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COMPETENCE-BASED APPROACH TO COMMUNICATION PROBLEMS

Abstract. *In this article, the competence based approach to communication issues is thoroughly considered. The conditions and methods of a person's constant communication, one's relationship with oneself, others, the world, life, and the meaning of one's life are analyzed. The formation and functioning of the mechanism of communication tools, the process of personality development are described. The modern professional activity of a person is almost entirely based on interaction for the exchange of information, that is, on communicative competence. The categorization of communication develop from the day a person is born, depending on the influence of the environment at the level of age specificity. The categorization of children's reciprocal communication, the cultivation of essential life skills, and the foundational elements contributing to the development of a child's identity are based in the course of reciprocal communication. Success in interpersonal and business relationships, as well as learning interactions, has been shown to be achievable through regular practice to develop the necessary characteristics and competencies.*

Keywords: *communication, competence, value, child, parent.*

Introduction. Individuals ought to engage in perpetual learning and refinement of communication skills from early childhood onwards. This imperative underscores the ongoing need to augment one's communicative experience, enhance adaptability, and cultivate communicative competence throughout the course of one's life. Proficiency in the principles and techniques of communication, harnessing the influential capabilities of one's native language, and adeptness in persuasion, diverse conversations, and negotiations yield tangible advantages across all life domains. Such skills not only contribute to career advancement but also pave the way for professional success, empowering individuals to attain competitiveness and accomplish their aspirations.

Human existence is inherently intertwined with relationships, and a fulfilled individual is one who comprehensively understands and embraces these connections, finding self-awareness through communication. The capacity for effective communication is not innate; rather, it evolves over time. Primarily, it is shaped with the assistance of parents and the surrounding environment. When parents guide their child to assert independence by providing support, acting as a shield, and ensuring the availability of a space that reflects their individuality, they foster an environment that underscores the significance of self-expression and communication. Recognizing the paramount value of interpersonal connections, acknowledging the child's emotions, and respecting their unique individuality contribute to the cultivation of this vital life skill.

The fracture of connections with oneself, others, the world, and the meaning of life manifests in various phenomena, such as depression, diminished confidence, and a loss of zest for life. These occurrences signify a disengagement from life itself. The prevention of such outcomes necessitates the development of crucial abilities among adults—namely, responsibility, empathy, effective communication, and corresponding actions. These skills collectively serve as a vital means to foster connectedness and mitigate the risk of detachment from the essence of life [1,86].

As asserted by A. Langle, the essence of living lies in a person's ability to perceive and sense their rightful place in the world—a space where they not only exist but truly live[2,68]. Every individual commences their journey to individuality in the womb, inherently distinct from the outset. While parents contribute to the physical form of a person, the emergence of spirit and personality represents a unique and separate world that comes to life as the individual matures within the mother's womb. In essence, as V. Frankl articulated, a child may inherit "building materials" from parents, but the intrinsic "builder" of one's character and identity is not hereditary. [3,291].

The singular and paramount contribution a parent can make to enable a child's journey toward a self-confident and self-fulfilling life lies in ensuring that the child feels profoundly valued. The sense of self-worth instilled during formative years holds unparalleled significance. Even if a child attains education from the finest universities worldwide and garners accolades aplenty, a lack of intrinsic self-value can hinder the ability to surmount feelings of inadequacy. Conversely, a child who perceives themselves as genuinely valued within their family, regardless of academic achievements, is fortified against soul-level injuries and retains unwavering confidence in their own worth[4,71]. The way an individual relates to themselves is intricately woven into the relationships they forge with others, particularly adults and parents, during their childhood. Emphasizing the significance of child upbringing,

the proverb "If you choose to have a child, be prepared to provide comprehensive care" underscores the profound impact of these formative years. It suggests that the education and nurturing a child receives within the familial context, often likened to a flying nest, serves as a cornerstone, significantly influencing and shaping the trajectory of their future life in the majority of cases.

Research materials and methods.

Communication is the collaborative and interactive exchange between two or more individuals, with the goal of achieving a shared outcome and fostering agreement and connection. It inherently involves a two-way process where one participant assumes the role of the initiator (executive) and the other as the responder (partner). The success of communication hinges on the effective participation of both parties. The development of communication types begins at birth and evolves based on age-specific environmental influences.

