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T.N. Pasechkina

Siberian Fire and Rescue Academy of EMERCOM  
Senior Lecturer at the department of professional communications,  
Russia Zheleznogorsk Krasnoyarsk territory

## EFFECTIVE COMMUNICATION AND COMMUNICATIVE SELF-EFFICACY: FEATURES OF COMMUNICATION TRAINING OF FUTURE EMERCOM SPECIALISTS

**Abstract:** The article is devoted to the peculiarities of communicative training of future fire and rescue services specialists. The emphasis is on the formation of the communicative self-efficacy of cadets and students at the stage of study at the university. The author's definition of this concept is given.

**Key words:** communicative self-efficacy, future specialist of fire and rescue services, communication training, communication strategies.

**Language:** English

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### Introduction

In modern business professional world, communication skills are considered as the key ones. Among all professional qualities, communication skills are most highly valued: the ability to listen, speak, persuade, work with various kinds of information, conduct negotiations, coordinate with the actions of partners, work in a team, create a favorable communicative climate and overcome an unfavorable climate (for example, in the case of communication with an aggressive partner), analyze and manage interpersonal conflicts, recognize, analyze and use the non-verbal aspects of communication, choose the appropriate for communicative situation "language" of communication, etc.

There is no doubt that the development of communication skills among future specialists of the EMERCOM of Russia is one of the most important tasks at the stage of professional training at a university. Thanks to communicative activity, they solve professional problems in the elimination of fires, rescuing people, and carrying out fire-fighting measures. However, some researchers (A.V. Belozerskikh, D.V. Deckert, I.V. Laukhina, A.A. Lopatchenko, T.V. Masaeva, N.V. Shkrob and others) point to a number of problems arising in the formation

of the communicative competence of cadets - future specialists of the EMERCOM:

- Students often do not understand the relationship between successful professional activity and possession of communicative competence, do not realize the necessity and significance of their own efforts for self-development, do not always understand their own communication skills and capabilities;

- A limited range of students' knowledge about verbal and non-verbal means of communication, about possible models of constructive behavior, about ways of regulating the communicative behavior of others and self-control;

- Insufficient formation of communication skills, reflecting the specifics of future specialists' activities, primarily associated with the optimal organization of work with personnel, with those who are in need and affected, with interaction in extreme conditions, and more.

Having outlined some problems of communicative training of fire and rescue services future specialists at a university, let us turn our attention to the concept of "effective communication".

N.V. Grishina writes that business interaction can be called effective if it achieves its goals with a

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minimum investment of time and energy and leaves a feeling of satisfaction [2, p. 8]. Some researchers point to the achievement of an agreement as the main criterion for the effectiveness of communication (G.M. Andreeva, A.A. Bodalev, A.V. Dobrovich, V.A. Kan-Kalik, D. Kornegi, A.A. Leontiev, D.Z. Mudrik and others). At the same time, it is important to maintain a balance of relations with the interlocutor, as I.A. Sternin says, to maintain "communicative balance", that is, to stay with him in normal relations, not to quarrel [10, p.63]. Partners are perceived in terms of how well the interaction with them contributes to the achievement of their goals. Thus, effective communication is not only one that made it possible to achieve a result, but one in which the balance of relations was preserved between the participants in the communication. It is on this that the main part of the communicator's communicative efforts is often spent. In communication, you cannot improve efficiency by reducing costs.

It is necessary, on the contrary, to use the entire arsenal of verbal and non-verbal means, to comply with the laws and rules of communication, to use the techniques of effective speech influence, to comply with the normative rules of communication, etc. At the same time, we note that the specificity of fire and rescue services specialists' communication is its strict regulation, first of all, in the conditions of performing combat missions, in extreme conditions. According to V.N. Smirnov, the low level of communicative competence in extreme conditions is the reason for the decrease in the controllability of the fire brigade. Distorted and not received on time information brings misunderstanding, increased nervousness in the team, erroneous actions and, as a result, unjustified physical, mental losses, trauma, and injuries of personnel [9].

The success and effectiveness of communication largely depends on the choice of a model of speech behavior in a specific communicative situation, on the motives and goals of the communicants, their communicative attitudes, the selection of linguistic and paralinguistic means, that is, on the communication strategy of partners.

After analyzing the work of researchers involved in the study of communication strategies (T.A. van Deik, E.M. Vereshchagin, V.S. Kashkin, K. Kellerman, U. Kinch, B.V. Klyuev, M.L. Makarov, V. S. Tretyakova, N.I. Formanovskaya and others), we can conclude that, on the one hand, a communicative strategy is understood as a certain plan, type, model of behavior that determines the choice of speech actions and linguistic means, and on the other hand, as a set of communicative actions performed in a specific sequence to achieve a specific goal. We agree with the opinion of O.A. Artemova, who points out that the communicative strategy is characterized by rigidity, which is expressed in the conventionality of speech behavior in typical communicative situations. At the same time, possession of a variety of communication

strategies allows the speaker to heuristically control the solution of communicative tasks, determine the highest priority target attitudes in a specific communicative situation and ensure the possibility of their implementation with a wide range of different tactics and techniques [1].

Thus, the expansion of the repertoire of communication strategies and tactics, as well as the ability to choose a communication strategy in a specific situation and the willingness to effectively implement it, using the necessary communicative actions, greatly contributes to increasing the effectiveness of communication.

