



PEDAGOGICAL CONDITIONS OF FORMING COMMUNICATIVE SKILLS IN FUTURE PRIMARY CLASS TEACHERS

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Abstract:

Understanding the nature and structure of communicative skills allows to understand what conditions are necessary for its effective development among future primary school teachers. Within this study, the process of developing communicative skills of future teachers is considered as a targeted influence on the student's personality. In addition, it is understood that during the learning process, students go through and further process the received information. At this stage, the processes of personal activity are activated, which means constant work on oneself and self-development. According to this position, the student is considered not only as a subject of educational and professional activity, but also as a subject of continuous active self-development. The teaching profession is distinguished by a constantly evolving component that is not present in all professions. Students of the psychological and pedagogical direction of education should know the need for continuous self-improvement and self-development in the future profession, without which it is impossible to achieve the desired results of professional activity.

Keywords: class, teacher, creative, ability, development, methodology, scientific, theoretical.

INTRODUCTION. The main factor that determines the intensity of the process of personal self-transformation is the pedagogical process, which is a specially organized process of influencing the student, as well as the self- how much he understands and accepts its importance for the process of self-development . The problems of students' awareness of their active position in the process of acquiring knowledge are very relevant, because humanization processes show the need for such a vital position of students[1]. Choosing a psychological and pedagogical direction as a future professional activity implies the active interaction of a representative of this specialty in the context of professional actions (with students, parents, colleagues, the management of an educational organization). Naturally, within the scope of acquiring this profession, there is a need to develop communicative skills[2]. The level of formation of communicative skills can affect the quality of professional skills performed. In order to solve the problem of forming students' communicative skills, the teacher must accept the student's personality as an active subject capable of self-development[3]. The activeness of the position of students in this process is a necessary condition for the success of the formation of communicative competence due to the importance of this competence in future professional activities.

ANALYSIS AND RESULTS. The modern educational process in the higher educational institution is based on the open and close cooperation of the teacher and

the student, as well as ensuring sufficient independence in the educational process due to the presence of humanistic ideas in the modern higher education system and their development[4]. Researcher LN Kulikova, reviewing the problems of self-development of the individual, gives the following definition to the studied concept: "the natural-social-psychological process of change, intellectual, spiritual-moral and physical The ability to subjectively, personally relate to becoming a full-fledged representative of the "human" gender through actual conscious and planned, independently organized activities of self-enrichment, increasing openness to external influences and the selectivity of their "mastery" . Within the framework of this dissertation research, pedagogical conditions are understood as a system of interaction and complementary measures necessary in the educational process of a higher educational institution , by observing them, achieving the specified educational goals . possible[5].

In this work, we follow the recommendations of NM Yakovleva, who believes that the correctness of identifying pedagogical conditions depends on: "- the clarity of determining the final goal or result to be achieved - - improving the educational process not because of one condition, but because of their understanding is achieved through an interdependent complex; – pedagogical conditions at certain stages can act as a result achieved in the process of their implementation"[6]. The age and psychological characteristics of students are factors that the teacher



should rely on in the process of managing the formation of communicative competence. Scientific literature provides examples of the importance of the process of entering a person's field of professional activity at the initial stage[25]. Researchers emphasize the importance of the first academic year in the process of professional formation of students of the psychological and pedagogical direction of education due to the adaptation processes of the initial stage of education[7].

Psychologists define the period of higher education age as a necessary life stage for defining and implementing personal views on self-determination and development of one's lifestyle. In this age segment, many young people begin an independent life, the role of parents is significantly reduced, and students begin to feel themselves as adults and full members of society. This period is characterized by the fact that questions about the meaning of life, including personal self-determination, become most relevant[8].

and organizational space of the higher educational institution, its leading concepts, forms and methods of organization. During the implementation of these tasks, precisely at the initial stage of training, the student develops subjective readiness for educational and professional activities, as well as creates a basis of motivation for future work in educational institutions[9]. The level of motivation of future teachers to the chosen field of professional activity has a significant impact on the actual choice of profession after receiving a document of higher education. In this matter, professors and teachers of the higher education institution and their personal interest in developing motivation for the future profession play an important role[26]. During a series of studies, scientists found that this period is accompanied by the active formation of professional and general cultural competences[10]. The educational process of a higher educational institution may not be limited to academic activities, we are talking about a complex of extracurricular activities that play an important role in solving problems.