The primary focus of the psychology of communication, as a subset of psychology, is examined through three key inquiries based on A. A. Leontiev's research. These encompass: a) understanding the psychological function of communication; b) exploring the interdependence of the establishment and operation of communication mechanisms; and c) analyzing the process of personality development, characterized by the transition from content-oriented communication to non-content communication.

The distinguished Kazakh scientist, Professor K. B. Zharykbaev, asserted that the psychological traits of an individual are shaped directly by the influence of society within their living environment. Recognizing that an individual cannot exist in isolation from society, he emphasized that the psyche is developed through interpersonal communication, and a person assimilates specific content through social education. Consequently, a comprehensive understanding of the psychology of an individual's personality requires a thorough grasp of cognitive attributes, alongside consideration of key components such as the social environment,

education, specific profession, and other relevant factors.

In the realm of child psychology, relationships among children are classified into two distinct types:

- Treating each other as objects or things;
- Treating each other as subjects or owners

of living beings; (this categorization is acknowledged by scholars such as M.I. Lisina, E.O. Smirnova, V.M. Kholmogorova, V.G. Utrobina, among others).

In the dynamics of treating each other as objects, children refine skills such as criticism, argumentation, competition, self-comparison, and utilization of ideas. This perspective fosters an environment where individuals focus on external attributes. Conversely, regarding each other as subjects encourages children to attend to their own characteristics, facilitating the formation of a sense of "I" or self. When children treat each other as human beings, recognizing their inherent qualities and souls, it manifests in emotions, sympathy, and concern. This two-way communication significantly contributes to the complete development of a child's identity[5,318].

In both group and pair play, we observe the occurrence of both types of relationships that contribute to shaping a child's identity. Through collaborative play, children engage in the development of relationships with one another. In psychological understanding, it is widely recognized that the interactions and relationships among children play a pivotal role as prerequisites for the formation of a child's personality. Indeed, children's interactions play a crucial role in fostering the development of essential life skills. Through activities such as play, they acquire skills like decentering (J. Piaget), effective communication (A.G. Ruzkaya, A. Reinstein), moral understanding (S.G. Jacobson, V.M. Kholmogorova), self-worth (A.V. Zaparozhets, A.K. Markova, M.I. Lisina), and the ability to self-regulate (E.O. Smirnova, M.Y. Mikhailenko, N.Y. Korotkova, E.E. Kravtsova, O.V. Grebennikova). These interactions contribute to the enhancement of their sense of autonomy and freedom, paving the way for a more promising

and brighter future [6,23]. Each child possesses their unique method of finding solace. While the actions of a child during play may appear as random sequences to adults, for the child, play serves as a reflection of their world. From birth, in addition to navigating existence, a child cultivates numerous social and emotional skills through play. This includes acquiring practical life skills like problem-solving, emotional regulation, and learning patience by persevering through mistakes during repeated play sessions. The creative nature of play imbues it with a developmental and fortifying character for the child[4,52].

Psychological games are intricately linked with the methodology of active socio-psychological education. Presently, they stand as the most popular and swiftly evolving forms of psychological intervention with both young individuals and adults within educational and recreational systems. Diverse training programs and psychological games find extensive application in delivering psychological support to youths and children, as well as in the instruction of psychology and communication. Psychological games and training sessions serve as valuable tools for a range of specialists, enabling effective decision-making, the cultivation of communicative competence, management of personal emotional situations, self-development, and a deeper understanding of others' words, feelings, skills, and actions. These tools find application across various fields, including psychology, education, and social work. Particularly crucial is the role of teaching teenagers effective communication skills, as they have been engaging in communication with peers and adults since childhood. The utilization of psychological games and training becomes instrumental in fostering healthy and constructive communication habits among teenagers. The growing demand for communication coupled with insufficient social experience has led to an increased significance of the subjective for individuals. Many children, lacking ample social exposure, may find themselves deficient in essential communication skills. Moreover, traditional educational methods often place

