

Formation of communicative competence of future sound engineers

Yury A. Kachalov, senior lecturer
of Chair “Sound Engineering and Digital Technologies”

Samara State Institute of Culture, Samara (Russia)

E-mail: kachalovyuriy@yandex.ru

ORCID: <https://orcid.org/0000-0001-5192-0286>

Received 30.04.2025

Revised 21.05.2025

Accepted 16.06.2025

Abstract: Sound engineering as a special type of professional activity includes high requirements to the skills of a specialist: technical, physical, aesthetic, and creative. To solve many professional tasks facing a sound engineer, communicative skills are also necessary. There is a need to expand the programs for the formation of communicative competence, which is not sufficiently developed during training. The developed model for the formation of communicative competence of sound engineers takes into account the communicative situations that a sound engineer encounters in professional activity. To form the communicative competence of sound engineers, the author proposed to use personality-centered teaching methods (lecture-dialogue, discussion, case method, modeling of situations, analytical seminar, training), which make up the author's program for the formation of communicative competence of sound engineers. The peculiarity of the proposed personality-oriented methods lies in the priority of dialogue over monologue, subject-to-subject interaction of a teacher and a student, the use of personal and professional experience of both to achieve the learning goals. The proposed set of diagnostic techniques allows assessing the formedness of the components of communicative competence of sound engineers. The results obtained demonstrated the effectiveness of the proposed model: an increase in indicators for all five components of communicative competence of future sound engineers was revealed. After completing the program, students developed the skills of goal-setting, empathy, reflexivity, analysis of communication subjects, application of communication techniques, co-creation, forecasting, increased knowledge of professional terminology, etc. Analysis of cases with professional communication situations increased the ability of students to solve typical communicative tasks of a sound engineer. Consequently, the personality-centered approach is effective when forming the communicative competence of sound engineers. The experience of research on the formation of communicative competence of students can be extended to related specialties of creative universities.

Keywords: sound engineering; communicative competence model; professional communication of sound engineers; personality-centered education; subject-based approach; case method; case study.

For citation: Kachalov Yu.A. Formation of communicative competence of future sound engineers. *Evidence-based education studies*, 2025, no. 2, pp. 17–25. DOI: 10.18323/3034-2996-2025-2-61-2.

INTRODUCTION

During the training of sound engineering students, the focus is on the technical and creative training of specialists; however, the aspects of professional interaction are covered to a lesser extent. This means that future sound engineers do not have full practice of various communication situations when a sound engineer needs specific skills. For example, when interacting with a performer, a sound engineer is obliged to provide him with a comfortable environment for creativity, to have knowledge of how a sound engineer should act in various situations of professional communication. Joint creativity of a sound engineer and a director is characterized as well by specific conditions of interaction, in which the sound engineer occupies a subordinate position, but at the same time has his/her own view of the work of art. Beginning specialists are often unprepared for such communication tasks. A personality-centered approach is optimal for achieving a high level of communicative competence, since it is aimed at developing a personality

as a whole, which leads to an expansion of the range of behavioral patterns, reactions and interactions.

Communicative competence is the key to successful professional activity in areas related to communication [1–4]. Professional communications form the basis of interaction between a sound engineer and other participants in the creative process and act as a regulator of both professional and creative relationships [5; 6]. At the same time, a prerequisite for the effectiveness of professional relationships is a high level of communicative competence of their subjects [7; 8].

Communicative competence is a personality trait; therefore, to achieve the set goal, it is optimal to use the capabilities of a personality-centered approach [9–11]. A personality-centered approach as a humanistic education affects and develops individual qualities of a person at a deeper level than traditional education focused on acquiring knowledge, skills and abilities [12–14]. The introduction of innovative technologies into a personality-centered methodology leads to the development of productive thinking

and a creative approach to cognition, creativity and other types of activity [15; 16]. However, existing developments do not take into account the professional characteristics of various areas of activity. At the same time, sound engineering, which is at the intersection of creative and technical activities, requires preparation for solving specialized communicative tasks that determine both the form and content of the educational process.

