexibly navigate and act effectively in market conditions. To achieve this goal, pedagogical staff of service colleges need to acquire a high level of communicative competence, which will allow them not only to prevent and / or solve barriers to constructive and creative interaction, but also to promote productive pedagogical communication. Study of pedagogical experience of teachers of Bila Tserkva College of Service and Design, Vyacheslav Chornovil Galician College, Dubna College of Culture and Arts, College of Kyiv National University of Technology and Design, Lviv Cooperative College of Economics and Law, Technological College of National University «Lviv Polytechnic» – technical College, Kharkiv College of Textiles and Design and analysis of educational practice of training future service professionals in these institutions, shows that the communication of many teachers has negative characteristics (evaluative color of speech, desire for intellectual and positional dominance, egocentrism and categorical reasoning, reluctance criticism, secrecy and indifference to current issues of professional higher education, improving the training of service professionals, etc.). In this regard, we found a contradiction that needs to be urgently addressed and arises between the social requirements for the professional activities of teachers in colleges of services, the core component of which is communicative competence, and the real state of development of this integrative quality in teachers, especially in the intercourse period Certification training.

**Sources.** The source base for solving the scientific problem of development of communicative competence of pedagogical workers of colleges in the field of services in the intercourse training period were: legal documents: Law of Ukraine "On Educa-

tion", "On Professional Higher Education", "Conceptual Principles of Pedagogical Education in Ukraine and its integration into the European educational space ", the Concept" New Ukrainian school ", etc .; psychological and pedagogical research in which the essential characteristics of pedagogical interaction are revealed (I. Androschuk, I. Bekha, A. Boyko, O. Bodalyova, L. Vygotsky, N. Guziy, I. Zyazyun, V. Kan-Kalik, O. Merzlyakova, O. Fediy and others); publications on the content and structure of pedagogical communication and communicative competence (L. Bazil, N. Bibik, L. Biryuk, N. Butenko, N. Volkova, Y. Vtornikova, E. Goloborodko, G. Degtyareva, A. Kapska, S. Levchenko, A. Molchanova, L. Petrovska, O. Savchenko, G. Sagach, O. Semenog, V. Sidorenko, etc.); works in which the technologies of development of communicative skills and formation of communicative culture of teachers (L. Aukhadееva, G. Bushuyeva, O. Gavrilyuk, N. Gez, A. Dubakova, T. Ladyzhenska, M. Lazareva, L. Matsko, O. Ovcharuk are covered , V. Sadova and others); materials of pedagogical experience of teachers of Vyacheslav Chornovil Galician College, College of Kyiv National University of Technology and Design, Technological College of Lviv Polytechnic National University, Kharkiv College of Textiles and Design, available from the information content of the official websites of the institutions.

**The purpose** of the article is to determine the levels of development of communicative competence of teachers of colleges in the field of services, to develop a program of workshops for its practical development in pedagogical staff in the intercourse period of professional development.

To achieve this goal it was necessary to perform the following tasks: to analyze the state of development of the problem of communicative competence of pedagogical staff of service colleges and clarify its essential characteristics to determine the main aspects of improving the solution of the scientific problem; to find out the initial level of development of communicative competence of pedagogical workers of colleges in the field of services; to develop a practical program of workshops for the development of communicative competence of pedagogical staff of service colleges in the intercourse period of professional development.

**Methods.** To perform the tasks and achieve the goal provided the use of research methods, including: theoretical - study and analysis of theoretical research, scientific and methodological literature on the theory and methodology of communicative com-

petence, classification and systematization of theoretical and practical data, deduction, comparative analysis, forecasting possible forms and methods of developing communicative competence; empirical: study of advanced pedagogical experience, pedagogical observation of professional activity of teachers, surveys, testing, conversations with teachers of professional disciplines and masters of industrial training, retrospective analysis of own experience, methods of mathematical statistics for processing experimental results.

