

Professionalization of Pedagogical Activity of Future Teachers, Formation of Communicative Competence as an Aspect of Neuropedagogy

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Abstract: *The article reveals the relevance of the formation of the future teacher's communicative competence as a professionalization of the basic component of pedagogical activity and individual requirements for professional activity. The professional standard requires readiness for pedagogical activity, the basis of which is the formation of communicative competence of the future teacher, in particular in the context of the neuropedagogical approach. The authors highlight the approaches to the formation of students' communicative skills in the process of studying a block of pedagogical disciplines during the period of obtaining a pedagogical education. The paper asserts the need to follow a systematic approach in the formation of communicative competence as a dominant component of the professional competence of the future novice teacher. The effectiveness of his pedagogical activity, as the authors note, is determined by the content of the "communicative portrait" of students - future teachers, the effectiveness of the educational process depends on this. Such a position requires a new approach based on neuropedagogical components. It is the communicative knowledge, abilities and skills of the future teacher that will allow building the trajectory of object-subject and subject-subject interaction in a holistic educational process. A key component of communicative competence is the teacher's communicative culture, which ensures the effective construction of direct and feedback communication with the participants of the educational process. Professional activity always requires from the future teacher the ability to build strategy, tactics and techniques of subject-subject interactions, to organize joint activities with students to achieve educational goals.*

Keywords: *Communicative competence of the teacher, pedagogical skill, pedagogical culture, professional activity, communicative knowledge, skills, professionalism.*

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Introduction

The relevance of the formation of communicative competence of the teacher is due to the rapidly changing events and conditions of the world. In the multicultural educational space, a strategic vector is mobile professional education of specialists both during professional and postgraduate education. The development of communicative competence as an important component of a teacher's professional competence is actualized by the need to form a mobile subject of pedagogical activity. We consider communicative competence of a teacher as an ability to provide successful and effective interaction with participants of multicultural educational space to solve pedagogical tasks of various complexity. Professional activity and pedagogical skill of the teacher consists of many components, among which the leading place is taken by communicative competence, the basis of which consists of communicative knowledge abilities and communicative abilities, forming communicative skill of constructive interaction.

Review of the literature, scientific works and scientific and methodological publications on the mentioned problem shows the necessity of formation of communicative competence of a future teacher as a basic component in professional activity (Howard & Brady, 2015; Vasyanovych, 2013; Dubasenyuk, 2009), et al. Studying and analyzing pedagogical research related to comprehension of the concept of "communicative culture" of the teacher, the ways of its acquisition are important studies of foreign scientists (Anderson & Elloumi, 2009). The study of the problem of formation of communicative competence of a teacher in the system of professional education is based on a systematic approach, which includes the integrity of the system of interrelated elements: goals, objectives, content and expected results, forms, means, etc (Kohut, 2015; Nekrasova, 2010).

In the process of forming communicative competence in future teachers we were guided by the competence approach. In order to organize meaningful work forming communicative competence, we studied the essence of the competence approach application. Its implementation in the system of higher professional education is aimed at improving the competitiveness of the future teacher (Kilburn et al., 2014).

In our paper, the purpose of the study is to expand the concept of communicative competence of a teacher as professionalization of the teaching career of future teachers; definition of methodological tools that promote the formation of communicative culture of the future teacher to create the necessary conditions for the formation of communicative

competence of the future teacher as a basic component in professional activity; study of the effectiveness of the formation of communication skills in students; determining the quality of the educator to build effective communications.

Leading foreign specialists in the field of neuropedagogy note that the data is practically not taken into account by the teacher when developing lessons.

The human body is functionally asymmetric. This is manifested in various forms of behavior. When different behavioral reactions are built, as well as human consciousness, according to the right or left type. The following thinking mechanisms are used:

In the study of this difficulty, the object of this research is the process of formation of communicative competence of the teacher; the subject - the pedagogical conditions of formation of communicative competence of the teacher when considering a block of pedagogical disciplines in the process of professional formation.