With relation to methodology, it is necessary to analyze the structure and functions of communicative competence for the effective construction of a model of its formation. Elements of communicative competence models in the works [9; 17; 18] have similar parameters, although their layout and logical connections are built differently, but they do not always consider the specifics of a particular profession. It is important to remember that in teaching narrow specialties, one should rely on the unique experience of professional activity, which includes different levels of communication, interaction situations, and tasks. According to our theoretical study, the communicative competence of sound engineers includes the following components: motivational and axiological (goals and motives of professional communication), content-related (professional knowledge of the sound engineer), operational (professional vocabulary, communication channels and techniques, rhetorical techniques), environmental (definition of circumstances and conditions of communication, empathy), experiential-reflexive (analysis and reflection of communicative experience) [19]. The developed components suggest the creation of a narrowly focused training model that takes into account the professional characteristics of the sound engineer as a participant in communicative interaction.

The purpose of this study is to test experimentally the model for the formation of communicative competence of sound engineering students within the framework of a personality-centered approach.

METHODS

Sample and methods

The model for developing the communicative competence of future sound engineers was tested through a pedagogical experiment at the Samara State Institute of Culture from 2019 to 2022. The experimental work involved 160 students aged 18 to 35 studying in the specialty 51.05.01 "Sound Engineering of Cultural and Mass Performances and Concert Programs" (specialist program). Students of 3rd to 5th years of study were selected to participate in the experiment, since they already have basic knowledge of the profession and accumulated experience in practical professional activities in two areas: concert sound engineering and studio sound recording (both during educational activities at the university and part-time jobs). It is worth noting that among the students of this field, there are those who are receiving a second higher education or entered the university for the first time not after graduating from school or secondary vocational education, but much later. Therefore, the age limits of the sample are wider than in a standard

study of student groups. Due to the rather small study groups (up to 20 people) in the program cohort, data collection was carried out over several years to achieve an optimal sample size and obtain objective and reliable results.

In the experimental group (EG=83 people) and the control group (CG=77 people), an input control was carried out using diagnostic techniques to determine the level of development of individual components of communicative competence (Table 1, Table 2). The control and experimental groups were checked for homogeneity of samples for each component using the χ^2 Pearson criterion in the SPSS statistical package; the equality of the group indicators was confirmed.

After the formative experiment, the control using the same methods (Table 1, Table 2) was repeated.

Model for the formation of communicative competence

We have previously developed a model for the formation of communicative competence of sound engineers [21]. The model consists of four blocks (target, methodology, content, and evaluation-result), sequentially linked to each other. The target block contains the goal of the model: the formation of communicative competence of future sound engineers using a personality-centered approach. The methodology block sets out the approaches (competence-based and personality-centered) and the principles for implementing the model (subjectivity, dialogueness, interactivity, reflexivity, and practice-orientation). The content block (forms, methods, and teaching aids) is based on the author's program for the development of communicative competence of sound engineers. The methods of development are selected in accordance with the components of communicative competence (Table 3).

The peculiarity of the proposed personality-centered methods is the priority of a dialogue over a monologue, subject-to-subject interaction of the teacher and the student, the use of personal and professional experience of both to achieve the learning goals. The evaluation and result block of the model includes criteria for assessing the development of communicative competence components based on diagnostic methods (Table 3).

Program for the formation of communicative competence of future sound engineers

At the formative stage of the experiment, a program for the formation of communicative competence of future sound engineers (hereinafter referred to as the Program) was implemented. The Program is aimed at forming knowledge of the principles and grounds of professional interaction, the ability to analyze social situations of interpersonal/intergroup communication, navigate the system of rhetorical means, select and apply appropriate speech models in professional communication (Table 4). Each topic uses personality-centered methods aimed at acquiring communication skills: goal setting, analysis of communication subjects, application of communication techniques, co-creation, forecasting, etc. At the same time, obtaining subjective communication experience, empathy and reflection skills both increases communication competence and has

Table 1. Methods for assessing the development of components of communicative competence of sound engineers
Таблица 1. Методы оценки сформированности компонентов коммуникативной компетентности звукорежиссеров

Communicative competence component	Diagnostic technique
Motivational and axiological	Diagnostics of motivational orientations in interpersonal communications by I.D. Ladanov, V.A. Urazaeva [22]
Content-related	The author's test aimed at knowledge of professional terminology; it consists of 30 questions with three answer options, one of which is correct (Table 2)
Operational	L. Mikhelson's Test of Communication Skills [22]
Environmental	Emotional Response Scale technique by A. Mehrabyan, modified by N. Epshtein [22]
Experiential-reflexive	Methodology for diagnosing the level of development of reflexivity, questionnaire by A.V. Karpov [22]

Table 2. Author's test of knowledge of professional terminology of a sound engineer
Таблица 2. Авторский тест на знание профессиональной терминологии звукорежиссера

