

# Current Trends in Educational Science and Practice 5.

Pavel Doulík (ed.)

Ústí nad Labem  
2013



---

**FACULTY OF EDUCATION**  
**CONSTANTINE THE PHILOSOPHER UNIVERSITY IN NITRA**

**FACULTY OF EDUCATION**  
**UNIVERSITY OF JAN EVANGELISTA PURKYNĚ IN ÚSTÍ NAD LABEM**

**TEACHERS' TRAINING FACULTY IN UŽICE**  
**UNIVERSITY KRAGUJEVAC IN KRAGUJEVAC**

Pavel Doulík [ed.]

# **CURRENT TRENDS**

## **IN EDUCATIONAL SCIENCE AND PRACTICE**

**5.**

---

**ÚSTÍ NAD LABEM 2013**

## CURRENT TRENDS IN EDUCATIONAL SCIENCE AND PRACTICE 5.

### EDITORS IN CHIEF

**Marcela VEREŠOVÁ**

Constantine the Philosopher University in Nitra, Slovak Republic

**Pavel DOULÍK**

University of Jan Evangelista Purkyně in Ústí nad Labem, Czech Republic

**Krstivoje SPIJUNOVIĆ**

University of Kragujevac in Kragujevac, Serbia

### EDITORIAL BOARD

**Jana DUCHOVIČOVÁ**

Constantine the Philosopher University in Nitra, Slovak Republic

**Ľtibor HATÁR**

Constantine the Philosopher University in Nitra, Slovak Republic

**Dana MALÁ**

Constantine the Philosopher University in Nitra, Slovak Republic

**Radka MÜLLEROVÁ**

University of Jan Evangelista Purkyně in Ústí nad Labem, Czech Republic

**Krstivoje SPIJUNOVIĆ**

University of Kragujevac in Kragujevac, Serbia

**Jelena STAMATOVIĆ**

University of Kragujevac in Kragujevac, Serbia

**Branko POPOVIĆ**

University of Kragujevac in Kragujevac, Serbia

**Adriana RĚČKA**

Constantine the Philosopher University in Nitra, Slovak Republic

**Renata ŠIKULOVÁ**

University of Jan Evangelista Purkyně in Ústí nad Labem, Czech Republic

**Jiří ŠKODA**

University of Jan Evangelista Purkyně in Ústí nad Labem, Czech Republic

**Iva WEDLICHOVÁ**

University of Jan Evangelista Purkyně in Ústí nad Labem, Czech Republic

**Dragoljub ZORIC**

University of Kragujevac in Kragujevac, Serbia

### REVIEWERS

**Ilona BALKÓ**

**Ivana BRTNOVÁ ČEPIČKOVÁ**

**Jan HÁBL**

**Stanislava KAISEROVÁ**

**Roman KROUFEK**

**Renata ŠIKULOVÁ**

**Jaromíra ŠINDELÁŘOVÁ**

**Jaroslav VETEŠKA**

Authors are responsible for both the content and language of their studies. All rights reserved.  
No part of this publication may be reproduced, stored, transmitted, or disseminated, in any form,  
or by any means, without prior written permission from the authorized persons.

**ISBN 978-80-7414-683-1**

ÚSTÍ NAD LABEM — NITRA — KRAGUJEVAC

## COMMUNICATION COMPETENCE IN INITIAL AND IN-SERVICE EDUCATION OF TEACHERS

Lidija ZLATIĆ, Snežana MARINKOVIĆ

### Abstract

*Emphasising the importance of communication competence in the system of professional competences of teachers and secondary school teachers was initiated by the previous requirements placed upon teachers, but also by new goals and standards of teacher education. This paper deals with the presentation of the sources of the curriculum for communication competences of teachers in Serbia. The chief goal of the paper was to determine the experiences of teachers in learning the content concerning communication competence during initial studies and in-service education of teachers. The sample: 230 teachers from Serbia. The survey was realised during the year 2012. A questionnaire was designed for the purpose of this research. The results refer to: teachers' experience in learning the content concerning communication competence during initial studies and in-service education, the ways of their integration into the curriculum, representation of topics from different areas of communication competence, teachers' assessment on the need for introducing subjects on learning communication skills in the study program of the initial studies. We also pointed out possible steps in further work, which should lead to improving communication competence of teachers.*

**Keywords:** *communication competence, programs, experience of teachers.*

### Introduction.

Communication competence has an important formative function in the concept of the teacher's role, which, in the last 20 years has been going through significant changes, with teachers now performing increasingly diverse and more complex professional roles, e.g.: a model, planner, organizer, designer, motivator, partner, instructor, reflexive practitioner, evaluator, educator, mediator, self-evaluator, self-implementer, specialist for human resources development etc. (Bjekić, 2000; Ivić et al, 2011; Rajović & Radulović, 2007). Adequate realisation of all these roles requires a different approach to the development of communication competence, which should be a mandatory part of the initial teacher education. Teachers should develop appropriate social



