Neuropedagogical approach in the context of implementation of educational activities

Research in neurobiology and neuropsychology, for example, then we can safely say that science can achieve an increase in the effectiveness of each of them in the future. student. Modern science is based on classics - pedagogy, psychology, neurology, cybernetics and reflects a person-oriented approach. The seed of neuropedagogy in Eastern European countries has not yet had time to germinate, and Western countries have already taken the optimally solve creative tasks in practice. At the same time, understanding what the individual features of the brain organization of higher mental functions are.

Neuropedagogy as a complex educational system of education and training is based on the achievements of neuroscience. The current potential of "traditional" psychology of education and training is not enough to organize, when working both with children with developmental disorders and with children of the normal group.

Our analysis of scientific literature and research shows that such prerequisites have developed in pedagogical science, which made it possible to conceptualize this problem theoretically.

Such a science as neuropedagogy does not yet exist officially and generally recognized. Although the question of its subject and purpose is already being discussed in many countries. We believe that by knowing

about such discoveries and implementing them into the educational process, teachers can diversify the way students learn.

Many researchers suggest taking into account such provisions of neuropedagogy as:

- brain development takes place under certain conditions - freedom of creativity, and under pressure, coercion and threats, its development is blocked.

Therefore, the content of the textbook and the methodological apparatus should provide educational materials and conditions for independent creative work of the student;

In this regard, it is advisable to compile the textbook taking into account the age, psychological, pedagogical and gender characteristics of the students.

Along with the above, the authors note that the potential of the brain develops due to overcoming intellectual difficulties, therefore, relying on the acceptance full dynamic development of the brain.

All this boils down to the fact that the topic of the neuropedagogical approach has not yet become widespread. However, the prerequisites for development have already been outlined.

Many scientists are inclined to the opinion that correctional education of people with developmental anomalies, injuries and brain diseases should be engaged in this field of knowledge.

Without denying the very great importance of the obtained data on the structure and functions of the brain, it should be noted that they were conducted on the material of neurosurgical clinics and therefore initially did not have an educational, but above all therapeutic focus. On this basis, a broad scientific direction - correctional pedagogy - was formed. Many specialists express an opinion about the need for the development of "private" pedagogy, for example, neurography and neuropedagogy, etc.

All this boils down to making the modern private teaching method of individual subjects independent from the general pedagogy. Obviously, this is wrong, because... it will turn the subjects, isolated from the general goal of developing a comprehensively developed harmonious personality. Neuropedagogy is the highest, modern level of classical pedagogy. Takes into account the achievements of the latter; selects, improves and develops its most effective methods and techniques, proposes and implements new ones that are even more effective and reach an even greater number of successfully engaged students.

Neuropedagogy uses such fields of knowledge as cognitive neuroscience, differential psychophysiology, neuropsychology, data on brain

organization of cognitive processes of various types of material being studied. The compatibility of options for the individual learning profile of the student and the teacher is taken into account.

The formation and development of cognitive universal educational actions is achieved by such methods:

- analysis of details of objects and processes, obtained results;
- differences and common features of objects and processes, features of the external and internal structure of the object were revealed;
- work according to the algorithm;
- classification and creation of categories, etc.

It is known that teachers use in lessons only 16% of methodological techniques that develop the capabilities of the student's right hemisphere. A person understands and remembers better when information and activities are recorded in the visual-spatial memory system. This system is designed in such a way that information, as in a library, is stored strictly in the catalog and context, in accordance with one of the main principles of neuropsychology.

Thanks to this, it is convenient not only to classify, but also to find and reproduce at the right moment. The mechanical memorization of information presented by the teacher in its pure form is fundamentally different in terms of its performance from the types of students' activities of visual memorization, which allows you to come to certain conclusions as a result of your own searching mental activity.

The concept of communicative competence of a teacher as professionalization of the teaching career of future teachers

The essence of pedagogical activity is the teacher's communication with children, so the communicative competence of the teacher is the basis of professionalism of the teacher, the level of professionalization of the teaching career of future teachers. A teacher who has the basics of communication, ready for flexible management of the process of subject-subject interaction, ready to apply communicative technologies, the implementation of which contributes to mutual understanding and meaningful interpenetration (Kovalchuk, 2007).