Note that the ability to select and implement communication strategies in various situations, primarily in situations of uncertainty, is directly related to the communicative self-efficacy of a person. The formation of communicative self-efficacy, in our opinion, is an important component of the communicative training of students. However, as practice shows, insufficient attention is paid to this. When forming communicative competence some important things are often not taken into account: the subjective attitude of the future specialist to the communication being carried out, the degree of his self-confidence, motivation for high-quality communication, awareness of his communicative potential, willingness to act professionally in a situation of communicative uncertainty. In the process of communicative training, it is important for both teachers and students to understand that not only knowledge, skills, personal qualities and abilities, but also the awareness of their own competence is a powerful motivational condition that determines their behavior in a specific professional situation.

Taking into account the peculiarities of the activities of fire and rescue services future specialists in the context of their communicative competence, we consider communicative self-efficacy as a professional and personal meta-quality that determines the choice of communication strategies and necessary tactics in everyday work and in emergency situations, and manifests itself in:

- Conscious ideas about their own communication capabilities (in accordance with the requirements of the profession);
- Confidence in their communicative abilities to achieve a constructive result in daily official activities (interaction with subordinate personnel, chiefs, colleagues; informing and clarifying work with the population; negotiating with representatives of government bodies, local governments, organizations, officials; interaction with representatives of the media; speeches at meetings, conferences, exhibitions that require mastery of public speaking; maintaining business documents, etc.), as well as in emergency situations (contact in a limited period of time under conditions unfavorable for communication,

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communication with victims in need during an emergency - rescue work and others);

- Confident communicative behavior associated with the rapid formation of contacts with others, the ability to take on the role of a leader, regulation and self-regulation of communication activities in emergency situations of fire suppression and rescuing people, as well as in solving other professional tasks, flexibility in communicative behavior and readiness for communicative improvisation, the ability to critically analyze and evaluate communicative situations in the professional sphere and their communicative actions in order to comprehend and rethink the communicative experience.

With regard to the theory and practice of higher education, we note that communicative self-efficacy, as a subjective knowing of a future specialist about his competence in the field of professional communication, is primarily associated with the personal goals of communicative activity; with ideas about oneself, about the level of one's communicative competence; with own ideas about the required level of communicative competence for professional activity.

In the process of forming the communicative self-efficacy of students, the emphasis should be placed on their mastery of communication strategies, actualization and development of their reflexive abilities; to deepen their understanding of their communication skills and capabilities; to increase self-confidence; to strengthen realistic self-esteem and positive self-attitude of students to their communication abilities; on the selection of the content and forms of work associated with the implementation of more difficult, non-standard tasks, with a desire to complete what was started to the end, and in case of failure, rethink their actions with a focus on results.

As we can see, communicative self-efficacy and communicative competence are different in nature, but they are connected and interdependent. In more detail this issue was discussed by us earlier [5, 6]. Communicative self-efficacy affects personal readiness for communicative activity in professional situations, primarily in situations of solving atypical tasks. For a specialist in fire and rescue services, from our point of view, these are situations in which an employee not only interacts with colleagues, but also provides support to those in need and injured. Such situations do not have an unambiguous solution scenario; therefore, the communicative component of the professional activity of these specialists should be very flexible.

Having determined the essence of communicative self-efficacy of future specialists of fire and rescue services, we will briefly consider the directions of work on the formation of this phenomenon.

Firstly, it is necessary to orient students towards communicative self-efficacy. An oriented specialist is a person who is knowledgeable, versed in the situation, aimed at a goal, at an activity, seeking to understand the upcoming difficulties. The main pedagogical method in the implementation of this condition, we consider the method of modeling professionally oriented tasks of a communicative nature [3, 7]. Such tasks are aimed at understanding students of their communicative capabilities and communicative behavior; conscious mastering of communication skills, taking into account the characteristics of the future profession; contribute to the manifestation of creativity and independence in the selection of information necessary to solve the problem.

Secondly, it is necessary to create conditions for enriching the communicative experience of future fire and rescue specialists. In the implementation of this condition, in our opinion, it is possible to use the method of situation analysis, which helps to strengthen their confidence in achieving a positive result in various communicative situations. The solution of communicative situations that may occur in future professional activities allows students to "try on" various social roles, revise their own behavior stereotypes, increase and diversify the set of communication strategies and tactics for solving various professional situations. Such work allows future specialists to comprehend and rethink their own communicative self-efficacy, to realize the need for its formation, to correlate ideas about themselves, about the level of their communicative competence with personal goals and ideas about what should be done (in accordance with the specifics of the future profession), think about assessing their own value, to learn to analyze the successes and failures in communication of one's own and others, to realize a personal attitude to the goals, methods, means, and the results of one's activity in the formation of communicative self-efficacy.

Thirdly, it is important to activate the manifestations of communicative self-efficacy of future specialists of fire and rescue services through the organization of a variety of communication-oriented practices. This makes it possible for students to analyze and reflexively rethink the received educational and professional experience of communicative interaction, gain new experience in the communication and the manifestation of communicative self-efficacy in atypical situations of interaction; it is a good chance to independently and adequately correlate their communicative capabilities with what the future profession requires.

Thus, summarizing all of the above, we note that the formation of communicative self-efficacy of future specialists of the fire and rescue service is an organized pedagogical process, which consists in creating organizational and pedagogical conditions

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conducive to: orienting students towards communicative self-efficacy and accepting it as a professional and personal meta - quality; strengthening students' confidence in achieving effective communication in various professional situations by enriching their communication experience; the manifestation of confident, flexible communicative behavior, focused on a positive result

through the activation of communicative self-efficacy demonstration in situations of necessary support for those in need and affected, interaction with partners. We believe that the proposed areas of work can partially solve the problems existing in the communicative training of future EMERCOM specialists.

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