Test questions	
<ol style="list-style-type: none"> 1. Define sound equalization. 2. Define sound compression. 3. Determine which of the presented components an example of sound vibration is. 4. Define reverberation in sound engineering. 5. Specify the type of microphone that is most often used in studio voice recording. 6. Define jingle in sound engineering. 7. What term refers to the procedure of cleaning an audio recording from extraneous noise and interference? 8. Specify the name of the process when several audio tracks are converted into a balanced overall track. 9. Define monitoring in sound engineering. 10. Which type of microphone is <i>not</i> used for recording percussion instruments? 11. Indicate an instrument, which <i>cannot</i> be used to control the volume of an audio signal. 12. Define mixing in sound engineering. 13. Specify the name of the process of applying effects to a sound recording. 14. Specify the name of the process of creating a single musical composition from separate tracks. 15. Define a diffuser in sound engineering. 	<ol style="list-style-type: none"> 16. Specify a type of microphone that is most often used to record string instruments. 17. Define the dynamic range of a sound recording. 18. Define the process of adding sound effects to an audio track. 19. Define a condenser microphone. 20. Define the process of sound recording on several different audio tracks. 21. Define a limiter in sound engineering. 22. Which process is included in sound mastering? 23. Define a console in sound engineering. 24. What is not included in a technical rider? 25. Define a stage plan. 26. Sound below 16 Hz is called... 27. What overtones will predominate in the sound spectrum when the <i>A</i> note of the one-line octave (440 Hz) is played on a piano? 28. What term denotes the unique resonant frequencies characteristic of a particular voice or musical instrument? 29. Define the process of mixing and interacting two sound waves. 30. Define the process of a wave transition from one propagation medium to another, which is accompanied by changes in the wave

a positive impact on the development of the individual as a whole. The program for the formation of communication competence is flexible, adapts to the different communication experience of students, and includes the professional experience of the teacher through using the case method (training situations).

RESULTS

After completing the developed program for the formation of communicative competence of sound engineers in the experimental group, the indicator values increased for all the studied components. In the control group, no statistically significant changes in the components were found.

Table 3. *Personality-centered methods of formation of communicative competence components*
Таблица 3. *Личностно ориентированные методы формирования компонентов коммуникативной компетентности*

Communicative competence component	Component content	Methods of formation of components
Motivational and axiological	Setting and defining the goal and motives of communication	Lecture-dialogue
Content-related	Understanding and forming the essence and meaning of a speech message	Discussion
Operational	Speech norms, knowledge and mastery of communication techniques, professional vocabulary	Case method
Environmental	Defining the circumstances and conditions of communication, empathy	Modeling of situations
Experiential-reflexive	Analysis and reflection of communicative experience, forecasting a communicative act	Analytical seminar, training

Table 4. *Program for the formation of communicative competence of future sound engineers*
Таблица 4. *Программа формирования коммуникативной компетентности будущих звукорежиссеров*

Topic	Methods	Method description
1. General characteristics of communication: concept, structure, functions, types, stages, channels, means	Lecture-dialogue "General characteristics of communication: concept, structure, functions, types, stages"	Introductory lecture using dialogic interaction techniques
2. Verbal, non-verbal, paraverbal communication. Perceptual, communicative and interactive aspects of communication	Lecture-dialogue " Verbal, non-verbal, paraverbal communication ", "Perceptual, communicative and interactive aspects of communication"	Expanding ideas about the methods, channels and techniques of communication based on subjective experience
3. Setting and achieving communication tasks	Lecture-dialogue "Goal setting and motivation"	Work on understanding the motives and goals of the communicative act. Formation of the communication goal
4. Professional terminology and slang of sound engineers	Discussion "Work in a creative team"	Group discussion of the rules of communication using professional slang with examples of joint creativity
5. Communication techniques	Cases "Sound check", "Agreement of the rider", "Recording of the performer", "Concert of the star"	Working out communication techniques based on the specified conditions of professional interaction
6. Analysis of personal and situational features of communication	"A sound engineer and ..." situation modeling	A role-playing game with the analysis of a meta-state, circumstances and empathy development
7. Analysis and reflection of communicative behavior	Analytical seminar "Self-analysis of communication experience", training "Planning negotiations"	Reflection of the acquired communication experience, analysis of cases, development of business negotiation skills

