

ROLE AND VALUE OF COMMUNICATIVE COMPETENCE OF FUTURE MILITARY PSYCHOLOGIST DURING PROFESSIONAL DEVELOPMENT

Abstract

The psychological problem of the formation of communication competence of a military psychologist is conditioned by the unity of the problems faced by our army and the educational programs. It focuses on the process of formation and development of communication skills of the future military psychologist in the field of professional communication, in which the emphasis is on the direction of the future specialist in communication. Based on the results of the research, it is proposed to ensure the principle of uniformity of joint activities in the curricula and the introduction of training and innovation methods for communicative competence formation.

Keywords: Military psychologist, communication competence, orientation, professional activity.

Introduction

Recent reforms in the sphere of modern education make us reconsider approaches which are the bases for all social areas for preparation of young specialists. It is caused by the choice of teaching and training methods which promote the successful achievement of student's educational outcomes.

Professional activity in psychology is based on the various relations between objects. In this context, communication competence is considered one of the priorities. The real relationship between communication competence and the effectiveness of the psychologist's professional activity makes the complete formation of professionalism of future specialists very important. It is also a basis for professional and personal growth.

The modern system of professional education is based on the competence approach.

The competency is an achievement of the activity of specialists, which means an expression of knowledge, abilities, skills and personal qualities of the person.

The competency is an acquisition of a system of competences by the person. One of the most important issues is the improvement of the system of the Armed Forces of the Republic of Armenia and of the process of professional preparation of the military psychologists. Level of communicative competence of future military psychologists determines the level of their professional activity in the army which, in its turn, promotes the purposeful solution of the tasks facing Armed Forces.

The relevance of research is caused by the unity of our statehood army problems and educational programs. We value correlation of future military psychologists' communicative competence and adaptation of the military service. It can increase the efficiency of fighting tasks in military units. In this context, two fundamental problems are united and became a system of psychological analysis. The analysis of scientific literature is considered in three aspects for studying the professional activity of human (Bodalyov, 1983; Kunicina, 2001).

- A philosophical - methodological approach to communication and interpersonal communication (Abulxanova-Slavskaya, 2012; Kagan, 1988; Parigin, 1999, Rubinstein, 2010.);
- The psychology and pedagogical analysis of human's communicative activity (Ananyev, 1980; Andreyeva, 1984; Bodaylov, 1983; Kolominsky, 2010; Kunitsyna, 1985; Lomov, 1984; Myasishchev, 2005),
- Study of the process of professional, communicative competence formation and development (Verbitsky, 1999; Zimnyaya, 2009; Lukyanova, 1996).

Materials and methods

Based on the abovementioned, as well as the necessity of unification of the Armed Forces policy and of educational programs improvement, we have conducted research. The research objective is to study the development of communicative competence. The research objective is to study the development of communicative competences in the process of preparation of military psychologists.

This emphasizes the importance of innovative approaches in the process of military psychologists' training. That is especially relevant for effective interaction of future military psychologists and the military personnel under various circumstances and situations, in

the context of developing communicative, organizational, reflexive abilities and skills (Margaryan, 2009; Abulxanova-Slavskaya, 2012; David H. Marlowe, 2001). The communicative competence is a set of components such as the ability to estimate, predict and manage the process of communication. It also consists of the ability to improve the communicative orientation, which is necessary for effective communication and adequate, a full understanding of relationship (Petrovskaya, 2012; Abulxanova-Slavskaya, 2012).

Based on this analysis, the research was conducted generally in 2017-2018. 38 students took part in the research from Khachatur Abovyan Armenian state pedagogical university after KH. Abovyan. They were 1-2-year students of the master degree and thee 3rd and 4th-year students from the bachelor degree of the faculty of the military psychology. Communication and organizational skills are leading among the skills of involvement, consolidation of group members and the ability to direct their activities.

