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Pedagogical technologies for the development of professional communicative competence of future primary school teachers

In the modern period of higher education development, the problem of formation of a future specialist, whose main characteristics are the ability to conscious personal growth, orientation to overcome social and professional stereotypes, strengthening of professional responsibility, leadership qualities is relevant. This process is connected with the formation of educational models and technologies. The urgency of the article is caused by the acute necessity to change the content of modern education. The problems of forming professional and communicative competences of students are considered. The authors regard the competence approach as the basic approach in the conditions of humanization of modern education. Emphasis is placed on the fact that there was a change of the vector of the educational process in the direction of learning outcomes from knowledge-based approach to practice-oriented one. In the article the pedagogical conditions promoting effective formation of communicative competence of the future teacher are revealed, which include: realization of interrelation of academic disciplines at formation of communicative competence; use of active and interactive methods of teaching in the educational process; use of integrated courses at formation of communicative competence of the future teacher; introduction of the activity approach in communicatively-oriented practice. In the article, the authors emphasize the need to form the communicative competence of a future teacher in the process of professional formation. Since communicative competence is basic in the professional activity of a teacher and is the main component of the professionalism. Significant skills of a teacher's communicative competence are the ability to build a dialogue, a communicative attack, while showing tact, politeness, correctness, etc. A systematic approach makes it possible to form a teacher's communicative culture, develop his competencies, enrich intellectual potential, and form communicative competence.

Keywords: pedagogical conditions, communicative competence, higher education, communication, future teachers, elementary school, analysis, technology

Introduction

In the modern era of higher education development, the problem of training future specialists, whose fundamental features are the ability to conscious personal growth, orientation to debunking social and professional stereotypes, increasing professional responsibility, leadership qualities is relevant. This process is associated with the development of educational models and technologies.

The regulatory and legal documents of the Republic of Kazakhstan on the current state of requirements for primary school teachers were analyzed, which helped to identify groups of competencies in the structural and content aspect and to identify some contradictions. For example, despite the fact that the Law "On the status of a teacher in the Republic of Kazakhstan" has been approved, there is no model of a teacher [1].

In the Standard Qualification Characteristics (Paragraph 6, items 56-59) prescribed job duties of teachers, the required level of knowledge, requirements for qualifications regarding the level of education and seniority, requirements for qualifications with a definition of competencies [2]. However, there is no substantive formulation of competencies as such, which confirms the conclusion that the competence approach was not fully observed in the development of these documents. In order to implement the competency-based approach, it is necessary to develop and formulate a list of competencies of a primary grade teacher, including communicative competencies regarding the level of his/her professional development, define the boundaries of competencies content and form groups of competencies for effective tracking the growth dynamics of a primary grade teacher.

In the modern era of higher education development there is a task of preparing future professionals, whose fundamental features are the ability to conscious personal growth, orientation to debunk social and professional stereotypes, strengthening of professional responsibility, leadership qualities.

A number of special requirements are imposed on the professional activities of the teacher, which force him to acquire certain personal qualities, necessary, obligatory and significant in his work. The potential of the

entire educational system, measured by its impact on the development of the student's personality, is determined by the communicative style of the teacher, which is based on the culture of speech. Without a strong command of speech and communicative culture it is impossible to successfully master the work of an elementary school teacher.

Results and Discussion

Among a sufficiently large number of works devoted to theoretical understanding and research of communicative culture of teachers, conceptual ideas of communicative competence formation, the issues of creating conditions for the development and formation of communicative competence of future elementary school teachers in the professional training of the university have not received proper theoretical and applied coverage and remain open to scientific search. Provisions revealing the essence of the content of communicative competence of future elementary school teachers, the technology of its formation, the place and role of the university in its formation also require concretization and additions.