The study of the motivational and axiological component of communicative competence demonstrated the following results. Comparison of the indicators of the experimental and control groups after the experiment showed the value of $\chi^2=16.08$ at $p<0.05$. Consequently, there was a statistically significant increase in the level of development of the motivational and axiological component of

communicative competence in the EG compared to the CG (Table 5). The EG students significantly improved their skills in understanding and applying professional terminology (content-related component). The analysis revealed statistically significant differences between the EG and the CG ($\chi^2=8.43$ at $p<0.05$). The analysis of changes in the indicators for the operational component showed that in

Table 5. Results of diagnostics of the development level of communicative competence of sound engineers (in % of the number of respondents, n=160)**Таблица 5.** Результаты диагностики уровня сформированности коммуникативной компетентности звукорежиссеров (% от числа опрошенных, n=160)

Level	Control group		Experimental group	
	Before experiment	After experiment	Before experiment	After experiment
Motivation-value-based component				
High	9.1	10.4	8.4	37.4
Medium	75.3	77.9	74.7	56.6
Low	15.6	11.7	16.9	6.0
Content-related component				
High	15.6	23.4	18.2	43.4
Medium	64.9	62.3	67.5	50.6
Low	19.5	14.3	14.3	6.0
Operational component				
High	10.4	10.4	12.0	43.4
Medium	62.3	63.6	63.9	49.4
Low	27.3	26.0	24.1	7.2
Environmental component				
High	14.3	16.9	10.8	32.5
Medium	67.5	68.8	68.7	55.4
Low	18.2	14.3	20.5	12.1
Empirical-reflective component				
High	23.4	26.0	19.3	38.6
Medium	59.7	57.1	66.3	55.4
Low	16.9	16.9	14.4	6.0

the CG the indicators remained the same, while in the EG the completion of the Program significantly influenced the students' proficiency in communication techniques ($\chi^2=25.87$ at $p<0.05$). The level of development of the environmental component in the EG also increased significantly during the experiment (Table 5). In the CG, there were statistically insignificant changes, while in the EG, there was a positive shift in all levels of component development ($\chi^2=5.22$ at $p<0.05$). The study of the experiential-reflexive component showed that the training had a positive effect on the students' ability to reflect (Table 5). Statistical measurements of unpaired samples also showed significant differences in the groups in terms of reflexivity indicators ($\chi^2=6.15$ at $p<0.05$).

The obtained data show progress in the communicative abilities of future sound engineers after applying

the model of developing the communicative competence of future sound engineers based on a personality-centered approach.

DISCUSSION

For sound engineers, within the framework of the professional program, it is important to master both specialized competencies and updated skills of negotiating in a professional environment, creative solutions to communication problems. It is optimally to form communicative competence of sound engineers on the basis of a model aimed at a comprehensive systemic development of theoretical and practical communicative competencies. The implementation of the model is ensured by subject-subject interaction between the teacher and students during training and

the use of dialogic, interactive, project, problem-based and situational teaching methods in the context of a personality-centered approach.

The application of these principles revealed the unpreparedness of students for active participation in a dialogue with the teacher during classes. Some students with the developed communication skills easily perceived the proposed format of work and maintained a conversation, proposed solutions to communication problems, shared their experience of professional communication. Most future sound engineers found it difficult to engage in communication, and were reluctant to participate in discussions, even if they had experience in professional communications. Therefore, at the initial stage of the experiment, the teacher had to persistently address the students, provoking their reactions and responses. Subsequently, the students mastered this method of work and began to participate more actively in discussions. It turned out that many students had extensive professional experience, including communication situations in the process of joint work.

A large number of communication situations were worked out, which future sound engineers encountered in joint work with a director, producer, artists and musicians, a representative of a rental organization, a group manager, an art director of the site, a technical director, a technician, etc. Among them, there were both typical situations proposed by the teacher and those communication tasks that students encountered in real work practice. The flexibility of the Program allowed including the subjective experience of students' professional communications in the lesson and considering possible strategies of communicative behavior to achieve a successful result.

A wide range of various interactions at different levels (with a manager, subordinate, colleague, etc.) was considered. Since the boundaries of subordination are not always clearly defined in a creative environment, it was important to teach students how to navigate professional contacts. Thus, during one of the classes, a student suggested analyzing the following case: he works as a sound engineer at a small concert venue with a visiting group (from another city). During sound checking, it turns out that the drum kit is too loud and needs to be muted, and the drummer refuses to follow the sound engineer's instructions. Through discussions, the following solution to the problem was proposed: it is necessary to identify the group leader, to find out whose opinion the other musicians listen to when controversial situations arise. Therefore, if it is not possible to establish contact with the musician, the situation should be explained to the leader of the group (this could be, for example, the vocalist). The student addressed him with the following wording: "Considering the small size of the venue, we critically need to muffle the hardware, soften the sound. This interferes with the vocals; they become unintelligible when the drums are playing at full volume. If we don't do this, the listener will be dissatisfied, as the voice will not be heard. And we can't add vocals, because this will cause acoustic feedback. Either we compromise and partially muffle the sound of the drums, or there will be noise and interference." Since the band leader is

interested in the overall impression of the concert, and also knows the band members well, he takes on the function of a mediator and will resolve the situation.

