

# Communicative Competence as a Basic Element in the Development of the Pedagogical Culture of the Future Educator

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**Abstract:** the article presents ideas on the formation of the communicative ability of a teacher of a preschool educational organization. It has been revealed to scientists who have conducted research in this regard and their research.

**Key words:** competence, professional competence, communicative competence, general cultural training of a teacher, sociability, communication, pedagogical communication, speech culture of a teacher

Formulation of the problem. The modern developing Russian society requires the education system to train competent, erudite and socially active citizens of their country - competent specialists in their profession. A person with a certain set of knowledge, skills, professional and moral and ethical qualities is at the heart of the tasks of modern education.

Researchers of preschool childhood E.P. Arnautova, E.D. Belova, B.R. Borschanskaya T.P., Gavrilova, O.L. Zvereva, L.N., V.K. Kotyrlo, T.A. Repina and others in their research show that the majority of preschool workers do not have partnership communication skills. They do not know enough the technique of pedagogical communication, poorly use various means and technologies of communication. The study of conflict situations arising in the process of professional activity of teachers of preschool educational institutions showed theoretical illiteracy and an insufficient level of development of communication skills.

The purpose of the article is to reveal the main categories of communicative competence of future preschool teachers. By definition, V.I. Zhukov, communicative competence is "a psychological characteristic of a person as a person, which is manifested in his communication with people or "the ability to establish and maintain the necessary contacts with people". The composition of communicative competence includes a set of knowledge, skills and abilities that ensure the successful flow of communicative processes in a person.

As stated in the Federal State Educational Standard of Higher Professional Education, communicative competence is one of the main components of the professional competence of a teacher, since in the field of education speech serves as a means of professional activity, and is the main factor in high-quality pedagogical communication.

An analysis of the Federal State Educational Standard for Higher Professional Education also showed that not enough time is devoted to the development of communicative competence, its place and role in the activities of preschool teachers. Analyzing the psychological and pedagogical literature, conversations with kindergarten teachers, observing their pedagogical activities, speaking at seminars, practical classes during advanced training courses, as well as communicating with colleagues, parents, we can say about the decrease in the communicative culture of teaching staff of preschool institutions.

The basis of the formation of communicative competence is the experience of human communication. Modern changes in the entire education system today are designed for a teacher who knows how to find non-standard solutions. For more effective communication of the educator

with children, parents, colleagues, developed communicative and speech skills are necessary. In a developed society, a teacher is a person who requires special attention. And if a teacher has poor professional training, then children suffer first of all, and these losses cannot be replenished.

The communicative qualities of a preschool teacher are closely related to the specifics of pedagogical education, which is aimed at broad general cultural training (general cultural competencies).

The problem of the formation of general cultural competencies in future teachers is one of the most important. General cultural training involves the introduction of a number of human science disciplines (history, literature, etc.) and an in-depth study in this context of a specific field of knowledge corresponding to their professional specialization.

The determined educational environment of the university contributes to the effective formation of the general cultural preparation of students in the educational process of the university. The Federal State Educational Standard states that "the university is obliged to form the socio-cultural environment of the university, to create the conditions necessary for the comprehensive development of the individual. The task of forming the general cultural training of the future teacher should be addressed in a comprehensive manner. And for its solution it is necessary to direct both the general system of organizing educational and extracurricular work at the university, and the content of training programs and methods of teaching the disciplines that are included in the training program in this area.

The basis of the communicative culture of the teacher is sociability - a steady desire for contacts with people, the ability to quickly establish contacts. Sociability as a property of a person includes, according to researchers, such components as:

- sociability - the ability to enjoy the process of communication;
- social kinship - the desire to be in society, among other people;
- altruistic tendencies - empathy as the ability to sympathize, empathy and identification as the ability to transfer oneself into the world of another person.

Sociability is formed, develops on the basis of the need for communication - one of the main socially conditioned human needs. The presence of such qualities as reflexivity, flexibility, empathy, sociability, is formed on the basis of a sincere interest in a partner, in his activities, a desire to work together, to take part in a common cause. The ability to cooperate integrates, absorbs complex skills: to formulate one's point of view, to listen and hear another, to clarify the points of view of one's partners, to resolve disagreements with the help of logical reasoning, not to translate logical contradictions into the plane of personal relationships, to encourage the activity of another and to show one's own in a timely manner. initiative; provide emotional and meaningful support to those who need it most; provide another opportunity to establish themselves, try their hand at different activities; take the position of another and coordinate different points of view, exchanging views; take a dialogical, not a monologue position; organically combine "role" and "interpersonal", business and human relationships. The ability to cooperate implies the teacher's openness and readiness for any form of interaction.

It is important for the educator to attach more importance to the ability to talk with parents, namely, politely, observing patience and restraint when talking, even if in the soul, as they say, everything boils and protests. This behavior of the educator is a culture of communication, so necessary for the full and proper upbringing of children. According to A.A. Bodalev, "communication is a type of interaction between people in which the persons participating in it, by their appearance and behavior, have a more or less strong influence on the claims and intentions, on the states and feelings of each other".

Examples of the loss of "good manners", frank records of addresses of adults to a child, ignoring the conditions for choosing options for addressing a child, we increasingly find in articles by psychologists and teachers [5, p. 44]. Petrovskaya L.A. notes that communicative competence implies the readiness and ability to build contact at different psychological distances - both distant and close. Difficulties may be associated with the possession of any one of them and its implementation everywhere, regardless of the nature of the partner and the uniqueness of the

situation. Flexibility in an adequate change of psychological positions is one of the essential indicators of competent communication.

In the course of modernization and optimization of preschool education, the requirements for the communicative competence of each teacher should be seriously increased. MM. Silakova convincingly argues that a universal means of developing a child's personality during preschool childhood, meaningful polite communication, is the teacher's communicative competence, its cognitive, emotional and behavioral components, skillful guidance of the gradual building of communication motivation learning.

As a result of the analysis of the works of various authors studying communicative competence, it can be concluded that quite diverse elements are included in the structure. However, among this diversity, the following components clearly stand out:

- communicative knowledge;
- communication skills;
- communication skills.

Communicative knowledge is knowledge about what communication is, what are its types, phases, patterns of development. This is knowledge about what communication methods and techniques exist, what effect they have, what are their capabilities and limitations. It is also knowing which methods work for different people and different situations. This area also includes knowledge about the degree of development of one or another communication skills and about which methods are effective in their own performance, and which ones are not effective. Communication skills: speech skills, the ability to harmonize external and internal manifestations, the ability to receive feedback, the ability to overcome communication barriers.

Interactive skills: the ability to build communication on a democratic basis, to initiate a favorable emotional and psychological atmosphere, the ability to self-control and self-regulation, the ability to be guided by the principles and rules of professional ethics and etiquette, the ability to actively listen.

Socio-perceptual skills: the ability to adequately perceive and evaluate the behavior of a partner in communication, to recognize his state, desires and motives of behavior by non-verbal signals, to form an adequate image of the other as a person, the ability to make a favorable impression.

Communicative abilities as individual psychological properties of a person that meet the requirements of communicative activity and ensure its rapid and successful implementation.

Communicative competence is an integral personal quality that provides situational adaptability and freedom to use verbal and non-verbal means of communication, the ability to adequately reflect the mental states and personality of another person, correctly assess his actions, predict on their basis the behavioral characteristics of the perceived person.

The professional skills of a teacher are described in detail in pedagogical science. However, we want to pay attention to those skills that create and maintain contact between the teacher and pupils.

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