In pedagogy there are certain scientific prerequisites for solving the problem of forming communicative competence of junior high school students, indicating that the educational process aimed at mastering learning, including communicative activity, will contribute to the harmonization of personal development. Theoretical justifications for applying the competence approach to achieve new educational results are presented in the works of prominent scientists V.A. Bolotov [3], I.A. Zimnyaya [4], N.V. Kuzmina [5], A.K. Markova [6], etc. The provisions of B. Bloom's taxonomy of learning objectives [7], D. Dewey's concept of pragmatic approach to learning [8], etc. act as theoretical foundations of communicative competence formation. One of the directions of studying the problem of forming communicative competence are the philosophical works of M.M. Bakhtin, S.L. Frank, A. Schütz, K. Jaspers [9] and others. Communication is considered as a condition of comprehension by the person of an environment reality, promoting formation of its personality during all life. The totality of knowledge, skills and abilities in the field of verbal and nonverbal ways of adequate assessment and reflection of reality in various contexts of communication is called communicative and verbal competence.

According to V.V. Kuznetsova [10], communicative and speech competence is an evaluative category that identifies a person as a subject of a particular society in the system of social work, which involves a deep understanding of the essence of communicative tasks, knowledge of the topic of communication, presence of experience in this area, active use, ability to choose communication and speech means and ways appropriate to the specific circumstances.

L.A. Radzikhovsky argues that "communication is multifaceted: it has different types and forms; pedagogical communication is a specific type of communication that includes both general characteristics of this form of interaction and its unique manifestations in the educational process [11]. It is possible to consider communication as a separate category of activity. Communication as a communicative activity has been described by many scientists, including G.M. Andreeva [12], A.A. Leontiev [13], M.I. Lisina [14], E.V. Rudensky [15], I.I. Rydanovam [16].

According to scientists, communication has three main components: communicative (involving information exchange), interactive (contributing to the organization of interaction) and perceptual (reflecting the processes of perception and formation of the image of another person and the establishment of interaction).

Information is not just transmitted, but also generated, refined and developed in the process of communication, which requires the teacher and the student to exchange different thoughts, concepts, feelings, attitudes, etc. in the course of joint activities. The process of interpersonal communication has distinctive characteristics. First of all, communication is more than just the transmission or exchange of information. Here we are discussing the relationship between two people, each of whom is an active subject. Communication can be thought of as an intersubjective process, a subject-subject relationship characterized by an active exchange of information in which the object of communication is perceived together. Secondly, the exchange of information involves subject-subject influence and has a psychological impact on the behavior of the partner in order to change it. Third, communication-based influence is possible only when the subjects share a common or comparable coding and decoding system (i.e., they speak the same language), when the signs and meanings associated with them are commonly understood. Communication barriers of a social or psychological nature are the fourth characteristic of communication.

On the one hand, it is the difference in worldview and perception, which leads to different interpretations of the same concepts. On the contrary, obstacles can only be of a psychological nature because of the unique

traits of a person's character, such as shyness, secrecy, mistrust, incompatibility, etc. [17]. Synchronized communication, perception and interaction are realized in pedagogical communication.

The need to improve the communication skills of the teacher's personality is more relevant than ever. Development of skills and abilities of interpersonal interaction, formation of communicative culture, development of communicative creativity, ensuring the implementation of the functions assigned to the teaching profession, are the determining aspects of professional competence of the teacher. Modern scientific theories (I.A. Zimnyaya, J. Raven, etc.) state that communicative competence is an integrative trait of a person, which means the ability of a communicator to apply professional knowledge, skills, experience and speech culture in practice.

One of the elements of the professional approach of the teacher is the ability to manage their mental moods, to be pedagogically effective and emotionally openly demonstrate their attitude to the students. Analysis of the positions of the above-mentioned scientists shows how the communicative abilities are highlighted in the structure of pedagogical competence, which is a generally recognized idea. The following scientific position, which considers communicative competence as a component of pedagogical culture and highlights another side of the pedagogical process, which is produced through all forms of activity and communication, is especially relevant for our study.

