Chapter 3
Technology of Conducting Group Training to Increase Communicative Competence for Teachers of Socio-Humanitarian Disciplines

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ABSTRACT

The authors present the training of increasing communicative competence for teachers of social and humanitarian disciplines. An overview of the current research in this area is given: the development of projects for training teachers with a communicative skill and the search for means to assess their effectiveness, the use of feedback and reflection, the use of active teaching methods. The necessity of an individualized approach aimed at self-knowledge of the teacher, the awareness of his individual style, personal characteristics, and motivation is substantiated. The theoretical basis of the training is based on the psychological understanding of the structure of the teacher’s activity. The chapter details the goals, methods, the form of training, the necessary conditions, and the order of the training, which allow achieving the set goals and reproducibility of the results of training by other trainers. An approximate training plan, which includes six sessions, is described in detail. The results of the introduction of training and evaluation of its effectiveness are presented.

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INTRODUCTION

The success of teaching in colleges and universities largely depends on the quality of communicative activity of teachers. The demand for highly developed communicative skills of teachers has increased significantly due to a number of reasons: the growth of educational information, the arrangement of main training activities in dialogical, active and interactive forms, the need to organize effective individual and group work of students, which is especially important in teaching socio-humanitarian disciplines. S. Solco (2013) describes the new professional skills of teachers following from the changed role of the teacher in the modern world. It is argued that the teacher must have specialized “knowledge about knowledge” to facilitate the organization of knowledge and the acquisition of students’ skills in an active way; must possess the theoretical knowledge about learning and human behaviour in order to read the needs and problems of the students and of the classroom community, and also the social and family context; must create the positive climate for the learning experience; must know the techniques of verbal and non-verbal communication, diversify the language, and show coherence between feelings, emotions and behaviours; must know the main techniques and strategies of evaluation, and consider assessment as a promotional moment of the educational process. And finally, the teacher must demonstrate professional ethics concerns the role of the teacher in the moral and intellectual development of the students. According to the importance of the designated objectives of pedagogical communication and the difficulties encountered by educators, there is an urgent need for a purposeful increase in the communicative competence of teachers.

Many countries are looking for ways to implement this task and are developing projects to improve the competence and communication skills of teachers. The WATCHME project (the technology of electronic evaluation in the workplace for highly professional education based on competence) included, in particular, training in implementation of various professional roles (evaluator of training activities, manager of the work environment, teacher, leader, member of the professional community, etc.) and evaluation their effectiveness through electronic means (Hunt et al., 2015). Criteria for analyzing the communicative competence of students (differentiated at different levels of learning) are offered by Del Rosario Neira-Pineiro et al. (2018). The authors identify the main functions, units of competence, descriptors and achievement criteria that allow planning educational and training activities aimed at promoting the development, analysis and evaluation of communicative competence. Thus, future teachers are taught, first of all, the acquisition of skills in different types of professional pedagogical activity.
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