The students showed great interest in the cases offered by the teacher. Future sound engineers both improved the wordings and worked through objections, managed conflicts, and moderated the discussion. All these skills are necessary for solving everyday communication problems in the profession of a sound engineer, who often acts as a link between a musical group and an event organizer. Here is a student's comment on the development of conflict management skills after completing the Program: "I always avoided conflict before, tried to step aside so as not to escalate it, not to intensify it. But now I understand that at work I cannot just step aside. I must defend my professional opinion, I can argue my position without fear of disapproval, if, of course, I am one hundred percent sure of it: if I need this particular microphone, I will use it, because I am confident in it."

The greatest difficulty after overcoming the first communication barriers was the skills of reflection and negotiation planning. Despite the communication experience accumulated during the classes, students encountered a lack of understanding of how to conduct self-analysis of communication experience. To resolve this situation, an analysis of simpler, everyday communication situations was conducted. These examples were used to practice the skills of identifying errors, which were then applied in professional situations. In general, students noted the great influence of the knowledge and skills acquired during the Program both on professional communications and on interpersonal relationships, as they began to better understand the motives for communication, competently apply various communication techniques, and gain experience from negotiations: "Now it's no longer scary to go out on stage with experienced artists, to talk to them. They are the same people, you just need to treat them humanely and maintain a positive attitude. Do not argue, just calmly explain. And now I also understand well the difference between communicating with a director, who is the author of the idea and the leader, and a group manager, for example, who should listen to me as a specialist, and not manage all the sound on the stage."

Consequently, personality-centered methods do influence both the professional skills of future sound engineers and the personality as a whole, which corresponds to the theoretical developments of the conducted study. The experience gained shows how important it is to use both the universal models [17; 18] in teaching communicative competence and the highly specialized skills in specific situations of professional communication.

CONCLUSIONS

The effectiveness of the author's model for the formation of communicative competence of future sound engineers within the personality-centered approach has been confirmed. The model can be modified for related specialties and adapted for other areas of study, taking into account professional characteristics.