Experimental

Based on the purpose of the thesis research, we assumed that a number of pedagogical conditions affect how effectively the future teachers of primary classes develop their communicative skills during the educational process. These conditions include:

- the educational process ensures that the student learns the basics of communicative competence in the university and fixes the experience of its implementation in professional pedagogical activity;

- communicative skills training programs are available to students in all subject areas;

- communicative competence plays the leading role in the structure of professional preparedness of a future elementary school teacher;

- the technology of communicative competence formation is built stage by stage, in accordance with the professional formation of the future elementary school teacher.

Based on the purpose of the thesis research, we assumed that a number of pedagogical conditions affect how effectively the future teachers of primary classes develop their communicative skills in the course of the educational process.

These conditions include:

- the educational process ensures that the student learns the basics of communicative competence in the university and consolidates the experience of its implementation in professional pedagogical activity;

- communication skills training programs are available to students in all subject areas.

In order to solve the tasks set and verify the experimental work put forward, the following stages were provided:

1. Determination of the initial level of formation of students' communicative competence.

2. Identification and testing of pedagogical conditions which ensure the formation of students' communicative competence.

3. Analysis of experimental data obtained as a result of experimental work in mathematical statistics.

At the ascertaining stage, the diagnosis of intuitive, adaptive and professional levels of communicative competence was carried out according to indicators suggesting a quantitative assessment of the personality qualities of students, the presence of which indicates the formation of relevant competencies.

The value orientations, motivation of students, understanding of the role of communicative competence in their future professional activity were determined, the knowledge in the field of communicative-pedagogical sphere, as well as the level of their application when solving pedagogical situational tasks were assessed. The program of the process of formation of communicative competence of future teachers of primary classes also required an explanation of the essence of the used psychological and pedagogical technologies responsible for the development of this quality of the future teacher.

The experimental study used several complementary techniques to determine the formation of future teacher's communicative competence based on the use of interactive teaching methods:

- author's questionnaire for students;

- the experimental study used several complementary methods to determine the formation of future teachers' communicative competence on the basis of interactive teaching methods;

- analysis of students' and teachers' observations and conversations;
- method "Self-assessment of communicative competence";
- method "Unfinished sentence";
- the technique of the analysis of students' essays;
- method "Ask questions to the text" (S.K. Tivikova);
- method of evaluating communicative and organizational aptitudes (V.V. Sinyavskiy, V.A. Fedoroshin).

We focused on the results of a survey of students to determine the current state of formation of communicative competence on the basis of interactive teaching methods. The survey involved 124 students (from I to IV courses) studying "Pedagogy and Methodology of Primary Education". The questionnaire was designed using an open-ended format, allowing the respondent the greatest flexibility in choosing an answer, and semi-closed questions.

When asked if they preferred to learn new information in higher education in a group or individually, students gave the following answers: 10 % of students had difficulty answering, 26 % had difficulty answering individually, 42 % had difficulty answering individually, and 22 % had difficulty answering both individually and in a group. When asked how often teachers use non-traditional teaching methods in their classes, the following answers were given: 43 % responded that they use them regularly, 16 % used them occasionally, 31 % never used them, and 10 % did not answer.

According to an analysis of student responses to the question "What non-traditional teaching methods do you remember?" 75 % of students mentioned using technology, 26 % mentioned playing a game, 55 % mentioned projects, and 18 % mentioned discussions. In addition, 72 % of respondents said these teaching methods were interesting to them; 28 % of respondents had difficulty answering.

Interest in different learning strategies was due to the following factors: independence; 32 % the ability to speak up and argue; 30 % communication in class; 40 % the interest and unusualness of the lesson; 22 % the freedom.

The analysis of the results of the study revealed patterns in the growth of students' communicative skill from the first to the fourth year. Less readiness to work with the text, mastery of public speaking skills, readiness to cooperate with classmates, analysis of a comrade's speech on the topic were observed in children of I-II classes. Students at this level tended to have a limited understanding of communication skills, showed little interest in participating in conversation, and had poor communication skills.

