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THE PEDAGOGICAL FOUNDATION FOR THE ENHANCEMENT OF FUTURE TEACHERS' COMMUNICATIVE COMPETENCE

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ABSTRACT

Feedback on the pedagogical underpinnings of future teachers' communicative competence development is given in the article. The goal of the curriculum in educational institutions is to help students develop the compassionate foundation for effective communication. Additionally, it is examined how a prospective university student teacher needs to be psychologically prepared so that teaching is more than just knowing theoretical science concepts, but also the capacity to establish rapport with students and teachers and the awareness of one's own role in communication.

KEYWORDS: future teacher, communicative competence, pedagogy, skills, communication, social.

In the context of preparing future educators, it is feasible to execute contemporary educational policies that prioritize the development of social and communicative competence, professional significance, and psychological and pedagogical knowledge and skills in addition to these other areas. The ability to work cooperatively, plan interactions involving interpersonal skills, and satisfy the need for social interaction is referred to as communicative competence. We define communication as the intentional action of two or more subjects that carry out the formation, transmission, processing, mastery and transformation of information using special mechanisms and means (language); they perform behaviors, including Internet communications; and they are accompanied by the movement of meanings in social time and space. This definition is based on the notion that any relationship is fundamentally a communicative phenomenon. The development of general education skills for using dictionaries, reference books, textbooks, and other materials is another aspect of communicative competence. According to Grebenyuk's research, the primary factor influencing all other abilities and skills is a very thorough description of the future teacher. The author highlights that "such neoplasms of the psyche and personality characteristic of pedagogical activity should appear in the future student teacher in the conditions of educational and professional activity" [5].

It is possible to comprehend the prerequisites for future teachers' successful development of communicative competence by having a thorough understanding of the qualities and structure of this skill. The present study regards the process of cultivating the communicative competence of future teachers as a focused intervention on a university student's personality. Additionally, it is assumed that during the learning process, the trainer absorbs the information and imparts it to himself. At this point, one's own personal activity processes are stimulated, implying ongoing self-improvement and self-work. In accordance with this viewpoint, the future teacher is seen as a subject of ongoing, active self-development in addition to professional and academic activity. The aspect of the teaching profession that is always changing sets it apart from many others. This is a quality that not all professions share. In order to achieve the intended outcomes of professional activity, students in the pedagogical direction of training should be aware of the necessity of ongoing self-improvement and self-development in their future profession.

Having effective communication skills is also beneficial for problem-based learning. As stated by I.Son, "Having a problem that makes an adolescent think and come to his own conclusions is the only way to build a strong emotional bond with him"[4]. Students who are faced with a difficult question are better able to comprehend the context of the problem and the learning activity that is positively influencing them.

In order to structure student learning activities for research problem solving, group work is the most effective method. Communication skills between people are enhanced in this situation. Collaboration in a group setting fosters each student's unique growth and the development of interpersonal intelligence, which translates into advanced communication abilities.

Formation of humanistic communication skills is one of the prerequisites for the development of a future teacher's communicative competence. A future teacher's communicative humanitarian framework can be developed with the help of the content of pedagogical disciplines. Because humanization processes demonstrate the necessity of students playing such a crucial role in the process of acquiring knowledge, the issues surrounding students' awareness of their active role in that process are extremely pertinent [1].

According to a wealth of research materials on pedagogical activity, direct pedagogical communication between teacher and student is contingent upon the teacher's personal qualities, professional skills, and pedagogical position—which demands humanity from all teachers. Practically all of the skills on the list are related to communication. Students at pedagogical universities develop their communicative competence in part because the content of these disciplines is oriented toward helping them build the human foundations of their competence. It is assumed by the student's humanistic communicative orientation that the teacher recognizes each person's individuality and spirituality. Thus, training future teachers to view students as objective and equal subjects is the primary goal of teaching educational subjects [2]. However, the aspiring educator needs to understand that genuine equality in relationships does not apply to everyone. As a result, the primary responsibility must be to foster the capacity for empathy and care as well as the ability to recognize and value each person's uniqueness. Regarding educational theory as a specific subset of human theory is acceptable. Comprehending their position, significance, worth, and purpose is linked to how education is interpreted and how teachers engage with students [3].

Selecting a psychological and educational course for future professional endeavors necessitates the active engagement of a specialist in this field within the framework of professional actions (against peers, parents, colleagues, and the administration of an educational institution). It goes without saying that developing communication skills is necessary to pursue this career[6].

It should be mentioned that the scientist places a strong emphasis on the teacher's capacity for communication and their ability to establish a dialogue with students as a prerequisite for an efficient educational process. If a teacher lacks these abilities, the school's educational program may suffer greatly, and no educational establishment will be able to meet its own goals for student achievement[7].

Enhancing the readiness of future educators for fostering social and communicative competence necessitates addressing the gap between the idealized attributes of a professionally trained teacher and the current inadequacies in social and communicative knowledge, skills, and abilities possessed by individuals within the teacher education framework. In addition to possessing the interpersonal communication skills and the drive for social interaction, a higher educated teacher who fits the profile of pedagogy and has a high level of development of social and communicative competence has the following knowledge and abilities to plan interactions between students and colleagues, knowledge of the conceptual underpinnings and principles of student socialization; knowledge of the methodological foundations and categories of pedagogy; knowledge of the patterns of students' personality development and formation; the capacity to analyze and evaluate the state of pedagogical phenomena, their causes, conditions, and nature of occurrence; the capacity to employ innovative teaching and learning techniques; the capacity to evaluate one's own strengths and weaknesses and those of one's activities.

One of the key professionally oriented traits of a future teacher, according to research, is communicative competence, whose development is a top priority for higher professional education. The issue of the development of professional and communicative competence is filled with new content by contemporary stages of social development and new educational paradigms.

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