emphasis on the development of presentation skills. Research data supports this, revealing that a secondary school student typically speaks aloud in front of an audience for only 2 minutes a day, amounting to a mere 7 hours per year. Furthermore, adolescents demonstrate sensitivity towards the acquisition of relevant skills, and socio-psychological training and entertainment serve as effective tools for teaching communication, interaction, and mutual understanding. Broadly defined, social-psychological education encompasses any interactive learning conducted through group work or interaction. This approach incorporates the extensive use of simulated interactive games, role-plays, training sessions, and simulation exercises conducted within small groups, among other methodologies. Numerous training sessions have gained widespread recognition in the field of educating teenagers and young people. This is largely attributed to their accessibility, as many of these training sessions do not demand specialized gaming skills and are conducted within a short timeframe, typically ranging from 15 to 30 minutes. Moreover, teaching serves as a distinctive form of experiential learning, occurring within direct, "live," and interpersonal relationships. This immediate and interactive approach enhances the effectiveness of the learning experience. Engaging in training sessions and games, a young child directly interacts with the studied reality, acquiring life experience through group interactions. The process involves intensive repetition, fostering interpersonal communication, and promoting self-awareness. Through these experiences, a young person can alleviate anxiety and aggression, cultivate self-confidence, and develop an understanding of cooperative relationships with peers.

Interactive simulation games, crafted by the imagination of game authors, offer a valuable tool for teaching communication among teenagers and young adults. In these games, participants make various decisions based on their interactions within the game environment. The distinctive feature of such games lies in the interaction among players, involving individual and

collective decision-making under conditions of uncertainty, extremity, and incomplete information. These simulations create dynamic scenarios that enable participants to enhance their communication skills in a practical and engaging manner. Indeed, these games serve as effective tools for teaching interaction and negotiation skills, providing participants with opportunities to express and justify their thoughts, actively listen to their peers, and engage in cooperation through effective and constructive communication. The teaching of communication is facilitated through the repetitive rehearsal of technologies wherein the exchange of information, interaction, perception, and understanding are modeled. These games often involve group and individual discussions, creating a dynamic learning environment. Interactive simulation games thus blend entertainment and education, fostering conditions for interaction and collective decision-making grounded in personal and individualized approaches.

Technologies used in modern communication trainings include a standard set of different methods of active learning: examples, tasks or exercises; role play and roles in "play" situations; simulation games and more. Depending on the given tasks, communicative training is divided into two groups: aimed at mastering and developing interaction skills and abilities (collaborative conversation, negotiations, team building, interpersonal conflict resolution, telephone communication); aimed at deepening the experience of analyzing communication situations, where mutual changes between people are primary (correction, formation and development of relationships and values necessary for successful communication, development of the ability to correctly perceive oneself and others).

Research results. Developing communicative competence in childhood is notably more effective, considering that a person's personality prominently manifests itself in relationships with others. As highlighted by S.K. Roshchin, a crucial aspect of an individual's characteristics is communicative endurance, indicating the extent to which a person

subjectively tolerates or withstands unfavorable or unpleasant personal traits, actions, habits, behavior styles, and thinking stereotypes of their relationship partners. This underscores the importance of nurturing strong communication skills from an early age. Communicativeness is influenced by the distinctive characteristics of communicators and their partners. V.V. Boyko identifies several key characteristics that significantly impact communication. These include intellectual, value, ethical, aesthetic, emotional, sensory, energodynamic, and behavioral attributes. According to Boyko, the integrative function of these characteristics plays a pivotal role in shaping relationships between individuals and influences their levels of aggressiveness or tolerance within the communication dynamic. Society is concerned about the following question: what can be done against such influence? First of all, systematic training of children, teenagers and young people in family and school for constructive communication, formation of their communicative and psychological competence, development of social intelligence.

The concepts of kindness and evil, along with the categories of morality and objective information (knowledge), constitute essential components in the process of forming an individual's personality. These elements come into play when individuals interact with others, manifesting in distinct capacities. It is within these relationships that specific moral values, acknowledged within society, become apparent and are reaffirmed through interpersonal dynamics. Indeed, mastering values and learning to apply them is a complex process that extends beyond mere lectures. To effectively instill these values, it is essential to integrate special interactive psychological games, trainings, and exercises into the learning and entertainment experiences. Incorporating such interactive elements into various educational programs for teenagers enhances their engagement and provides practical contexts for the application of moral values.