REFERENCES

1. Bukovtsova T.N. Communicative competence of employees of internal affairs bodies: characteristics and ways to improve. *Missiya konfessiy*, 2023, vol. 12, no. 72, pp. 79–85. EDN: [DLALXS](#).
2. Petrova S.I., Borisova U.S. Analysis of the communicative competence of modern students. *Gumanitarnye, sotsialno-ekonomicheskie i obshchestvennye nauki*, 2022, no. 12, pp. 71–75. EDN: [HWFQJX](#).
3. Sterlyagova S.S. The process of formation of communicative competence as a condition for the professional training of students of IT specialties. *Sovremennoe pedagogicheskoe obrazovanie*, 2024, no. 1, pp. 247–251. EDN: [DXGSXY](#).
4. Iksan Z.H., Zakaria E., Meerah T.S.M., Osman K., Lian D.K.Ch., Mahmud S.N.D., Krish P. Communication Skills among University Students. *Procedia – Social and Behavioral Sciences*, 2012, vol. 59, pp. 71–76. DOI: [10.1016/j.sbspro.2012.09.247](#).
5. Ezhov K.A. Aesthetic component of professional preparedness of specialists in musical sound engineering. *Vestnik Nizhegorodskogo universiteta im. N.I. Lobachevskogo*, 2008, no. 5, pp. 315–318. EDN: [IXRLOW](#).
6. Yussa E.B. Sound engineer in the music art communication. *Mezhdunarodnyy nauchno-issledovatel'skiy zhurnal*, 2016, no. 7-2, pp. 155–157. DOI: [10.18454/IRJ.2016.49.120](#).
7. Tkhorik N.S., Dzhiga N.D. Communicative competence of students of helping professions in the context of volunteer activity. *Nauchno-analiticheskiy zhurnal "Vestnik Sankt-Peterburgskogo universiteta gosudarstvennoy protivopozharnoy sluzhby MChS Rossii"*, 2022, no. 4, pp. 121–127. EDN: [OQWBXW](#).
8. Kolmogorova N.S. Correlation research of personality orientation and communicative competence of students in view of the formation of professional culture of prospective specialist. *Vestnik Barnaulskogo gosudarstvennogo pedagogicheskogo universiteta*, 2004, no. 4-1, pp. 54–61. EDN: [PYJVEV](#).
9. Zimnyaya I.A. Key competencies as a result-target basis of the competence-based approach in education. *Vyshee obrazovanie segodnya*, 2003, no. 5, pp. 34–42. EDN: [SMMBFV](#).
10. Katkova I.A., Shokhova O.V. Communicative competence in the context of socio-psychological and pedagogical support in the educational vertical. *Gumanitarnye nauki (g. Yalta)*, 2022, no. 1, pp. 101–107. EDN: [MZNIAI](#).
11. Podnebesnaya E.I. Theory and practice of development of students' communicative competence in educational organizations. *Uchenye zapiski universiteta imeni P.F. Lesgafta*, 2022, no. 10, pp. 331–333. EDN: [ZGWZDB](#).
12. Asadullin R.M., Frolov O.V. Personality-oriented technology of training a future teacher in the university educational process. *Vyshee obrazovanie v Rossii*, 2024, vol. 33, no. 6, pp. 92–103. DOI: [10.31992/0869-3617-2024-33-6-92-103](#).
13. Gromova T.V. A personality-oriented approach in inclusive education. *Sovremennoe pedagogicheskoe obrazovanie*, 2023, no. 5, pp. 173–178. DOI: [10.24412/2587-8328-2023-5-173-178](#).
14. Tsepkova A.N. The principles of a personality-oriented educational process organization at a university. *Samarskiy nauchnyy vestnik*, 2022, vol. 11, no. 3, pp. 339–344. DOI: [10.55355/snv2022113320](#).
15. Bogoyavlenskaya D.B. Giftedness and creativity. *Oda-rennyy rebenok*, 2016, no. 5, pp. 6–16. EDN: [WXTTYR](#).
16. Belyaev D.A., Kireeva E.A. Innovative educational technologies in student-centered learning. *Sovremennye issledovaniya sotsialnykh problem (elektronnyy nauchnyy zhurnal)*, 2017, vol. 8, no. 4-2, pp. 37–41. EDN: [YMFYHR](#).
17. Antropova L.V. Student's communicative competence as an object of formation in the process of professional training in a higher school. *Vestnik Cherepovetskogo gosudarstvennogo universiteta*, 2010, no. 1, pp. 15–20. EDN: [MUZDVD](#).
18. Nikolashkina V.E., Sherayzina R.M., Donina I.A. Professionally-communicative competence of the future lawyers as the subject of interdisciplinary research. *Sovremennye problemy nauki i obrazovaniya*, 2016, no. 6, pp. 489–497. EDN: [XIBMBJ](#).
19. Kachalov Yu.A. Functional components of communicative competence of sound engineers. *Vestnik Vladimirskogo gosudarstvennogo universiteta im. Aleksandra Grigorevicha i Nikolaya Stoletovyykh. Seriya: Pedagogicheskie i psikhologicheskie nauki*, 2024, no. 4, pp. 63–72. EDN: [HGNCJN](#).
20. Puzankova E.N., Bayramov E.V. Model of formation of communication competence with the use of information technologies in teaching bachelors of pedagogical education. *Uchenye zapiski Orlovskogo gosudarstvennogo universiteta*, 2019, no. 3, pp. 307–312. EDN: [HIZWPD](#).
21. Kachalov Yu.A. Formation model of sound engineers' communicative competence. *Vestnik Samarskogo gosudarstvennogo tekhnicheskogo universiteta. Seriya: Psikhologo-pedagogicheskie nauki*, 2024, vol. 21, no. 3, pp. 39–52. DOI: [10.17673/vsgtu-pps.2024.3.3](#).
22. Danilov S.V., Shustova L.P., Kuznetsova N.I., eds. *Diagnostika osobennostey adaptatsii, deyatel'nosti i professionalno-lichnostnykh zatrudneniy molodogo pedagoga: sbornik diagnosticheskikh metodik* [Diagnostics of the features of adaptation, activity and professional and personal difficulties of a young teacher: Collection of diagnostic methods]. Ulyanovsk, UIGPU im. I.N. Ulyanov Publ., 2018. 98 p. EDN: [MHMYYP](#).