**Results and discussion.** In solving the scientific problem of the development of communicative competence of pedagogical staff of service colleges in the intercourse period of professional development, it was necessary to clarify its essential characteristics. To this end, based on the analysis of scientific papers, synthesis and logical generalization, several conceptual and ideological approaches to understanding the essence of the studied quality were systematized. In the field of psychology, communicative competence is positioned as a complex of personal qualities, communicative abilities, skills, knowledge that allow solving communicative problems, in accordance with ethical and moral norms and laws of public life, to establish effective contacts with other interlocutors. At the same time O. Bodalov (2002) rightly notes that in order to ensure effective interaction and mutual compatibility of individuals, it is necessary that the phenomena of identification, decentration, empathy and reflection are revealed in communication. L. Petrovska's (1998) opinion on the differentiation in the communicative competence of operational-technical (behavioral) and personal-semantic aspects is important. Following N. Kazarinova, in the structure of communicative competence of pedagogical workers of colleges in the field of services we distinguish, first, the ability of a person to plan the situation of interpersonal communication, as well as to predict different options for its deployment; secondly, communicative and executive skills (the ability to choose a strategy of behavior in accordance with the theme of communication and implement a communicative idea); third, the ability to identify the communicative potential of the interlocutor. For college teachers with a high level of development of communicative competence, their psychological attitude to productive communicative interaction is important.

According to G.M. Andreeva (1980), if the structural and semantic content of communicative competence is considered through the prism of the psychological structure of communication, which

includes perceptual, communicative and interactive aspects, it can be considered a component of communication. Then the communicative process should be understood as «informational process between people as active subjects, taking into account the relations between partners» (Korniyaka, 2013). According to the scientific research of M. Vinogradsky (2009), in the structural and semantic content of communicative competence should distinguish the following components: knowledge of the rules of communication, mastery of speech, etiquette formulas. At the same time, N. Gez (2013) to the important components of the structure of the studied education includes: the ability to compare language tools with tasks, conditions of communication; understanding the relationship between communicators. But O. Arshavska, exploring the content and structure of communicative competence, its main structural components position the language and social competence, which, in our opinion, are part of the structure of any activity (Saganets, 2016).

The study of scientific research shows that most researchers in the structure of communicative competence distinguish: the ability to successfully interact with the environment, through understanding themselves and others under the constant change of mental states, interpersonal relationships, social environment; value orientation in various communication situations, based on the knowledge and life experience of the individual; adequate human orientation in oneself - one's own psychological potential, partner's potential, situation; willingness and ability to communicate with people; internal (psychophysiological) means of regulation of communicative actions; knowledge, skills and abilities of constructive communication; internal (individual-personal) resources needed to build an effective communicative action in a certain range of situations of interpersonal interaction (Volkova, 2006; Isser, 2008; Kohut, 2015; Lazarev, 2009; Sidorenko, 2015).

Scientific research is of research, in which the main structural components of communicative competence are defined as language, speech and sociolinguistic competence (Biryuk, 2004; Semenog, 2013; Sidorenko, 2018). At the same time, the position of M. Argyle on the separation of such structural components of the studied formation as social sensitivity (accuracy of interpersonal perception) is relevant; basic interaction skills; skills of approval and encouragement that are inherent in all social situations (ie the ability to provide positive feedback to communication partners); balance, calm, harmony in spite of social anxiety.

Based on the results of theoretical analysis of scientific papers and taking into account practical experience, we believe that effective communication with students of higher education can teachers with a clear attitude to interaction and perception of positive qualities of each student, which helps to reveal their personal potential during communication. Thus, the emphasis in the structure of communicative competence is placed on cognitive processes. This means that the communicative competence of the teacher of the college in the field of services should include a certain way organized cognitive processes and emotional (affective) sphere, ie the structural and semantic components of the studied quality should also include the ability to understand and overcome communication barriers that may arise, for example, subject to misunderstanding (or partial understanding of the essence of the communication situation), due to different views, visions (social, political, religious, professional). Barriers to communication can also be psychological in nature, reflecting the individual psychological characteristics of teachers and students of

higher education, their established relationship: from friendship to hostility towards each other.

Thus, based on the study of scientific papers and extrapolation of the results of logical generalization of conceptual ideas of domestic and foreign scientists in the structure of communicative competence of pedagogical staff of service colleges, we distinguish four main components: cognitive (cognitive), communicative-speech, and social-perceptual.