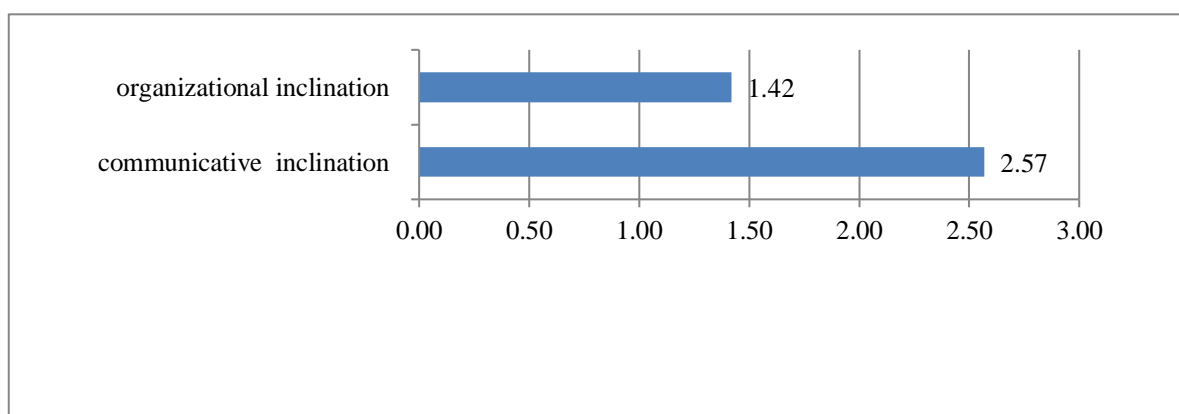
Therefore, to study the communicative competence of future military psychologists, we used V. Sinyavsky's and B. Fedorishin's methods of assessing the communicative and organizational inclination during the initial professional consultation /see the fig. 1/. We also used the methodology of S. L. Bratchenko to identify the individual in the interaction.

Results

As we mentioned above we used V. Sinyavsky's and B. Fedorishin's methods of assessing the communicative and organizational inclination during the initial professional consultation for studing the communicative competence of future military psychologists /see the fig. 1/.,

Communication skills, as well as their orientation, are Central to those professions that are associated with the interaction between people.

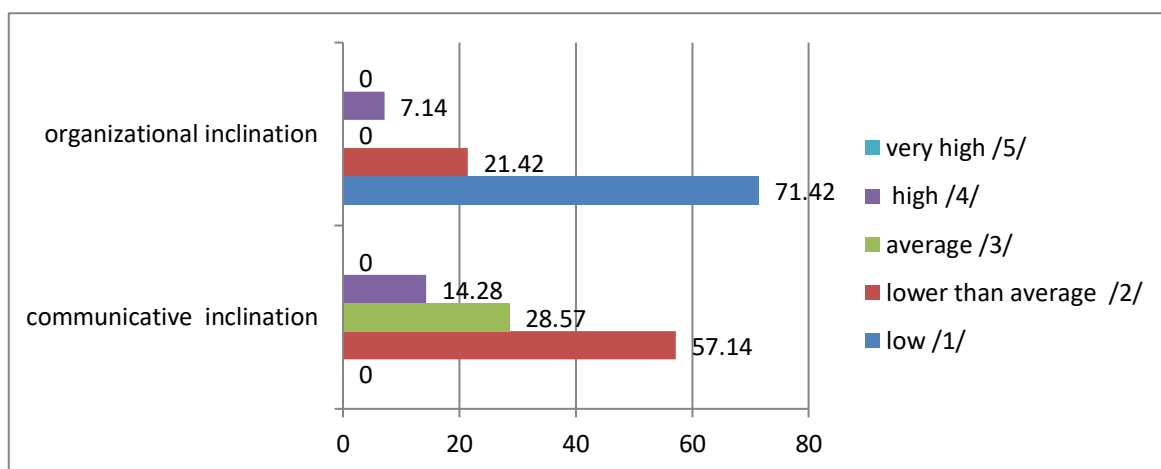
Figure 1. Evaluation of communicative and organizational aptitudes at the initial professional consultation / average dates/



Analysis of the results shows that the indicator of organizational inclinations on average is 1.42 (according to the scale of the methodology), and communication inclinations-2.57. It means that the rate of communication and organizational inclinations are low and below the average.

The distribution of communication and organizational tendencies among students is shown in Figure 2.

