

THE MAIN COMPONENTS OF READINESS TO PROFESSIONAL COMMUNICATION OF FUTURE SPECIALISTS OF FIRE AND RESCUE SERVICE

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Abstract. The article deals with main components of readiness to professional communication of future specialists of Fire and Rescue Service. We considered the chain of components "motivational-target – cognitive – communicative-activity" that fixes the internal mechanisms necessary and sufficient for forming the readiness of future specialists of the Fire and Rescue Service to professional communication.

Keywords: components, readiness, professional communication, future specialists.

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Introduction

The system of the institutions of higher education of Fire and Rescue service is mostly closed, and educational establishments function as an instrument that allows to manage personal behaviour in the process of solving educational tasks, imposing certain restrictions on people's behaviour, regulating the official relationships on the principles of centralization and unified command, assuming unambiguous subordination of cadets, leadership and teaching staffs. The role requirements and the formal status of participants in the pedagogical process are clearly set out in the institutions of higher education of State Emergency Service (SES) of Ukraine. It provides the system with the necessary stability.

At the same time, the social-organizational subsystem of the institutions of higher education of SES of Ukraine in many fields functions as an open self-organizing system. Self-organization makes the social subsystem of the institutions of higher education of SES of Ukraine a living organism. It constantly updates and refines the social order from out-dated forms, adopts the organization to changed conditions. A particularly important role in the institutions of higher education of SES of Ukraine belongs to communication, which creates direct and feedback links, regulatory restricts the space of possible social actions and sets the field of necessary actions, initiates the processes of self-organization, selects the most appropriate ways of action and forms social norms (*Bukova, 2001; Kvashuk, 2013; Kozyar, 2002: 177, Pokaliuk, 2009*).

The chain of components

The readiness of the future specialist to professional communication is an integrative dynamic quality of the personality that combines motivational-target, cognitive, communicative-activity components, the degree of formation of which determines the effectiveness of professional communication in the process of solving professional tasks and leads to the improvement of the professional (communicative) competence of the cadets and students.

The recent research on motivation (*Talyzina, 1998; Vinokurova, Marihin, Umanec, 2013*) has shown a close connection between the characteristics of the motivational sphere and the readiness to professional activity, and in accordance with professional communication. Studies of motivation for achievements and goal setting play an important role in explaining the influence of motivation on the productivity of activities. Scientists study the connection of the motive of achievement with readiness to professional activity, the influence of the motive of achievement on the choice of profession, investigate the motive of achievement in a career, the role of the motive of achievement in the process of professional development of the personality of specialists of SES of Ukraine.

The motivational-target component is the awareness and development of the need for professional communication, the personal and positive attitude of cadets and students to future professional activities, a stable interest in communicative activities, professional and value motives, scientific and cognitive goals, a sense of satisfaction from the performed work.

In the concepts of classical psychology, need is a motivator of action. Thus, according to A. Maslov's concept, the self-actualization need and the realization of his/her internal potential are at a fundamental level of the pyramid of motives (*Maslov, 1999*). According to the Frankl concept, the motive is laid by the semantic universals, that is, the values, among which the scientist highlights the values of creativity (creative work), the value of experience and the value of relations (*Psychological dictionary, 1983: 389*).

In domestic and foreign literature it is described that the motivation of a specialist can be productive and consumer. In a productive motivation, a specialist seeks to give his/her activity a certain social significance. This causes an increase in the activity of a specialist, his interest in the activity and its results.

In consumer motivation, the specialist is aimed at achieving an individually meaningful goal. In this case, there is an excess of motives of support (maintaining activity at the same level) over developing motives.

The formation of productive motivation is assisted by professionally oriented training, which ensures the acquisition of professional qualities and skills by future specialists, create conditions for the development of professional abilities and help to increase the efficiency and effectiveness of professional communication (*Bakli, Keipl, 2002; Vovchasta, 2009; Yemelianov, 1985; Smit, Kristofer, 2002; Pugachev, 2002; Yagupov, 2002; Bondareva, Sysoeva, 2006*).

Thus, for example, A. Markova identifies several groups of motives in researching the approaches to studying the structure of the motives of professional activity:

- motives for understanding the purpose of the profession;
- motives of professional activity;
- motives of professional communication;
- motives of expressing yourself in the profession (*Markova, 1996: 65*).