Within the limits of research search, according to the specified structure, levels of development of communicative competence of pedagogical workers of colleges of service sphere were established. Based on the analysis and interpretation of empirical data, it was found that the levels of development of the studied quality differ by subtypes of professional activity of teachers, which is graphically visualized in table 1. Indicators of the development of communicative competence of respondents, by specialization are visualized in Fig.1.

Table 1.

Levels of development of communicative competence by groups of respondents

Group of respondents	Levels of formation of communicative competence		
	high	average	low
Teachers of special disciplines	71%	18%	11%
Teachers of general education courses	34%	64%	22%
Masters of industrial training	17%	45%	38%
Other pedagogical workers	39%	48%	23%

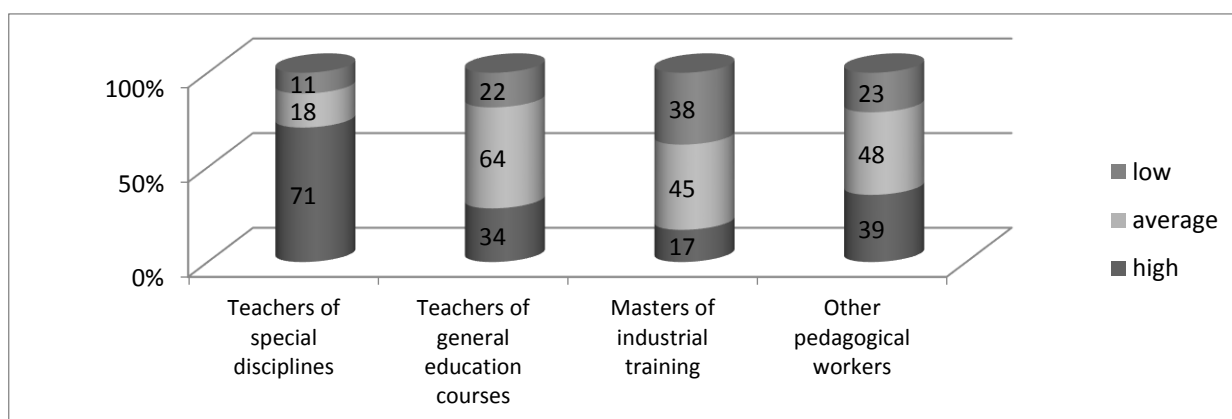


Fig.1 Indicators of the development of communicative competence in teachers depending on specialization

In order to implement a practice-oriented process of developing the communicative competence of pedagogical staff of service colleges in the inter-course period of professional development, we have

developed appropriate pedagogical technology, specified by the program of workshops held within four practical platforms (see Fig. 2).

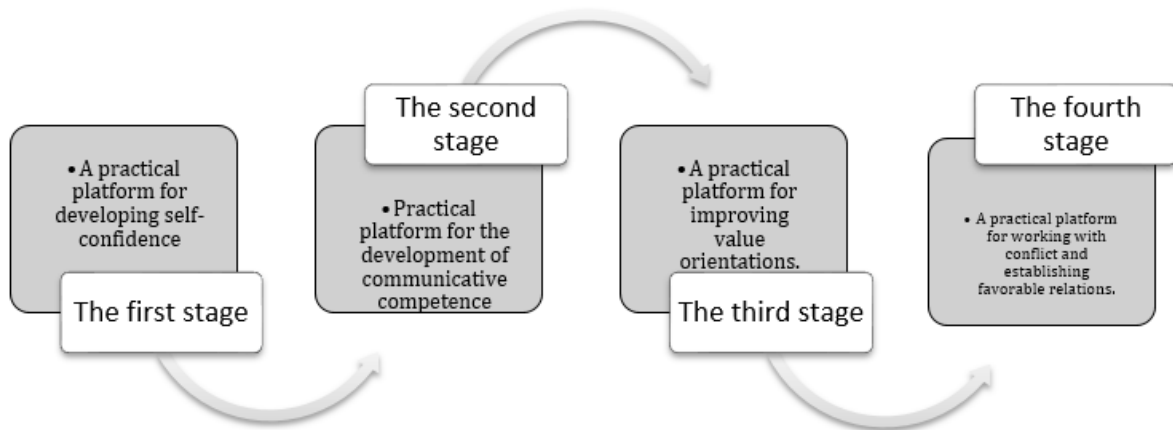


Fig. 2. The structure of pedagogical technology for the development of communicative competence of pedagogical staff of service colleges

