



DEVELOPMENT OF COMMUNICATIVE COMMUNICATION OF A FUTURE PRIMARY SCHOOL TEACHER AS A PEDAGOGICAL PROBLEM

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Abstract: The development of a professional culture of communication among students - future primary school teachers is an extremely urgent task. Each teacher must contribute to this process and act in concert with the entire teaching staff.

Keywords: future primary school teachers, theoretical and practical training, professional communication culture, students.

Introduction. The introduction of innovations in the educational process of a general education school requires the theoretical, practical and personal readiness of the teacher to implement them. Moreover, it is necessary to prepare for this not only existing teachers, but also future teachers who are students today. The effective and sustainable functioning of the education system to a decisive extent depends on the level of professional training and personality development of the future teacher, on his moral preferences and orientation in the field of pedagogical communication, and the choice of teaching methods. In this regard, one of the first tasks of a pedagogical university is to develop a professional culture of communication among students - future primary school teachers [1, 2, 3].

The search for optimal ways and means of developing a professional culture of communication among students of pedagogical universities is carried out by both scientists and practice-oriented specialists. At the same time, there are no studies devoted to the problem of the formation of a professional culture of communication among students - future teachers of an elementary national school [4, 5, 6, 7].

An analysis of the state of practice showed that university teachers pay insufficient attention to the development of a professional culture of communication among future primary school teachers, referring to the lack of appropriate methodological materials. Therefore, today the problem of the formation of a professional culture of pedagogical communication and its development among students - future primary school teachers is more relevant than ever [8, 9, 10].

The problem of professional and pedagogical training of future teachers has a long history. More V.A. Sukhomlinsky emphasized that every teacher, no matter what subject he teaches, should be a philologist and at the same time noted that "the most important pedagogical tool of a teacher is speech, it cannot be replaced by anything".

In separate studies [11, 12, 13, 14] devoted to the problems of the formation of professional qualities of future teachers, the importance of developing the speech culture of students is emphasized.

In studies devoted to the problem under consideration, scientists consider the culture of communication among future teachers as a professionally important quality. They identified some pedagogical conditions, the observance of which could contribute to the effective development of speech culture among students of pedagogical universities.

The formation and development of the culture of pedagogical communication of students are directly dependent on the style of relationships: "teacher - student", "student - student", "academic group -

student", as well as on the availability of a pedagogical model and initial experience of practical relations in the field of the chosen professions. The personality of a teacher is a holistic education, and the originality as a subject carrying out pedagogical communication is expressed in personal qualities of character, pedagogical skills, due to the specific features of professional activity [16, 17, 18].

Possession of a good culture of communication is doubly important for a future teacher who will go to work in a national school, since the speech of a teacher in a national school is a model for students.

In solving the problems of developing a culture of communication between students of a pedagogical university, teachers of the university could make their contribution if they initially agreed on their pedagogical tasks, jointly regulating the ways to achieve them and specific means of influencing the speech of future teachers. However, our observations have shown that there is no such interaction between teachers of different disciplines at the university: each teacher sets and solves the problems of his disciplines [19, 20].

Speech training, development and improvement of students' speech abilities are not given due attention. It was also revealed that graduates of a pedagogical university do not have sufficient command of the speech culture of communication and are poorly prepared to ensure the process of the student's speech development, taking into account each age stage, are not prepared to take into account the characteristics of the previous and subsequent periods in speech development (preschool education - primary school - general education - organization vocational education).

Taking into account the problems identified above, we believe that the development of a culture of communication among future teachers in the learning process can be ensured when students are motivated to develop a culture of communication. At the same time, it is necessary that the student himself makes an analysis and assessment of his own speech; in order to comprehend one's own experience, it is necessary to analyze the experience of other subjects participating in the educational process and correlate it with one's own. Only then does the future teacher have an attitude towards self-education in the field of speech culture, and the development of students' speech will be ensured.

To develop communicative abilities and communication skills, students should be involved in the process of verbal communication, which contributes to the development of a culture of speech in each lesson, which can be implemented with the help of various tasks, in the course of which the student learns to express his thoughts, actively defend his point of view, reasonably build your answer and also increases your vocabulary.

The most important component of the methodology for developing the speech of future teachers is the systematic inclusion of dialogue forms of interaction in the structure of classes. This allows you to stimulate not only speech, but also cognitive skills. Dialogue involves not only the interaction of the teacher with all students, but also the discussion of students with each other. An important role in the development of the speech culture of the future teacher, in our opinion, is played by activities close to the conditions of the school. In the system of university education, such activity is primarily pedagogical practice. The constant communication of students with students in the process of practice determines their attitude to pedagogical activity, gives social significance to the acquired knowledge and skills and the culture of pedagogical communication. The culture of pedagogical communication is a professionally significant quality of the teacher's personality, it is a heuristic, personal form of realization of the pedagogical attitude, aimed at the optimally complete and correct solution of the tasks put forward by the society for the education and training of the younger generation. In our opinion, it is necessary to more effectively use the possibilities of all types of practices in order to develop a culture of pedagogical communication among students.

When forming a culture of communication among future teachers in the process of their preparation, it is advisable to use contextual learning, the theory of which is presented in some works and is a vivid example of the implementation of the activity approach in relation to vocational education. With contextual learning, a transition is made from traditional forms and methods of organizing the educational process to developing, problematic, research, search types of learning. At the same time,

an active learning environment is created in the process of teaching disciplines at a university, which ensures the development of cognitive motives, interest in future professional activities, as a result of which the speech communication of the future teacher develops.

Conclusion. In order to develop the culture of communication of the future teacher, the contextual approach can be implemented at lectures, practical, seminars and laboratory classes using constructed case studies that set the context for future pedagogical activity. These tasks will ensure the formation of linguistic, communicative, professional, rhetorical, ethical norms and are aimed at identifying speech errors. The use of such classes will also contribute to the education of the necessary subject-professional qualities of the personality of the future teacher. A future teacher should be able to express his thoughts coherently and competently, have a high professional culture of speech, which is one of the conditions for the success of the formation of students' communicative competence.

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