The system of professional education faces the task of educating and forming competent, responsible, qualified specialists capable of raising specialists fluent in their profession in the future, talented individuals who will leave a mark in the history of education and will also be able to pass their knowledge to the next generations in the future (Kondrashova, 2006). The presence of bright, creatively developed personalities with clearly

expressed individuality in the sphere of education, capable of active actions, contributes to the accumulation and systematization of accumulated knowledge and the passing of professional experience.

The current system of education emphasizes the need for professional training of specialists capable of continuous self-improvement, development, work in a stressful situation, communicatively developed and positively oriented to conflict-free interaction in pedagogical activities at all levels.

Communicative competence today is one of the most important competitive qualities of the future teacher, capable of effectively interacting with others (Lozovetska, 2014).

A teacher who possesses these qualities is able to create a comfortable emotional atmosphere that promotes effective communication with students.

Left and right hemispheres function equally. It is possible to use the data of neuropedagogy more effectively to use their work style. A number of studies show that right-brained students will work well in pairs and groups, while left-brained students must work individually.

Today quite a lot of research has been conducted on the abovementioned problem, it remains relevant to this day, also orienting to the continuation of active search for optimal approaches to its solution.

Methodological tools that contribute to the formation of communicative culture of the future teacher

Formation of communicative competence, as practice confirms, requires to be guided by effective methodological tools to develop cognitive activity, thinking activity of students, to form communicative culture of the future teacher. In the learning process, developing communicative abilities of students, it is necessary to use active teaching methods: method of group discussion, business game, intellectual trainings, method of heuristic questions, brainstorming, debates, etc. The specified tools allow to include students in cognitive activity (Nikityuk, 2011).

Each problem situation requires students communicative description, disclosure of the essence of the problem, finding the best solution. The content of learning situations is connected with the solution of problematic issues in the training and education of schoolchildren. To solve them, students need to analyze the situation, talk about it and ways to solve it, while it is necessary to observe the rules of speech interaction, ethical basis of relations, communicative code, etc. At the initial stage of formation and consolidation of skills of students observed quite a lot of language

deficiencies, gaps in the psychological and pedagogical areas. The system of language exercises-tasks that we thought out gradually reduced the level of uncertainty and language deficiencies, sometimes mistakes.

As early as Aristotle pointed out that human dignity "is manifested in the mutual intercourse of people," in the course of which people come to an understanding. Values are also the basis for mutual understanding. Ethical values are the basis for mutual understanding among subjects. The value of human dignity has universal, absolute, national and supranational significance.

Communicative competence in the formation of communicative culture of the future teacher implies knowledge of speech etiquette, including the ability to listen to the interlocutor, maintain emotional contact with him, as well as the ability to ask tactful questions (Filatova, et al., 2020).

The development of the professional path can be assessed through professional performance, identity, and maturity. There is no doubt that the future teacher must develop a willingness to cooperate, empathy, and the ability to solve various communication conflicts and sometimes conflicts at all levels of interaction (Barron & Harrington, 2019).

The process of formation of communicative competence of a future teacher (first-year students of different faculties) is carried out in the atmosphere of favorable moral and psychological climate, students, entering into subject-subject interactions, learn to model communicative situations, broadcasting in their subjective model of communicative behavior (Spitzberg& Cupach, 1984).

Due to the performance of language exercises - tasks of different complexity - students are aware of the need to form communicative competence as a complex multidimensional concept. Students realize the complexity of constructing the process of language communication, understand how important it is to be able to speak and write correctly, to use words and expressions in the situation of language interaction in accordance with communicative expediency, to observe the criteria of language culture: correctness, consistency, accuracy of language, etc. (Zadorozhna, 2013).

In order to get feedback and further improve the communication activity, the teacher can conduct testing, anonymous questionnaire or oral survey. Active forms of learning contribute to the formation of proper communication skills, the study of their strengths and weaknesses, the improvement of interpersonal communication (Hurevych, 2012).