The pedagogical technology of development of communicative competence of pedagogical workers of colleges in the field of services in the intercourse period of advanced training provides carrying out of practical workshops on four practical platforms within four practical stages. In particular, the first stage: «Practical platform for the development of self-confidence» is implemented on the basis of workshops on the topic: «How to become confident and learn to enjoy life?» (3 years). The purpose of the stage: emotional unification of group members, self-esteem adjustment, development of confidence in pedagogical staff of service colleges as one of the components of communicative competence. Increasing individual and personal significance, self-esteem. The main content of the workshop is formed by psychotechnical exercises aimed at developing confidence, assertiveness, presentation of information material on the relevance of the development of communicative competence of pedagogical staff of colleges in the field of services.

The second stage of pedagogical technology for the development of communicative competence of pedagogical staff of colleges in the field of services is implemented within the practical platform for the development of their communicative qualities. At this stage, workshops are held on the topic: «Development of communicative qualities of pedagogical staff of service colleges.» The purpose of the stage is to intensify the process of development of communication skills, increase the motivation of self-education and self-development, self-knowledge.

The third stage: «Practical platform for improving value orientations» involves conducting workshops on the topic: «The influence of value orientations of the teacher on the formation of the student's

personality». The purpose of the stage is focused on increasing self-understanding in order to consolidate self-esteem and actualization of personal resources. To achieve this goal, it is proposed to perform consolidation exercises to improve the value orientations of pedagogical staff of service colleges.

The fourth stage of pedagogical technology for the development of communicative competence of pedagogical staff of service colleges: on the basis of a workshop on the topic: «Conflict in the professional activities of teachers of colleges in the field of services». The purpose of the stage: analysis of conflict situations, reduction of communication barriers, development of strategies for overcoming conflict situations.

The system-forming link of the workshops is a complex mechanism for the development of communicative qualities of pedagogical staff of service colleges in the intercourse period of professional development. This is facilitated by a carefully designed structural and content of each lesson, in particular, clearly defined target guidelines, didactic content, activities of participants, specially selected interactive exercises and games, psychological tools to optimize the development of communicative competence of teachers of service colleges. We emphasize that the structure of each lesson includes the following types of group activity: activating exercises, information block, correction block, recommendation block, reflective block, which is a kind of «feedback». An obligatory element of the course of classes during exercises, playing games, solving problematic communicative situations is the discussion of acquired experience, communicative knowledge, skills of pedagogical and interpersonal communication in the group of subjects. This contributes to the

awareness, assimilation and integration of the experience of communicative interaction of pedagogical staff of service colleges with different types of communicators. Note that individual stages and blocks of classes during the workshops can be duplicated to consolidate communication skills and improve communication skills. At the same time during the workshops, there is an influence not only from the coach, but also the interaction between the participants. At the same time, during the exercises the facilitator focuses on its predicted (expected) end result: change

in the state of the group as a whole; change in the state of each pedagogical worker. At the beginning and end of each workshop it is necessary to perform practical exercises that help participants to relieve fatigue, create conditions for emotional relief. The plan of the program of workshops for pedagogical workers of colleges in the field of services «Development of communicative competence of pedagogical workers» developed by us is presented in table 2, and the program is schematically visualized after the table.

Table 2

Workshop program plan for college teachers  
«Development of communicative competence of teachers»

№	Platform	The name of the workshop	The name of the workshop
1.	A practical platform for developing self-confidence	Workshop «How to become confident and start enjoying life»	Relieving tension, establishing contact, creating a psychological climate of trust and cohesion. Mutual presentation of participants, acquaintance with the coach. Acquaintance with people, their interests. Development of skills and abilities to work in a psychological group. Diagnosis of self-confidence, the ability to speak in front of an audience. Consolidation of psychological atmosphere and activity, practical development of self-confidence, increase of self-esteem.
2.	Practical platform for the development of communicative competence	Workshop «Development of communicative qualities of a teacher as effective components of communicative competence»	Relieving tension, establishing contact, creating a psychological climate of trust and cohesion. Mutual presentation of participants, acquaintance with the coach. Acquaintance with people, their interests. Development of skills and abilities to work in a psychological group. Diagnosis of self-confidence, the ability to speak in front of an audience. Consolidation of psychological atmosphere and activity, practical development of self-confidence, increase of self-esteem.
3.	Practical platform for the formation of value orientations	Workshop «Development of communicative qualities of a teacher as effective components of communicative competence»	Formation of the ability to understand their feelings, values. Expanding and updating knowledge about value orientations, the ability to choose the right values. Use of interactive practical exercises, relaxation exercises.
4.	Practical platform for working with conflict and establishing favorable relations	Workshop «Development of communicative qualities of a teacher as effective components of communicative competence»	Working with conflict, developing individual ways out of conflict situations