The motivational branch of professional activity, which includes various types of motivation (professional intentions and inclinations, value orientations and motives of professional activity, professional harassment and expectations, professional arrangements, interests, readiness to professional communication, etc.) are formed in the process of professional training and at various stages of professionalism of a specialist of Fire and Rescue Service.

Thus, motives of professional activity express previously formed personal needs that are actualized during interaction with the profession (motives of self-revelation and self-affirmation, material needs, features of character, habits, etc.). In the final analysis, the

success, quality and the result of the professional activity of a specialist of Fire and Rescue Service will depend on the motivational sphere, the development of professionally important personal qualities and abilities.

This type of motivation is associated with such personal qualities:

- efforts that are understood as physical, mental, emotional intentions and they are necessary for the effective performance of professional activities;
- endeavours as efforts that are aimed at achieving professional activity and those that are characterized by diligence, efforts in work, etc.;
- insistence as self-determination, perseverance, demanding in achieving the final result of the activity;
- work ethics as honesty, duty performance, preciseness in the performance of professional activity;
- the determination as focus on the result of the individual in his/her activities, his/her aspirations.

The motives of professional communication reflect the aspiration of a person to be confirmed in the professional group, pride in the team, membership in prestigious groups, solidarity on activity, the aspiration to difficult to obtain but the attractive goal.

The following motives, which lead to professional communication, are distinguished: cognitive motives, moral (as a desire for self-expression, life self-affirmation), professionally valuable (*Baklytskyi, 2008; Belikov, 1999; Dumko, 2002*). This system of motives includes not only cognitive needs but also goals, interests, aspirations, ideals, motivational settings that determine how to implement professional communication.

Researches of some scientists are shown that the role of internal motivation associated with self-affirmation of oneself as a professional grows in the process of learning of trade (*Vasiliev, 1999: 17-24; Zelenkov, 2000: 47; Kulakov, 1999: 68*). However, the change of dominant motivation is a very individual process and depends on personality characteristics, working conditions or training, the organization of activities.

The motivation of future specialists in Fire and Rescue Service through the setting of goals is one of the most important. As students are motivated to satisfy their goals in professional communication, accordingly they are motivated to achieve the goals. In essence, the process of setting goals is one of the most important impelling forces that have an impact on people.

The key idea underlying in the goal setting theory is that the goal is as a motivating factor since it leads to a comparison of the necessary and existing ability to perform professional activities and, accordingly, professional communication. To the extent that future specialists believe that they "stay" at the approaches to the goal, they will feel dissatisfied and force themselves to make more efforts to achieve it, as long as they believe in the reality of the task. When they succeed in achieving their goal, they will have a belief in success and their own strengths. The presence of a goal significantly increases the quality of work wherefore the goal allows you to make a clear idea of what result is expected from a specialist of Fire and Rescue Service.

The goals of professional communication of future specialists of Fire and Rescue Service may be internal (initiative), which are formed by the cadet on his own, or external, which are set from the outside (formulated by the teacher). The motivation of professional communication is the inspiration of cadets to demonstrate their inner activity and to adopt goals that are considered to be personally relevant to them. It is important how the goals are correlated with the needs, interests and capabilities of the cadets: the internal need for self-

determination, self-expression and self-affirmation in all forms and forms of work, addressing the peculiarities of personal development, the system of personal values, that are important sources of motivation of professional communication.

The goals of professional communication of future specialists may be functional and objective. The functional goals of communication can be:

- rescue operations for another person;
- getting help;
- searching for a partner for a conversation, a joint activity, etc. (i.e. a partner of interaction);
- searching for a person from whom you can get understanding, compassion, emotional response, praise;
- self-expression (communication with those who give the opportunity to show strength, intelligence, ability);
- attracting other (others) to own values or common human ones (education, training);
- change of thought, intentions, the behaviour of another person (with the help of special means in methods of influence).

Target communication is always aimed at achieving a result, to solve the problem and, as a rule, is associated with the implementation of professional activities. Accordingly, professional communication is always targeted communication. In addition, professional communication involves a high level of responsibility for achieving or failing to achieve professionally meaningful goals.

The goals of professional communication are determined by the nature and situations of professional activity. Their achievements or failures show the level of professionalism of the employee, the quality of performance of his official functions.

