



COMMUNICATIVE COMPETENCE OF THE FUTURE PRIMARY EDUCATION TEACHER

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Abstract: the article deals with one of the urgent problems of professional training of future primary school teachers - communicative competence.

Keywords: communicative competence, primary school teacher, future, components.

Introduction: Modern conditions of higher education put forward a number of requirements for the future specialist, who must be not only knowledgeable, but also competent in his field. "Large-scale transformations carried out within the framework of modernization programs or education reforms, as a rule, are not limited to one direction, but affect virtually all aspects of educational activity" [1, 2]. The future teacher, today's student, is faced with the task of mastering professional pedagogical competence, which includes a number of varieties. One of them is communicative competence [3, 4]. As part of communicative competence, the following components are distinguished:

1. Cognitive - the availability of knowledge necessary for effective communication.
2. Activity - the use of language means in interaction when there is an exchange of information; an active position in relation to communicative activity.
3. Personal - personal qualities that are formed in the process of professional training, which determine the success of the teacher's professional development [5, 6].

Each component that makes up communicative competence has its own criteria, on the basis of which it is possible to determine the level of formation of this quality in a student - a future primary school teacher [7, 8, 9]. The criteria for the cognitive component are: the availability of knowledge necessary for successful communication (knowledge from linguistics, psychology and pedagogy), and the degree of their development (reproductive, productive or creative development). The degree of possession of communication skills and the level of creativity are indicators of the activity component. As for the personal aspect, three points can be distinguished:

- ✓ the level of cognitive motivation;
- ✓ level of communicative inclinations;
- ✓ Possession of feedback mechanisms (decentration, identification, empathy and reflection) [10, 11, 12, 13].

The school of the 21st century requires radical changes from us, allowing us to adapt to the conditions of a rapidly changing world, to creatively realize ourselves in professional activities. The main goal of modern education is to meet the current and future needs of the individual, society and the state, to prepare a diversified personality of a citizen of his country, capable of social adaptation in society, starting work, self-education and self-improvement [14, 15, 16]. And of course, the guarantor of achieving such goals is a professionally competent teacher. That is why at present the demand for a

qualified, creatively thinking, competitive personality of a teacher, capable of educating a personality in a modern, dynamically changing world, has sharply increased [17, 18].

The need of society for a person who respects the opinions, views, behavior of other people, today sets the task of in-depth study and generalization of scientific and pedagogical and methodological research on the development of communicative competence [19, 20].

Given the humanitarian nature of the teaching profession, in order to ensure the strengthening of the practical orientation of the methodological training of students, in the educational process, special attention should be paid specifically to the formation of communication skills. This is also due to the fact, for example, that many teachers experience difficulties in communicating with students because they do not always remember that this is an art that requires not only knowledge of the methods of verbal influence, but also their practical application. Each phrase of the teacher in one way or another anticipates perception, directs the movement of creative search, establishes a certain style of relationship with students.

Often, having a brilliant command of the methodological principles of organizing and conducting a lesson, the teacher is powerless in his speech design, in the formation of such class reactions that would make the learning process an exciting dialogue of people interested in each other. Not all teachers can count on a natural talent for communication. Therefore, many need thorough training in this area. The requirements for the teacher are not only high professionalism, but also a deep understanding of the principles of communication, especially speech. Therefore, it is important to improve the speech skills of future teachers, who, even during their studies at the university, should:

- clearly know the concept of "communicative competence", its components and structure, distinguish between the components of the communicative process, master various types of speech activity, learn the principles and rules of effective speech communication, the basics of speech etiquette;
- be able to competently conduct a conversation in various areas of communication, establish contact with speech partners, control their speech activity, analyze their speech behavior, observe the ethics of communication, be able to interact effectively in the process of communication.

According to his social status, the teacher is in the zone of increased speech responsibility, his professional level is determined not only by knowledge of the subject, but also by the degree of language proficiency. That is why it is not enough just for the teacher to know the basics of science and the methodology of educational work. After all, all his knowledge and practical skills can be transferred to students only through a system of direct communication with him. Thus, the very process of communication between the teacher and students acquires a fundamental character and acts as an important professional category of pedagogical activity.

Depending on the degree of possession of the knowledge necessary for successful communication, on the level of their assimilation, on the degree of possession of communication skills, on the level of creativity in approaches to the communicative act, as well as the level of cognitive motivation, the level of communicative inclinations and possession of feedback mechanisms, four levels can be distinguished possession of communicative competence:

- 1) elementary;
- 2) transitional;
- 3) pre-professional;
- 4) professional.

A student preparing for professional pedagogical activity must have communicative competence at the pre-professional level, in the description of which the same points are highlighted as at the professional level. The difference lies in the fact that the student is a graduate of a pedagogical university, although he had the opportunity to form and train this quality in himself within the framework of pedagogical

practices, but due to the fact that pedagogical activity has not yet undergone final socialization in his personality, he remains in the social the role of the student, and this, of course, affects the final assignment of the quality and its translation into one of the leading qualities of the student's personality - the future primary school teacher. The professional level of possession of communicative competence differs from the pre-professional level only in the degree of quality stability in any life situations. A student, as a future teacher, can reach the professional level only in continuous pedagogical activity.

The search for ways to ensure high quality education is one of the ways society responds to the current social situation, but it is also a way to change this situation, to influence it not only in the present, but also in the future. The assessment of the quality of education should extend not only to the final, productive stage of educational activity, not only to the quality of mastering knowledge, skills, skills, but also to all elements of the educational system that contribute to the achievement of this result.

Conclusion. Thus, the communicative competence of future primary school teachers implies that they have certain knowledge, skills and abilities necessary for effective communication; the ability to use various languages means in a communicative act depending on the situation, as well as the desire to interact on a personal initiative, to establish a feedback connection.

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