By comparing the data obtained using each technique with the results of the others, students' performance, analysis of their portfolios, as well as the representativeness of the sample size and the statistical significance of the experimental data, it was possible to see the validity of the conclusions drawn from the methods used. In general, the research methods corresponding to the topic of the study were used.

Students were interviewed to determine their individual attitudes toward the problem in order to explore the problem situation more thoroughly in practice. In this case, a "Continue the thought..." approach was used. Students had to describe their ideas and feelings about the problem we were investigating, as the sentences were written in the first person. Students were given the following sentences to complete: "Communicative competence in the profession of an elementary school teacher...", "Interactive methods in the educational process...", "The communicative competence of an elementary school teacher enables...", "I believe that communicative competence of a teacher..." and "I learned about interactive teaching methods in school from...".

According to an analysis of the survey results, 52 % of students answered the first sentence correctly, demonstrating the importance of communicative competence in the preparation of future teachers; 18 % of students said that communicative competence requires a lot of time in the classroom, and 30 % continued, "It is not clear to me". The words "difficult" and "challenging" were associated with the second statement by 68 % of students, and "important" and "meaningful" – by 32 %. When asked what else communication skills allow, 35 % said "develop a general culture", 45 % said "become a competent teacher", 14 % said "does nothing", and 6 % said they did not know. "I learned about interactive approaches to teaching from..." followed by a period. 43 % were raised in class, 25 % were observed in practice, 6 % were unclear, and 16 % came from methodological literature.

In general, the analysis shows that the whole contingent of subjects should be divided into small groups, in which one group has a relatively high level of awareness of the topic of interest (33 %), and another group has a relatively low (67 %), based on the results of the questionnaire and the survey of respondents.

Due to the lack of knowledge of the approach to the development of communicative competence based on the use of modern teaching methods, the results of the survey and questionnaire survey of students indicate the need for additional research on this issue.

The method "Continue the thought..." showed that both first- and second-year students and third- and fourth-year students want active contact in the classroom (82 %) and that they value the mastery of communication skills for both professional and personal life. For 80 % of students, it is extremely important to receive a positive response in a meaningful setting during communication. 75 % of students want to develop their communication skills further by persevering toward their goals (achievement motive), but do not know how to do so. For 87 % of students, it is vital to be relaxed and not tense while performing activities.

All students responded emphatically "yes" to the question of whether they believe that the modern teacher should be able to engage in dialogue, public speaking, and interpersonal professional relationships. Future teachers gave themselves a low score of 65 %, an average score of 22 %, and a high score of 13 %, assessing their ability to plan and lead a discourse or discussion on a particular topic. In comments on their responses, students stated that 82 % did not know the correct approaches, 53 % were embarrassed to speak, 68 % had not engaged in this form, and 70 % had not read any literature on the subject.

We emphasize that when asked what type of public speaking they were familiar with, students had difficulty answering. Seminar presentations and lectures were mentioned by 30 % and 40 %, respectively; project defense was mentioned by 12 %. The majority (75 %), when asked what events they had participated in, said seminar presentations; 58 % said presentations.

In order to determine the degree of general professional training a questionnaire survey of students was conducted. The results showed that the students had received sufficiently serious professional training, which gave them an idea of the psychological and pedagogical foundations of the activity. A number of questions of the questionnaire were aimed at identifying the strategies of pedagogical communication and mastery of speech: 47 % of the respondents were predisposed to an authoritarian style of pedagogical communication, 25 % of the respondents stated that they do not possess a significant amount of speech skills, which leads to communicative failures. At the same time, 53 % of students are aware that they lack effective pedagogical communication skills with fellow students in the classroom.

Survey analysis revealed that students are not adequately prepared for group projects, public speaking, and debate. The study also showed that the same interactive teaching methods are used to acquire communicative competence. This is evidenced by the students' answers to the questionnaires, which confirms the applicability of the study. It should be emphasized that students are aware of the value of developing communicative competence and the benefits of using interactive teaching methods, as evidenced by their responses. It should be noted that interactive teaching methods are not sufficiently used in the learning process, as evidenced by the results of the questionnaire.