Thus, the motivational and target component is the awareness and development of the need in professional communication, the personal and positive attitude of cadets and students to future professional activities, steady interest in communicative activities, professional and value motives, scientific and cognitive goals, a sense of satisfaction from the performed work. The motives, interests, goals, needs, emotions and value orientations of the students are in its structure, and in aggregate they show the readiness of future specialists to professional communication.

The cognitive component includes professional knowledge of the theoretical and practical aspects of humanitarian disciplines ("Ukrainian language (for specific purpose)", "Foreign language (for specific purpose)", "Psychology", "Rhetoric", "Professional ethics and official etiquette"), which are necessary for the cadets for better understanding the basics (the essence, methodological categories, principles, methods, forms) of professional communication.

According to the Branch Standard of Higher Education of Ukraine, preparation of bachelors for the direction of preparation 6.170203 "Fire safety", qualification 3439 "Specialist (for fire safety)" (*Branch Standard, 2004: 6-10*), the following skills (that are required for the professional communication) of future professionals are formed during the study of humanities:

- organize their own activities as part of a collective activity;
- use non-verbal communication methods;
- Ukrainian professional language communication;
- extend the lexical and grammatical minimum;
- use the oral contacts in situations of professional communication;

- to make written contacts in situations of professional communication;
- to make reading and comprehension of professional-oriented and general scientific foreign-language literature, its use in social and professional spheres;
- use information technology to handle foreign language and professional-oriented sources;
- use elements of sociocultural competence.

In general, the cognitive component, including, in the aggregate, professionally oriented knowledge in one or another field of professional activity and the situation of professional communication, depending on the specific professional and communicative purposes, reflects the theoretical and practical readiness of future specialists to professional communication. As for the professional communication of future specialists, this component includes knowledge of professional Ukrainian and foreign languages, the psychology of communication, rhetoric, ethics and culture of official communication, professional terminology and the basis of office work.

Motivational, target, value, emotional and cognitive characteristics of the personality form the personally-semantic concept of readiness to professional communication of future specialists of Fire and Rescue Service, as a unity of their outlook and thinking, which is realized in practical activity. This transition determines the communicative-activity component of readiness for professional communication.

The communicative-activity component is based on general techniques and methods of intellectual activity (analysis, synthesis, comparison, abstraction, generalization, specification), skills that at each stage of professional communication require from future specialists to foresee the results of their work, especially in emergency situations and extreme conditions. Own professional activity develops in specialists the ability to choose, to evaluate themselves and the surrounding world, to search and build a hierarchy of senses of life, the ability to be responsible for their actions, to form or create "image of Me". This component is also manifested in the skills of emotional and psychological self-regulation, that is, in the ability to react acutely and actively on changes in the circumstances of communication, rebuild communication, taking into account the change in the emotional state of partners, and it requires the presence of perceptual and expressive skills.

The formation of the communicative-activity component of the readiness of future professionals to professional communication is reflected through the ability to "read" non-verbal expressive movements of the interlocutor; choose the best style of communication with the interlocutor depending on the specific situation; prevent and resolve interpersonal conflicts by choosing an optimal strategy of behaviour in a conflict situation; find emotional contact with the interlocutors and establish a relationship of mutual sympathy and trust; have verbal and nonverbal means of communication.

Conclusions

Readiness to professional communication of future specialists of Fire and Rescue Service should be examined in direct relation with future activity, as an integrative dynamic ability of the personality of cadets, that combines motivational-target (motives of external stimulation, external self-affirmation, personal self-realization, cognitive with orientation on professional activity, on man, on oneself), cognitive (a system of knowledge about the specifics of the officer's communication in the main spheres of his professional activities in the professional Ukrainian and foreign languages, psychology of communication, rhetoric,

ethics and communication culture, professional terminology and the basis of office work), communicative-activity (developed perceptual, interactive and communicative aspects of communication, understanding of self-importance in the team, self-knowledge and self-realization in the process of professional communication, in the aggregate the knowledge and skills of effective communication based on the traditional rules and norms of communication that are adopted in SES of Ukraine) components, the degree of formation of which is determined by the effectiveness of using the professional communication in the process of solving professional tasks and leading to the improvement of their professional competence, and preparation is determined as a long or stable readiness of the individual to future professional activities.

Between the components of readiness, there are certain functional connections and dependencies that ensure its integrity. The presented chain of components "motivation-target – cognitive – communicative-activity" fixes the internal mechanisms that are necessary and sufficient for the formation of readiness of future specialists of Fire and Rescue Service to professional communication.

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