

HISTORICAL AND CULTURAL SPACE AND FORMATION OF COMMUNICATION COMPETENCIES

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Annotation. The article considers communicative culture occupies a leading place in the general cultural and professional development of a personality and, of course, is one of the priority tasks of education, is considered as a special object of modeling pedagogical systems in the unity of their structural and functional components and is presented as the most important component of humanitarian education.

Keywords: history, culture, space, communicative competences

The historical and cultural space of a person is connected with general cultural competence and is considered as the readiness of students to harmoniously enter the cultural space of humanity, to the dialogical form of communication with the surrounding people; communicative, aesthetic Hethical culture of a graduate. Communicative culture occupies a leading place in the general cultural professional development of an individual and, of course, is one of the priority tasks of education, is considered as a special object of modeling pedagogical systems in the unity of their structural and functional components and is presented as the most important component of humanitarian education. It is communicative culture, in our opinion, that can be a condition for the successful adaptation of a child's personality to life in society and therefore deserves comprehensive study and analysis. [1] An important condition influencing the development of communicative competence in students is the process of adaptation to school.

G.A. Zuckerman [3] notes that abrupt changes in the educational process and the imposition of an age crisis form a special adaptation environment that has a strong impact on the development of the child's personality and his communicative qualities.

The study of communicative competence is also important from the point of view of psychological and pedagogical research. It is important to study the components, methods and features of the formation and development of these components in the process of adaptation of students during the transition from primary school to high school [4].

This is especially important in the context of modernization of the education system along with the historical and cultural values of our people. Modern society strives to educate a person with humanistic thinking who shares universal human values. Studying the Russian language is a means of developing practical skills in the study of culture, communicative qualities of the individual, flexibility of thinking and tolerance.

Communicative competence is formed, first of all, through mastering the culture of native speakers. Today, thanks to the development of telecommunications (especially the Internet), works of mass foreign-language culture (video materials, audio materials, graphic images, infographics, texts of electronic media, etc.) are coming to the forefront in terms of



accessibility and relevance. In addition, works of mass culture are authentic material that is close and understandable to students, the use of which in lessons makes the learning process more interesting and “live” and increases the level of motivation of schoolchildren to study a foreign language. Thus, there is a need for scientific research into the use of foreign-language mass culture as a means of developing socio-cultural competence and methodological study of this issue [8]. In domestic and foreign scientific literature, communicative competence is given some attention, but there is insufficient research into the formation and development of communicative competence in early adolescence. V.V. Davydov considered the ability to communicate, and most importantly the ability to flexibly switch from one type of communication to another, taking into account the norms of different groups, to be one of the most important skills of adolescents in work and study. Moreover, he emphasized that for the development of the characteristic features of a teenager, it is not intimate and personal communication between teenagers that is necessary, but their communication in the process of performing various types of socially useful activity, which, of course, is the educational process, which sets pedagogical tasks for a group of schoolchildren.

V.A. Bolotov and V.V. Serikov [5] indicate that the interpretation of the concept of "communicative competence" directly depends on the task facing the researcher. And he considers communicative competence from the point of view of a set of skills and abilities and a number of abilities. The author attributes the following to them:

- skills of self-adjustment and self-regulation (the ability to overcome barriers in communication),
- the ability to competently distribute efforts in the process of communication; -
- the ability to predict the communicative situation of communication,

In the work of the researcher A.A. Zarechnaya [6], the components of communicative competence are considered within the framework of subsystems and elements, which include not only fundamental abilities (the ability to find, transform and transmit information), but also such an important element as the personal characteristics of an individual, allowing effective interaction with the environment. O.V. Zapyataya, analyzing scientific approaches to defining the concepts of "communicative competence" and "communicative competence" [7], points out that often in scientific literature these concepts are used as identical, which, in the author's opinion, is not entirely correct, since "competence" in this case is part of "competence".

All this speaks of the need to work on the development, testing and implementation in schools of a psychological and pedagogical program for the formation and development of the communicative component of meta-subject competencies.

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