The conclusion about the need to develop communicative competence on the basis of the use of interactive teaching methods should be made on the basis of the ascertaining stage of the conducted pedagogical experiment. The results show that students have difficulties in the development of communicative competence; most of them do not set themselves such a goal, citing the lack of time and not considering the role that their subject plays in the development of this type of abilities. They do not fully use the arsenal of interactive teaching methods to achieve this goal.

Students' communicative competence is underdeveloped for future professional activity and personal development, according to the study of the results of the state of formation of students' communicative competence. They have difficulty controlling their behavior, poor communication culture, lack of organizational and communicative skills, and do not fully attempt to develop the abilities necessary for effective communication. In terms of interpersonal interaction, public speaking, and dialogue, students (especially undergraduates) feel limited. Communication with classmates tends to be formulaic, formal in nature at the everyday level.

All this confirms the need to develop a methodology for the formation of communicative competence on the basis of interactive teaching methods that ensure the success and self-development of students in order to further adjust the curriculum, improve the ongoing practice and develop a new direction of educational activities of the educational program "Teaching and Methodology of Education" of the Higher School of Education and Psychology of Zhetysu University named after I. Zhansugurov.

Thus, we make two main conclusions:

- Students have a conscious need to form communicative competence;

- The university can satisfy this need much more actively. Methodology of formation of communicative competence of the future elementary school teacher allowed us to identify several directions of introduction of communicative component in the content of professional education.

Results and Discussion

The formative stage of the study was carried out within the framework of experimental work in order to understand the function of educational communication and the communicative competence of students. In order to use psychological and pedagogical technologies to develop the communicative competence of future teachers in the process of their training at the university, it was necessary to create the necessary conditions.

The first condition assumes an even distribution of the relevant material in all academic subjects of the university. The ability to establish contact, build relationships, develop verbal and nonverbal communication channels, receive and process the necessary information, evaluate it, compare and assimilate — all these are issues of communication abilities that are dispersed across various disciplines and topics. These issues are discussed here in the main content.

The second direction is realized through the inclusion of special topics (modules), which reflect the communicative identity of the multinational Republic of Kazakhstan, into the humanities cycle academic disciplines.

In the content of various disciplines can be considered, for example, the following topics: "Special psychological theories and pedagogical communication", "Socio-psychological processes of communicative culture", "Multidimensionality of personality of an elementary school student", "Mistakes in pedagogical communication", "Characteristics and features of primary school age children" and others. The disciplines considered students' knowledge of communicative norms and rules, individual characteristics of elementary school students, knowledge of their own communicative qualities, the ability to identify the ability to master a communicative situation, the attitude of future teachers to the student as a value, knowledge of the communicative ideal of the elementary school teacher.

Integrative courses that give specific elements of communicative culture in the context of history, cultural studies, management theory, and integrated courses represent another approach that has been put into practice, for example, Functional Literacy Formation. Speaking, listening, reading, and writing all contribute to communicative tasks. This course also introduces students to creating speech situations that motivate students to develop their speech skills. It also provides knowledge of "Speech Development Techniques for Elementary School Students". The discipline teaches students the basics of speech development of junior high school students, educates the appropriateness of applying effective methods and approaches in the daily practice of educational activities, solves the issues.

Students are introduced to the structure and methodology of literary reading lessons in this discipline "Modern Pedagogical Technologies in Elementary Education". There are forms acceptable professional communication skills and abilities. The course material covers the ideas that define the main elements of the pedagogical process in elementary school, its specificity, goals and objectives. The elements of organizing an effective educational process that ensures the development of cognitive, communicative and personal spheres of students over time are also considered. This area provides information on modern educational technologies and the peculiarities of their application in educational practice "Expressive literary reading". The course covers the basics of expressive reading of literary works, focusing on the development of expressive reading, the development of their usefulness in everyday practice of educational activities, as well as the development of the ability of younger students to communicate effectively in different contexts and address various communicative issues; explains the characteristics of modern communication and discusses the value of linguistic competence for success in both personal and social life.