*Practical platform for developing self-confidence Workshop 1 «How to become confident and start enjoying life» (table 3).*

*Purpose:* to develop self-confidence in teachers as one of the components of communicative competence.

*Demonstration material:* multimedia presentation, thematic video files. *Equipment:* PC, speakers, flash drive, flipchart, screen, projector. *Material resources:* diagnostic techniques, mirror, printouts. *Target audience:* teachers, masters of industrial training. *Time:* 3 hours.

Table 3

Workshop plan «How to become confident and start enjoying life»

№	Type of work	Purpose:	Time
1.	Practical exercise to activate «I do this»	To activate participants, to promote creation of the positive atmosphere, comfort in group, to develop communicative qualities	10 min
2.	Introductory speech of the speaker.	Provide information about the purpose of the event, the speaker's motivation to hold it, to activate the participants to work	10 min.
3.	Practical exercise – Associative series «Confidence»	Practically define the concept of confidence, justify its characteristics	20 min
4.	Practical exercise – «Brainstorming» «Characteristics of an insecure and confident person»	Identify the differences between a person's confidence and insecurity, understand how it affects his life	20 min
5	Information block «Differences between confident and insecure personality»	Provide information about the distinctive characteristics of a confident and insecure person, explain how insecurity affects a person's life	10 min
6	Diagnostic unit. - Method of determining the level of confidence. - Method of «Determining the manifestations of insecurity in everyday life»	Determine the level of confidence and its manifestations in the workshop participants	60 min
7	Practical exercise «Reflection»	To activate participants, to promote emotional relief, to form self-confidence, to increase the level of self-esteem	30 min
8	Practical exercise «Autotraining on assertiveness»	Emotionally relax participants, promote emotional relief, develop self-confidence, increase self-esteem	20 min
9	Recommendation block Practical recommendations	Provide practical advice on situations of developing teachers' confidence in real life	15 min
10	Fitback workshop. Reflection - Complete the sentence «Today I...»	Contribute to summarizing the lesson, reflection	15 min

*Practical platform for the development of communicative competence Workshop 2. «Development of communicative qualities of a teacher as effective components of communicative competence» (table 4).*

*Purpose:* development of communicative competence in teachers as one of the components of communicative competence. *Demonstration material:*

multimedia presentation, thematic video files. *Equipment:* PC, speakers, flash drive, flipchart, screen, projector. *Material resources:* diagnostic techniques, forms «palms», printouts, Whatmans, picture, markers. *Target audience:* teachers with low levels of assertiveness, self-esteem, communication skills. *Time:* 3 hours.

Table 4

## Workshop plan «Development of communicative qualities of a teacher as effective components of communicative competence»