The testimony of various experts underscores that intensive and simulation games play a crucial role in organizing interpersonal relations and developing communicative competence. These games offer a unique avenue for learning moral norms, principles, and values. Moreover, they facilitate the development of spiritual needs, foster cooperation, establish partnerships, enhance understanding of oneself and others, and enable individuals to fine-tune their potential for success in both personal and professional relationships.

Absolutely, role-playing games and training sessions create a unique opportunity for individuals to "follow someone else's path," fostering the development of empathy. Participants in these activities often experience a heightened sense of kindness and compassion toward others, including fellow participants, animals, and nature.

Discussion of scientific results. Experience shows that success in interpersonal and business relationships, as well as in interaction during learning, is possible only through constant training to develop the necessary characteristics and competencies. In the process of such training, communication is successfully carried out during group interaction, both as independent technologies, and in accordance with traditional teaching methods, using all kinds of game technologies, role-playing and simulation games, creative and heuristic exercises, game design and repeated training.

The familial dynamics, particularly during the formative years of 0-6, serve as a cornerstone for a child's subsequent interactions with peers during adolescence, representing the establishment of an emotional foundation. Adolescents, in their interactions with peers, tend to replicate behaviors and values acquired from their parents, subsequently assimilating these learned elements into their own interpersonal relationships. Research indicates that teenagers who experience parental neglect and immerse themselves in their own world often form connections with peers exhibiting a diminished respect for parental authority. Furthermore, adolescents raised in environments characterized

by strict and authoritarian parenting styles are inclined to gravitate towards groups seeking mutual support [7,148].

The formation of a teenager's identity is significantly shaped by their relationships with friends and peers, a realm that, according to research, wields a greater influence on the development of values and self-confidence compared to family dynamics during this stage. Interactions within friendship groups play a pivotal role as adolescents navigate the recognition of their own emotions and those of others. Additionally, these peer relationships contribute to the healing process of previously formed psychological traumas, highlighting the profound impact of social connections on the adolescent's psychological well-being and identity formation [8,186].

Personality often becomes evident in the context of interpersonal relationships. S.K. Roshchin underscores that communicative endurance is among the paramount characteristics defining an individual. This trait gauges the extent to which a person subjectively tolerates or withstands unfavorable or unpleasant personal attributes, such as actions, habits, behavior styles, and thinking stereotypes, exhibited by their partners in the relationships they cultivate. Communicativeness depends on the characteristics of communicators and their partners. V.V. Boyko attributes the following to the main characteristics of a person that influence communication: intellectual, value, ethical, aesthetic, emotional, sensory, energodynamic, behavioral. According to the author, the integrative function of these characteristics determines relationships between people, their aggressiveness or tolerance.

A human being comes into existence through the biological union of two adults, and subsequently, the formative relationships in one's life shape the trajectory of ongoing connections. In the context of existential psychology, it is acknowledged that an individual is inherently and continuously engaged in relationships[9,138]. This perspective posits that when a person is afforded recognition, consideration, and

responsiveness to their needs, requests, and aspirations from early childhood onward, they evolve into and sustain their identity as a person worthy of continued consideration and acknowledgment throughout their life.

In the realm of relationships, a person experiences comfort when endowed with freedom. Erich Fromm delineates freedom into two distinct types. "Freedom from" refers to the liberation from constraints or limitations, while "Freedom for" encapsulates the individual's capacity to assume responsibility and engage in the creative act of bringing something into existence[10,288]. For instance, embodying the ethos of being a "brick" as articulated by Abay, entails living in acknowledgment of one's intrinsic self and actively creating values from one's life experiences. This endeavor demands a profound sense of responsibility, involving the attentive listening to one's inner voice, the fulfillment of personal desires, and an authentic engagement with life. It is in this context that individuals may often lean towards "Freedom from" — a form of freedom directed at liberating oneself from external influences such as parental or governmental authority.