In the field of "Innovative approaches in primary education", interactive teaching methods were widely used, including writing essays, creating a bibliography and reviewing written works with suggestions for improving the essay, writing a research proposal on the topic "Research in Action" in the classroom. Discussing the results of assignments in practical classes during seminars and interviews is a common method of discussion. This is done in order to help students improve their communication skills. Heuristic discussion is used in classes on the subject "Modern learning technologies". "Working in pairs", "Role-playing (business) game", "Carousel", "Aquarium", "Unfinished sentence", "Brainstorming", "Brownian motion", "Decision Tree", etc. they have successfully demonstrated their effectiveness.

An alternative supplement involves participation in groups of a communicative orientation, employment in scientific circles, the study of elements of professional communication during extracurricular time. The daily life of a modern person is actively influenced by public and commercial communications. Currently, the following clubs work in ZhU named after I. Zhansugurov: "Oratorical art", "Leader", the youth intellectual business club "Mastermind" and the youth discussion club "Dialog". For example:

- the youth intellectual business club "Mastermind" discusses important topics of business development in the context of youth, cooperates with practitioners and businessmen in this field, conducts coaching and seminars. With the participation of more than 250 students, 12 group meetings have been held since January;

- "Dialogue" is a youth discussion group. Discussion of urgent concerns relating to students' socioeconomic development, issues with inclusive education, and social and psychological support at all levels are the objectives. More than 300 students attended 15 meetings between January to the present, conducted a 12-hour, accredited training program on the subjects of "Sleeping" and "Bullying".

Students can participate in the realm of practical activities by joining these clubs, circles, and studios. Discussions, debates, and disputes on a specific educational issue are the best ways to strive toward actual pedagogical communication. Students can enhance their degree of awareness, compare their own attitude to another idea with the views, and understand the falsity of their preconceptions and prejudices during the course of such activity.

Primary school students need to be taught the skills of oral and written speech communication, since at present there is a decrease in the quality of the national language culture in the media, in fiction, in journalism, in ordinary communication of native speakers.

The updated educational program of the Republic of Kazakhstan states that the primary school is designed to build a system of cognitive, regulatory and communicative universal educational actions, "ensuring the mastery of key competencies that form the basis of the ability to learn". For this purpose, a scientific student problem group "Speech development of younger schoolchildren" was created. The students of this group observed and documented how the children interact with the teacher and peers.

Objectives: Based on an analysis of the literature on psychology, pedagogy, science and methodology to define the concept of "speech activity" and propose strategies to help elementary school children develop correct speech, establish norms, level markers and the initial stage of speech development in elementary school children, certify procedures and establish the dynamics of development of correct speech in elementary school children.

"Formation of communicative function of speech of preschool and elementary school children" was the main focus of the problem group. Students of the problem group observed and documented children's interaction with the teacher and peers. They created hypothetical situations to activate conversation with 6-7-years-old children. A formative experiment, games and activities to promote vocal word formation and word development were developed for preschool and elementary school children. The university held a contest of student works, and the work of Ingenbaeva Kamila "Formation of communicative universal learning activities in children of primary school age through project activities" was presented at it. This work was also presented at the republican contest of student research papers.

Let us describe some of the activities for the formation of communicative competence, which were conducted at the Higher School of Pedagogy and Psychology within the educational program "Methods of Teaching and Learning" with the students studying from the first to the fourth year of the specialty "Pedagogy and Methodology of Primary Education".

To diagnose the value-axiological competence (component), responsible for the student's self-awareness as a future teacher and the formation of the attitude towards the student as a value, we used a role-playing game "I am a future teacher", as well as the technology of value-axiological self-development "Selforganization and personal values", in accordance with the goals and objectives of the study we conducted training "Communication and speech competence or how well you work as a teacher?"