№	Type of work	Purpose:	Time
1.	Practical exercise to activate the «Interview».	To activate the participants, to promote the creation of a positive atmosphere, comfort in the group	10 min
2.	Introductory speech of the speaker.	Provide information about the purpose of the event, the speaker's motivation to hold it, to activate the participants to work	5 min
3.	Practical exercise – «Brainstorming" "The concept of communication»	Practically define the concept of communication, justify its characteristics	15 min
4.	Practical exercise «Sayings»	Identify the main criteria of pedagogical communication, understand how it affects her life	30 min
5	Information block «Professional pedagogical communication»	Provide information about professional pedagogical communication, its concepts, components	10 XB.
6	Practical exercise Openwork saw «Styles of pedagogical communication»	To activate the participants, to determine practically the main characteristics of the proposed styles of pedagogical communication	25 min
7	Diagnostic block "Models (styles) of lecture communication" (MI Yusupov's technique)	Determine which model of lecture communication is used by the workshop participants	20 min
8	Practical exercise «Gossip».	Emotionally relax participants, promote emotional relief, form communicative communicativeness	15 min
9	Communication Barriers Information Block	Provide information on communication barriers that prevent people from communicating effectively.	5 min
10	Practical exercise Conflict situations during communication	Playing situations of pedagogical communication, to develop communicative competence	10 min
11	Correctional block «Psychological recommendations»	Provide practical recommendations for successful and correct performance of the teacher in front of the audience	5 min
12	Practical exercise «Decipher» (work with the screen)	Practically develop non-verbal communication skills	10 min
13	Practical exercise «Repeat movements»	Practically develop non-verbal communication skills	10 min
14	Recommendation block «Rules of pedagogical communication»	Provide practical recommendations on the rules of pedagogical communication	5 min
15	Fitback workshop. Reflection. Exercise «Emotions of animals».	Contribute to summarizing the lesson, reflection	5 min

*Practical platform for improving value orientations Workshop 3. «The influence of teacher value orientations on the formation of the student's personality» (table 5). Purpose: to improve the value orientations of teachers as a component of communicative competence. Demonstration material: multimedia*

*presentation, thematic video files. Equipment: PC, speakers, flash drive, flipchart, screen, projector. Material resources: diagnostic techniques, printouts, «value» forms, forms for. Target audience: teachers, masters of industrial training. Time: 3 hours.*



Workshop plan «The influence of teacher value orientations on the formation of the student's personality»

№	Type of work	Purpose:	Time
1.	Activation video viewing exercise.	To activate the participants, to promote the creation of a positive atmosphere, comfort in the group	5 min
2.	Introductory speech.	Provide information about the purpose of the event, the speaker's motivation to hold it, to activate the participants to work	5 min
3.	Butterfly activation exercise parable.	To activate participants, to motivate participants to the value of life	10 min
4.	Information block «Value orientations»	Provide information on the values and value orientations of young people	10 min
5.	Practical exercise – «Brainstorming» «What life values do you know?»	Practically understand the basic life values of man, understand how they affect his life	30 min
6.	Diagnostic unit. Methodology «Value orientations»	Determine the value orientations of the workshop participants	40 min
7.	Practical exercise-video «The guy with the box»	To activate the participants, to form in them the right life values	5 min
8.	Information block Results of this questionnaire for students	To acquaint the audience with the value orientations of college students	10 min
9.	Exercise «Success or failureЯ»	To acquaint the audience with the value orientations of college students	20 min
10.	Information block «Principles of organization of highly productive influence of the master teacher»	Provide information on the principles of the teacher's influence on the formation of value orientations in students	10 min
11.	Practical exercise-video «Life values»	To activate participants, to promote creation of the positive atmosphere, comfort in group to motivate participants to value of life	5 min
12.	Recommendation block. Practical exercise. Brainstorming «Ways of the teacher's influence on the formation of student's value orientations»	Actively identify and provide practical recommendations for the influence of the teacher on the formation of value orientations of the student	20 min
13.	Feedback workshop Practical exercise Reflection «Spider Web»	Contribute to summarizing the lesson, reflection	10 min

*Practical platform for working with conflict and establishing favorable relations Workshop 4. «Conflict in the professional activities of teachers» (table 6).*

*Purpose:* to acquaint the audience with the types and causes of conflicts that arise during training, educational process, development of teachers' skills of

conflict-free communication, ability to constructively overcome a contradictory situation, formation of skills to find ways to resolve conflict situations. *Demonstration material:* multimedia presentation, thematic video files. *Material resources:* diagnostic techniques, table napkins. *Target audience:* teachers, masters of industrial training. *Time:* 3 hours.