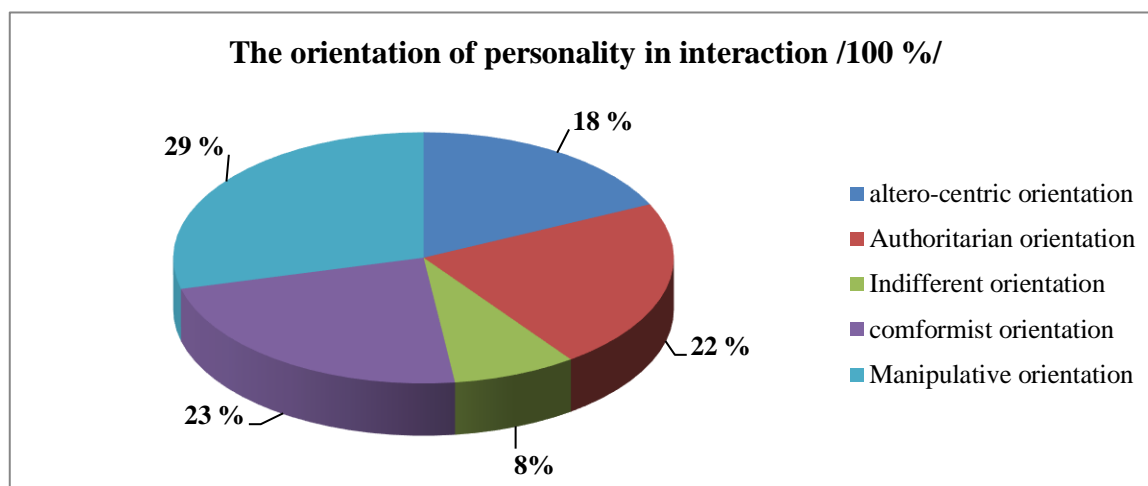
Figure 2. Distribution of Communication and Organizational Skills among Students (in percentage)



According to the results, 57.14% of respondents have lower than the average level of communicative inclination, 28.57% of respondents have an average level of communicative inclination, and among 14.28% of respondents we could not identify high, low and very high levels of communicative inclination.

Based on the logic of the hypothesis and the purpose of the study, we also applied S. L. Bratchenko's methodology of the orientation of personality in interaction /Figure 3/.

Figure 3. Personality Orientation Averaged data on methodology results



According to the results of the applied methodology (Figure 3), the main orientation is the manipulative orientation (29%). Next is the conformist orientation (23%). The authoritarian orientation is demonstrated for 1% less than the conformist orientation (22%). The alterocentric orientation is expressed by 18%. And the lowest rate (8%) has been recorded as an indifferent orientation.

Discussion

According to the analysis, they do not tend to communicate, get confused in the group, have difficulties in getting new acquaintances, also show low social activity and prefer not to make independent decisions.

The educational process of the mentioned staff is organized in the university and at the Military Aviation University after A Khamperyanc, where there are statutory relations. We assume that the existence of statutory and legislative relations in the military school impedes the development of communicative competence of the future military psychologist in the field of professional activity.

The proportion of data indicates that manipulative orientation of the person prevails in the communication process, i.e., that is to say, to make the opposite side and the whole communicative process serve for own purposes. According to this direction, the person strives to understand the other person to use and manage his or her behavior and to obtain the necessary information.

Conclusions

The results of the research allow us to focus on the following ideas:

1. We need effective communicative skill formation that is imperative for future specialists.

2. It is necessary to have united principle with RA Armed Forces in the process of preparing specialists.

3. It is important to include elective courses of the development of communicative competence in master's degree programs of military psychologists. Innovative teaching methods, which are the base of the above-mentioned courses, will serve to increase the motivation of future specialists. It will allow choosing different strategies for their own actions in different situations and areas of activity as well. The involvement of the above-mentioned courses and the game-based teaching methods as well as the socio-psychological training, will contribute to the formation and development of communicative competence of future military psychologists.

4. This process can also be a chance to develop professional training programs for military psychologists and the staff of the Armed Forces of Armenia.

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