The subject Olympiad which took place from February 21 to February 25, 2022 in the Higher School of Pedagogy and Psychology, Teaching and Educational Methods was aimed at the development of communicative competence, creativity and competitiveness of future teachers of primary classes.

The theoretical round of the subject Olympiad, held in the form of an essay contest, took place on February 21, 2022. The task for the class was to write a short essay on the topic "My profession is a teacher!". Those students who wished to read their essays aloud did so. The students independently came to the decision that they were all unique people who wanted to work in their profession and succeed. The work of the committee on the selection of the best works was conducted according to the selection criteria: literacy, logic, ability to formulate ideas, to structure information, to use the basic concepts, to highlight cause-and-effect connections, to illustrate experience with appropriate examples, to argue their conclusions.

On March 28, 2022 the practical round of the Olympiad "My professional position" was held which included a greeting of the teams, conducting lessons in parts, the use of interactive technologies and solving complex teaching situations as they arise.

Third-year students of the specialty 6B01301 "Pedagogy and methodology of primary education" of Zhetysu University named after I. Zhansugurov on November 9 and 16, 2022 attended open lessons at the secondary school No. 2 in Taldykorgan on the subject "Speech development of preschool and primary school children" with an emphasis on "Methods of teaching memorization of poems".

The seminar was attended by 21 people, including teachers, university teachers and students of two "G" classes. The venue of the classes was the assembly hall of the school. The project "Reading School" served as a structure for conducting classes. The purpose of these interactive, practical classes is to help children develop literacy skills and public speaking skills together.

The initial stage (November 9, 2022). The topic of the lesson is "Autumn colors". In the course of individual work with students, students used various mnemonics, role-playing games and methods of developing critical thinking to memorize poems about autumn.

On November 16, 2022, students in the second stage celebrated the holiday "Gifts of Autumn". An exhibition of children's works was organized in the auditorium. Students read aloud poems, played games, sang songs, and were treated to sweets and fruit at the end of the holiday.

Students used project activity technology to demonstrate their knowledge in class, and their thoughts showed a deep understanding of the instructional strategies used. The work resulted in children's and students' performances — expressive recitations of poems.

Conclusions

The information presented above allows us to assert that the process of development of communicative abilities of beginning elementary school teachers is aimed at expanding students' knowledge of the importance of pedagogical communication and communicative and speech skills in professional activity. In the course of the forming experiment, the conditions necessary for mastering the psychological and pedagogical technologies of development of communicative abilities of future teachers in the process of learning at the university were created. The results of the study showed that students formed a strong sense of motivation for the chosen profession in the field of communication, which contributed to the development of this quality.

This indicates the need to develop communicative competence of a future teacher in the process of professional growth. As the professional activity of the teacher depends on his ability to communicate effectively, it is the basis of his professionalism. The ability to establish discourse, communicative attack, showing tact, politeness, correctness, etc. are important communicative competence traits of a teacher. The systemic method allows to develop teacher's communicative culture, competences, intellectual abilities and communicative competence.

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Болашақ бастауыш сынып мұғалімдерінің кәсіби коммуникативтік құзыреттілігін дамытудың педагогикалық технологиялары