СПИСОК ЛИТЕРАТУРЫ

1. Буковцова Т.Н. Коммуникативная компетентность сотрудников органов внутренних дел: характеристика и пути повышения // Миссия конфессий. 2023. Т. 12. № 72. С. 79–85. EDN: [DLALXS](#).
2. Петрова С.И., Борисова У.С. Анализ коммуникативной компетентности современных студентов // Гуманитарные, социально-экономические и общественные науки. 2022. № 12. С. 71–75. EDN: [HWFQJX](#).
3. Стерлягова С.С. Процесс формирования коммуникативной компетентности как условие профессиональной подготовки студентов ИТ-специальностей //

- Современное педагогическое образование. 2024. № 1. С. 247–251. EDN: [DXGSXY](#).
4. Iksan Z.H., Zakaria E., Meerah T.S.M., Osman K., Lian D.K.Ch., Mahmud S.N.D., Krish P. Communication Skills among University Students // *Procedia – Social and Behavioral Sciences*. 2012. Vol. 59. P. 71–76. DOI: [10.1016/j.sbspro.2012.09.247](#).
 5. Ежов К.А. Эстетические основы профессиональной готовности специалиста по музыкальной звукорежиссуре // *Вестник Нижегородского университета им. Н.И. Лобачевского*. 2008. № 5. С. 315–318. EDN: [IXRL0W](#).
 6. Юсса Е.Б. Звукорежиссер в системе музыкальной художественной коммуникации // *Международный научно-исследовательский журнал*. 2016. № 7-2. С. 155–157. DOI: [10.18454/IRJ.2016.49.120](#).
 7. Тхорик Н.С., Джига Н.Д. Коммуникативная компетентность студентов помогающих профессий в контексте к волонтерской деятельности // *Научно-аналитический журнал «Вестник Санкт-Петербургского университета государственной противопожарной службы МЧС России»*. 2022. № 4. С. 121–127. EDN: [OQWBXW](#).
 8. Колмогорова Н.С. Изучение взаимосвязи направленности личности и коммуникативной компетентности студентов в контексте становления профессиональной культуры будущего специалиста // *Вестник Барнаульского государственного педагогического университета*. 2004. № 4-1. С. 54–61. EDN: [PYJVEV](#).
 9. Зимняя И.А. Ключевые компетенции – новая парадигма результата образования // *Высшее образование сегодня*. 2003. № 5. С. 34–42. EDN: [SMMBFV](#).
 10. Каткова И.А., Шохова О.В. Коммуникативная компетентность в условиях социально-психолого-педагогического сопровождения в образовательной вертикали // *Гуманитарные науки (г. Ялта)*. 2022. № 1. С. 101–107. EDN: [MZNIAI](#).
 11. Поднебесная Э.И. Теория и практика развития коммуникативной компетентности студентов в образовательных организациях // *Ученые записки университета имени П.Ф. Лесгафта*. 2022. № 10. С. 331–333. EDN: [ZGWZDB](#).
 12. Асадуллин Р.М., Фролов О.В. Личностно-развивающий подход к профессиональной педагогической подготовке будущего учителя в вузовском образовательном процессе // *Высшее образование в России*. 2024. Т. 33. № 6. С. 92–103. DOI: [10.31992/0869-3617-2024-33-6-92-103](#).
 13. Громова Т.В. Личностно ориентированный подход в инклюзивном образовании // *Современное педагогическое образование*. 2023. № 5. С. 173–178. DOI: [10.24412/2587-8328-2023-5-173-178](#).
 14. Цепкова А.Н. О принципах организации личностно ориентированного образовательного процесса в вузе // *Самарский научный вестник*. 2022. Т. 11. № 3. С. 339–344. DOI: [10.55355/snv2022113320](#).
 15. Богоявленская Д.Б. Одарённость и творчество // *Одарённый ребёнок*. 2016. № 5. С. 6–16. EDN: [WXTTYR](#).
 16. Беляев Д.А., Киреева Е.А. Инновационные образовательные технологии в личностно-ориентированном обучении // *Современные исследования социальных проблем (электронный научный журнал)*. 2017. Т. 8. № 4-2. С. 37–41. EDN: [YMFYHR](#).
 17. Антропова Л.В. Коммуникативная компетентность студента как объект формирования в процессе профессиональной подготовки в вузе // *Вестник Череповецкого государственного университета*. 2010. № 1. С. 15–20. EDN: [MUZDVD](#).
 18. Николашкина В.Е., Шерайзина Р.М., Донина И.А. Профессионально-коммуникативная компетентность будущих юристов как предмет междисциплинарных исследований // *Современные проблемы науки и образования*. 2016. № 6. С. 489–497. EDN: [XIBMBJ](#).
 19. Качалов Ю.А. Функциональные компоненты коммуникативной компетентности звукорежиссера // *Вестник Владимирского государственного университета им. Александра Григорьевича и Николая Столетовых. Серия: Педагогические и психологические науки*. 2024. № 4. С. 63–72. EDN: [HGNCJN](#).
 20. Пузанкова Е.Н., Байрамов Э.В. Модель формирования коммуникативной компетентности с использованием информационных технологий при обучении бакалавров педагогического образования // *Ученые записки Орловского государственного университета*. 2019. № 3. С. 307–312. EDN: [HIZWPD](#).
 21. Качалов Ю.А. Модель формирования коммуникативной компетентности звукорежиссеров // *Вестник Самарского государственного технического университета. Серия: Психолого-педагогические науки*. 2024. Т. 21. № 3. С. 39–52. DOI: [10.17673/vsgtu-pps.2024.3.3](#).
 22. Диагностика особенностей адаптации, деятельности и профессионально-личностных затруднений молодого педагога: сборник диагностических методик / сост. С.В. Данилов, Л.П. Шустова, Н.И. Кузнецова. Ульяновск: УлГПУ им. И.Н. Ульянова, 2018. 98 с. EDN: [MHHMYYP](#).