Conclusion. From the moment of birth until the end of life, an individual navigates the symbolic space of diverse interactions and relationships with others. These interactions are intricately influenced by their goals, configurations, and transitions. Whether engaging in paired interactions, participating in small group dynamics, or connecting directly or indirectly through various communication modalities and diverse forms of art, the nature of human interactions exhibits a multifaceted complexity shaped by an array of factors. Individuals and entire populations engage in social contact, encompassing a spectrum of partner interactions, ranging from emotional-personal and business connections to social-official engagements and beyond. The significance lies in the acknowledgment that an individual's relationship with their world is intricately linked to their interactions with others, and that his material activity itself is included in a much wider process

called communication. Communication is a special form of interaction of people with others as members of society. Ultimately, communication is the interaction of two or more people with the purpose of exchanging information: thoughts, feelings, actions. Social tasks of people are realized in communication.

The modern professional activity of a person is based almost entirely on interaction for the exchange of information, that is, on communicative competence (conversations, negotiations, debates, speeches, meetings, presentations or virtual communication on the Internet, etc.). In order to acquire the necessary communication skills, specialists (teachers, doctors, managers, lawyers, bankers, sales representatives, public relations specialists, dispatchers, tax officials, secretaries, etc.) will have to undergo special trainings, participate in

interactive games, invite psychologists and consultants to the organization to conduct negotiations and resolve conflict situations. It is much more effective to develop communicative competence in childhood. Presently, conducive circumstances prevail for the enhancement of communication skills. An ample cadre of specialists, including psychologists and communication instructors, is available to impart knowledge through a variety of platforms such as the Internet and distance learning. The contemporary landscape witnesses the widespread development and demand for intensive and interactive technologies, including simulations, business and role-playing games, case studies, trainings, as well as creative and heuristic methodologies, offering unprecedented opportunities for effective communication education.

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ҚАРЫМ-ҚАТЫНАС МӘСЕЛЕЛЕРІНЕ ҚҰЗЫРЕТТІЛІК ҚАТЫНАС

Аңдатпа. Бұл мақалада қарым-қатынас мәселелеріне құзыреттілік қатынас барысы жан-жақты қарастырылған. Адамның үнемі қарым-қатынаста тіршілік етуінің шарттары мен әдістері, өзімен, өзгемен, әлеммен, өмірмен, өмірінің мәнімен арқатынасы талданған. Қарым-қатынас құралдары механизмінің қалыптасуы мен қызмет етуі, тұлғаның даму процесі баяндалған. Адамның қазіргі заманғы кәсіби қызметі айтарлықтай түгелдей ақпарат алмасу үшін өзара әрекеттесуге, яғни коммуникативтік құзыреттікке негізделген. Қарым-қатынастың түрлері адамның дүниеге келген күнінен бастап жас ерекшелік деңгейінде қоршаған ортаның ықпалына байланысты дамиды. Балалардың өзара қарым-қатынасының түрлері, өзара арақатынасы барысында адам тіршілігіне қажетті қабілеттердің қалыптасуы мен бала болмысының қалыптасуындағы алғышарттары негізделген. Тұлға аралық және іскер қарым-қатынаста, сондай-ақ оқу барысында өзара әрекеттесуде табысқа жету қажетті сипаттамалар мен құзыреттерді дамыту үшін үнемі жаттығу арқылы жету мүмкіндігі көрсетілген.

Тірек сөздер: қарым-қатынас, құзыреттілік, құндылық, бала, ата-ана.

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КОМПЕТЕНТНОСТНЫЙ ПОДХОД К ПРОБЛЕМАМ ОБЩЕНИЯ

Аннотация. В данной статье комплексно рассматривается компетентностный подход к вопросам общения. Анализируются условия и способы постоянного общения человека, его взаимоотношения с самим собой, другими людьми, миром, жизнью, смыслом его жизни. Описано формирование и функционирование механизма средств общения, процесс развития личности. Современная профессиональная деятельность человека практически полностью основана на взаимодействии по обмену информацией, то есть на коммуникативной компетентности. Типы взаимоотношений складываются со дня рождения человека в зависимости от влияния окружающей среды на уровне возрастной специфики. В ходе взаимоотношений детей основываются виды взаимоотношений детей, формирование необходимых для жизнедеятельности человека способностей и предпосылки формирования личности ребенка. Было показано, что успех в межличностных и деловых отношениях, а также в учебном взаимодействии достижим посредством регулярной практики развития необходимых характеристик и компетенций.

Ключевые слова: взаимоотношения, компетентность, ценность, ребенок, родители.

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