Жоғары білім беруді дамытудың қазіргі кезеңінде болашақ маманды қалыптастыру мәселесі өзекті болып табылады, оның негізгі сипаттамалары: саналы жеке өсу қабілеті, әлеуметтік және кәсіби стереотиптерді жеңуге, кәсіби жауапкершілікті, көшбасшылық қасиеттерді және т.б. Бұл процесс білім беру модельдері мен технологияларын қалыптастырумен байланысты. Мақаланың өзектілігі қазіргі білім беру мазмұнын өзгертудің өзекті қажеттілігінен туындап отыр. Студенттердің кәсіби-коммуникативтік құзыреттіліктерін қалыптастыру мәселелері қарастырылған. Құзіреттілікке негізделген тәсілді авторлар қазіргі білім беруді ізгілендіру жағдайындағы негізгі тәсіл ретінде түсіндіреді. Білім беру үдерісінің векторы оқыту нәтижелеріне қарай тәжірибеге бағдарланған тәсілден өзгергеніне назар аударылған. Мақалада болашақ мұғалімнің коммуникативті құзыреттілігін тиімді қалыптастыруға ықпал ететін педагогикалық жағдайлар анықталған, оларға мыналар жатады: коммуникативті құзыреттілікті қалыптастыру кезінде оқу пәндерінің өзара байланысын жүзеге асыру; білім беру процесінде оқытудың белсенді және интерактивті әдістерін қолдану; болашақ мұғалімнің коммуникативті құзыреттілігін қалыптастыру кезінде интеграцияланған курстарды қолдану; коммуникативті-бағдарланған тәжірибеге белсенділік тәсілін енгізу. Авторлар болашақ мұғалімнің кәсіби қалыптасу процесінде коммуникативті құзыреттілігін қалыптастыру қажеттілігін ерекше атап өткен. Коммуникативті құзыреттілік мұғалімнің кәсіби қызметінде негізгі болғандықтан, оның кәсібилігінің негізгі құрамдас бөлігі болып саналады. Мұғалімнің коммуникативтік құзыреттілігінің маңызды дағдылары әдептілік, сыпайылық, дұрыстық, т.б. көрсете отырып, диалог құра білу, коммуникативті шабуыл жасау болып табылады. Жүйелі әдіс мұғалімнің коммуникативті мәдениетін қалыптастыруға, оның құзыреттілігін дамытуға, зияткерлік әлеуетін байытуға, коммуникативті құзыреттілігін қалыптастыруға мүмкіндік береді.

Кілт сөздер: педагогикалық жағдайлар, коммуникативтік құзыреттілік, жоғары білім, коммуникация, болашақ мұғалімдер, бастауыш мектеп, талдау, технология.

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Педагогические технологии развития профессиональной коммуникативной компетенции будущих учителей начальных классов

В современный период развития высшего образования актуальной является проблема формирования будущего специалиста, основными характеристиками которого являются способность к осознанному личностному росту, направленность на преодоление социальных и профессиональных стереотипов, усиление профессиональной ответственности, лидерских качеств и др. Этот процесс связывается с формированием образовательных моделей и технологий. Актуальность статьи обусловлена острой необходимостью изменения содержания современного образования. Рассмотрены проблемы формирования профессионально-коммуникативных компетенций студентов. Компетентностный подход авторами трактуется как основной подход в условиях гуманизации современного образования. Акцентируется внимание на том, что произошло изменение вектора образовательного процесса в сторону результатов обучения от знаниевого подхода к практико-ориентированному. В статье выявлены педагогические условия, способствующие эффективному формированию коммуникативной компетентности будущего учителя, к которым относятся: реализация взаимосвязи учебных дисциплин при формировании коммуникативной компетентности; использование активных и интерактивных методов обучения в

образовательном процессе; применение интегрированных курсов при формировании коммуникативной компетентности будущего учителя; внедрение деятельностного подхода в коммуникативно-ориентированную практику. Авторами особо отмечена необходимость формирования коммуникативной компетентности будущего учителя в процессе профессионального становления. Поскольку коммуникативная компетентность является базовой в профессиональной деятельности учителя, она и есть главная составляющая его профессионализма. Значимыми умениями коммуникативной компетентности педагога являются умения строить диалог, коммуникативную атаку, проявляя при этом тактичность, вежливость, корректность и т.д. Системный подход позволяет формировать коммуникативную культуру учителя, развивать его компетенции, обогащать интеллектуальный потенциал, формировать коммуникативную компетентность.

Ключевые слова: педагогические условия, коммуникативная компетентность, высшее образование, коммуникация, будущие учителя, начальная школа, анализ, технология.

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