Acquaintance of students with the social life of the university, its traditions, administration, professors and teachers, the educational part solves the issues of formation of general powers. NA Labunskaya studied the processes that take place during the organizational period among students of higher education institutions and concluded that this period is characterized by the need of students for activity and communication[11]. In fact, during the entire adjustment period, the student should not only familiarize himself with the

requirements of a particular university, but also establish relations with the members of the new team (group of students), as well as get acquainted with professors and teachers of the higher educational institution. In such a situation, there is a process of establishing personal relationships with teachers and peers, on the basis of which a system of professional skills of a communicative nature is built[12].

Identified the following stages in the process of human development as a subject of learning and professional activity: from 15-18 to 19-23 years[24]. This period is characterized by the purposeful development of the system of knowledge, practical skills and abilities in the chosen professional field. VA Bodrov emphasizes the importance of such processes that occur in a certain period, for example, the formation of holistic ideas about this professional community, the need to develop motives and goals of future activities and fill them with objective content. emphasizes[13]. The scientist who identified these components notes the importance of students' communication skills, without which it is difficult to imagine the educational process and further professional activity[14].

as the main determinant of all other skills and abilities. TB Grebenyuk presents a very detailed description of the future teacher in his research. This author emphasizes the following: "it is in the conditions of educational and professional activity that such neoplasms of the psyche and personality characteristic of pedagogical activity should appear in the future student teacher"[15]. The importance of the communicative component in the existing set of professional competences is widely covered in the researches of this author[27]. Emphasizing the professional and pedagogical activity as a professional activity with a high level of social responsibility, TB Grebenyuk considers the necessary components that should be presented in the complex of professional skills of the teacher[16].

TB Grebenyuk professionally important components of mental areas include the following - - the intellectual component, which includes: pedagogical thinking (the ability to analyze pedagogical facts, events, processes, systems; creativity, flexibility, criticality in various pedagogical situations, as well as mobility and the ability to demonstrate creativity) - - pedagogical knowledge (the ability[23] to work, theoretical knowledge in the conditions of pedagogical interaction); - pedagogical intuition (the ability to predict and prevent the danger of conflict situations in the process of communication with students and their parents) - - pedagogical



improvisation (the ability to creatively approach unexpected situations and inappropriate actions of students) - - pedagogical vigilance (describing the personal qualities of students the ability to perceive and evaluate actions)[17];

- pedagogical forecasting (the ability to effectively plan the pedagogical process) - - pedagogical observation (the ability to adequately evaluate the actions and signs of students);

- pedagogical imagination (the ability to effectively use all types of pedagogical methods and techniques in the educational process, including non-standard approaches and personal professional inventions); - creativity in the process of pedagogical activity[18].

Analyzing the components of a teacher's professional competence, we can say that TB Grebenyuk takes into account the importance of such professional qualities as pedagogical intuition and pedagogical prediction, which are often formed in practical activities and are closely related to the indicator of each teacher's experience. It gives great importance to the creative component of the teacher. Having studied this issue[19], II Rydanova believes that: "a skillfully organized dialogue allows the teacher to solve various pedagogical problems: to establish mutual understanding, to identify different approaches to the interpretation of the discussed problems, to develop a personal position creating a situation of free choice, making timely corrections to one's actions based on feedback". It should be noted that the scientist emphasizes the teacher's ability to communicate, the ability to build a communication process with students as a necessary condition for an effective pedagogical process. If the teacher does not have these skills, the educational process in the school can suffer significantly, and each educational institution will not be able to achieve the results it has set for itself[20]. At the same time, communication skills it is equally valuable for solving educational problems and for the educational work process aimed at raising a multifaceted person. It is this goal that can be recognized as the main goal of pedagogical activity, which includes components of educational impact and educational components[21]. That is, this rule can be considered from the point of view of the student, who is formed as a person in the process of learning the subjects of the school curriculum, as well as through the implementation of the educational tasks of the educational institution.

CONCLUSION. In the process of professional training of future primary school teachers, it is necessary to take a responsible approach to the problems of

formation of communicative competence. The training course, which includes the main subjects and disciplines of the professional cycle, should fully ensure the formation of communicative competence among students of psychological and pedagogical education, which will be clearly defined in the stage of university study in further professional activity. is the foundation laid[22]. Thus, summarizing research on the problems of forming communicative competence among students of psychological and pedagogical education, we can conclude about the need to use the following pedagogical conditions: - subjects of the educational process have communicative competence understand as the readiness of the teacher to interact with students within the framework of the humanistically oriented educational process; complex content, operational and activity, including a number of components; - the organization of the educational process in a higher educational institution should reflect the dialogic interaction of teachers and students, which contributes to the processes of developing valuable pedagogical relationships; - on the condition of organizing a targeted process of formation of communicative competence among students using a set of specially developed lessons , of course.

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