Workshop plan «Conflict in the professional activities of teachers»

№	Type of work	Purpose:	Time
1.	Practical work-activating video «Matches»	To activate the participants, to motivate them to resolve misunderstandings without conflict	10 min
2.	Introductory speech of the speaker.	To activate the participants, to motivate them to resolve misunderstandings without conflict	10 min
3.	Practical exercise «Snowflakes»	To activate the participants, to motivate them to choose different ways of resolving the conflict	20 min
4.	Practical exercise Openwork saw Types of pedagogical conflicts	Practically identify the types of pedagogical conflicts, sharing experiences	20 min
5.	Information block Causes of conflicts	Provide information on the causes of conflicts	10 min
6.	Practical exercise-viewing of the activating video «Causes of pedagogical conflicts»	To activate participants, to form in them the correct understanding of the reasons of conflicts of their professional activity to give the information on the reasons of conflicts	10 min
7.	Practical exercise "Squeeze your fist"	Contribute to emotional uplift, practically identify ways for participants to resolve conflicts	20 min.
8.	Diagnostic unit. Conflict Resolution Strategies Methodology	Introduce conflict resolution strategies to attendees	40 min
9.	Recommendation block Tips «Stages of conflict resolution»	Provide practical advice on how to resolve the conflict	10 min
10.	Information block. The use of styles of overcoming the conflict situation in pedagogical activities	To acquaint the audience with the value orientations of college students	10 min
11.	Recommendation block. such recommendations for conflict-free communication (Dale Carnegie)	Provide practical advice on conflict-free communication	10 min
12.	Fitback workshops Practical exercise Reflection «Snow»	Contribute to summarizing the lesson, reflection	10 min

**Conclusions.** The article highlights the main aspects of the development of communicative competence, identifies the components of this competence (ability to successfully interact with others; orientation in various communication situations; adequate human orientation; willingness and ability to build contacts with people; internal means of regulating communicative actions; knowledge, skills and skills

of constructive communication, internal resources needed to build effective communicative action). The results of the research of the level of communicative competence of pedagogical staff of colleges are described. In order to develop the communicative competence of college teachers, a program of workshops was designed. The purpose of the program of workshops for teachers «Development of

communicative competence of teachers» was to emotionally unite group members, intensify the process of developing communication skills, adjust self-esteem, increase motivation for self-education and self-development of teachers. During the workshops, such areas of correctional activities were planned and used as working with conflict, reducing communication barriers, developing strategies for

overcoming conflict situations, increasing personal significance, self-esteem, and developing confidence. It is expected that the example of the use of such a form of work as workshops for the development of communicative competence will allow to carry out this process more effectively in the conditions of educational institutions.

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## ВИКОРИСТАННЯ ПРАКТИЧНИХ ВОРКШОПІВ ДЛЯ РОЗВИТКУ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ КОЛЕДЖІВ СФЕРИ ПОСЛУГ

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### Реферат:

*Актуальність:* в умовах діджиталізації для педагогів коледжів сфери послуг комунікативна компетентність постає як стрижнева характеристика їхньої професійної діяльності, оскільки забезпечує готовність до співпраці та взаємодії педагогічних працівників і здобувачів освіти, зумовлює результативність набуття учнівською та студентською молоддю загальноосвітніх, професійних і фахових компетентностей.

*Мета:* визначення рівнів розвиненості комунікативної компетентності педагогів коледжів сфери послуг, розроблення програми воркшопів для практичного її розвитку в педагогічних працівників у міжкурсний період підвищення кваліфікації.

*Методи:* аналіз, синтез, логічне узагальнення, класифікація і систематизація емпіричних даних і науково-методичної літератури з розвитку комунікативної компетентності, ретроспективний аналіз власного досвіду.

*Результати:* конкретизовано структурно-змістові складові комунікативної компетентності педагогів коледжів сфери послуг; обґрунтовано рівні її розвиненості та практичні аспекти розвитку у міжкурсний період підвищення кваліфікації з урахуванням уточнених структурно-змістових складників.

*Висновки:* експериментально з'ясовано наявність низького і середнього рівня розвиненості комунікативної компетентності у більшості педагогічних працівників коледжів сфери послуг; укладено

програму воркшопів, що передбачає використання різних видів групової активності, забезпечує взаємодію тренера-фасилітатора та всіх учасників, активізує процес розвитку комунікативних умінь, сприяє корегуванню самооцінки педагогів, підвищенню в них мотивації до самовиховання і саморозвитку.

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**Ключові слова:** *коледж, педагог, комунікація, компетентність, воркшоп, комунікативна компетентність, міжкурсо-вий період підвищення кваліфікації.*

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