Формирование коммуникативной компетентности будущих звукорежиссеров

Качалов Юрий Алексеевич, старший преподаватель
кафедры «Звукорежиссура и цифровые технологии»

Самарский государственный институт культуры, Самара (Россия)

E-mail: kachalovyuriy@yandex.ru

ORCID: <https://orcid.org/0000-0001-5192-0286>

Поступила в редакцию 30.04.2025

Пересмотрена 21.05.2025

Принята к публикации 16.06.2025

Аннотация: Звукорежиссура как особый вид профессиональной деятельности включает в себя высокие требования к навыкам специалиста: техническим, физическим, эстетическим, творческим. Для решения многих профессиональных задач, стоящих перед звукорежиссером, необходимы также коммуникативные навыки. Существует потребность в расширении программ формирования коммуникативной компетентности, которая не получает достаточного развития во время обучения. Разработанная модель формирования коммуникативной компетентности звукорежиссеров учитывает коммуникативные ситуации, с которыми сталкивается звукорежиссер в ходе профессиональной деятельности. Для формирования коммуникативной компетентности звукорежиссеров предлагается применять личностно ориентированные методы обучения (лекцию-диалог, дискуссию, метод кейсов, моделирование ситуаций, аналитический семинар, тренинг), которые составляют авторскую программу формирования коммуникативной компетентности звукорежиссеров. Особенность предложенных личностно ориентированных методов заключается в приоритете диалога над монологом, субъект-субъектном взаимодействии педагога и обучающегося, использовании личного и профессионального опыта обоих для достижения целей обучения. Предложенный набор диагностических методов позволяет оценить сформированность компонентов коммуникативной компетентности звукорежиссеров. Полученные результаты продемонстрировали эффективность предложенной модели: был выявлен рост показателей по всем пяти компонентам коммуникативной компетентности будущих звукорежиссеров. После прохождения программы студенты развили навыки целеполагания, эмпатии, рефлексии, анализа субъектов коммуникации, применения коммуникативных техник, сотворчества, прогнозирования, повысили знания профессиональной терминологии и др. Разбор кейсов с профессиональными ситуациями общения повысил способность студентов решать типовые коммуникативные задачи звукорежиссера. Следовательно, личностно ориентированный подход эффективен в формировании коммуникативной компетентности звукорежиссеров. Опыт исследования по формированию коммуникативной компетентности у студентов можно распространить и на смежные специальности творческих вузов.

Ключевые слова: звукорежиссура; модель коммуникативной компетентности; профессиональная коммуникация звукорежиссеров; личностно ориентированное обучение; субъектный подход; метод кейсов; case-study.

Для цитирования: Качалов Ю.А. Формирование коммуникативной компетентности будущих звукорежиссеров // Доказательная педагогика, психология. 2025. № 2. С. 17–25. DOI: 10.18323/3034-2996-2025-2-61-2.