Scholars have noted that a person has a natural tendency to be specific to the mindset of a teacher. This is due to a certain natural gift of man, his heredity and the specificity of the psyche, which allows an

individual without pedagogical training to have the ability to understand children, the motives for their actions, with ease to build a trusting relationship with them. It is to the development of such sincere and warm benevolent relations that every teacher should strive for when working with students.

The qualities of an educator to build effective communications

Undoubtedly, the paramount quality of a teacher is love for children, interest in raising them as humane, fair, non-different personalities, capable of actively and courageously expressing their thoughts, achieving their goals, building relationships and being emotionally stable (Hesse-Biber, 2015).

Undoubtedly, the main ways of formation of communicative competence of future teachers is theoretical training of students in higher education institutions, which forms their understanding of the importance of their future profession. Also fundamental is the psychological training of professionals, including: the education of personal qualities, the ability to build interpersonal communication, to develop a sensual mind. We created the conditions and a comfortable atmosphere for discussion, dialogue, conversation, in every way contributes to the future teacher was able to open up and freely express their thoughts, emotions, without fear of criticism and condemnation. The creative task of the teacher is considered to be mastering the skills of professional-pedagogical communication (Zadorozhna, 2013).

For continuous formation and support of professional identity of teachers it is important to immerse specialists and students "in the space of humanitarian meanings of pedagogical activity, their comprehension and understanding".

Continuity is one of the important functions of any sphere of human activity, and in this case the presence of effective communication skills is an integral part of it.

In our study, the concept of "communicative competence" is characterized as a complex multidimensional concept that includes the communicative culture of the teacher's personality. We define the concept of "communicative culture" of the teacher through cultural norms, knowledge, values, abilities and skills that are used in interaction and contribute to its effectiveness (Vasyanovych, 2013).

The high level of development of communicative culture of the future teacher is always manifested in the ability to communicate with students, colleagues, friends and holistic in the pedagogical process at all levels.

Theoretical analysis showed the necessity and validity of forming communicative competence as a pedagogical category, which is one of the significant components of general professional training of specialists in the process of learning in a higher educational institution, and then in pedagogical activity (Zhurat et al., 2020).

In the framework of research work we found that the process of formation of communicative competence of a future teacher is considered as a universal way of self-development, self-realization of a future teacher in the period of professional formation and postgraduate education.

Tolerance for unrealistic experiences. Intolerance to unrealistic experiences. Their nature is still not completely understood: they are related to brain asymmetry, temperament properties, level of intelligence, sociocultural factors. In general, in the last decade, attention began to be paid to the study of taking into account cognitive styles in the educational process and but primarily the work is devoted to teaching various subjects at school and teaching students of different ages. For example, the prospects of using the developments of neuropedagogy for the effectiveness of education.

We define communicative competence as a professional solution of communicative tasks in the educational process (Volkova, 2006). Development of communicative competence of a future teacher will allow qualitatively build a trajectory and content of the educational process in pedagogical activity, to orient students to success and form their universal learning activities, optimal language development, acquisition of subject knowledge, where subjective success of students will be the motivational core of establishing and supporting contacts with peers due to the system of internal resources, which are necessary for building effective communicative actions both in the learning situation and in the social situation of interpersonal interaction.

The study of the effectiveness of the formation of communication skills in students

The study of the problem confirms that the educational process at school always requires a teacher's speech skills, which will allow to quickly and consciously find and apply the necessary language means that formalize his opinion. At all lessons the teacher's language addressed to children should be characterized by literacy, logic, conciseness, accuracy and correctness, which are determined by erudition and logical thinking of the teacher.

The need for development and formation of communicative skills is actualized by the professional standard, where the functions of communicative competence in the professional activity of a teacher, which should be possessed by a future and novice teacher, are meaningfully presented (Howard, 2015; Brady, 2015):

In the process of forming the communicative competence of students, students from different faculties were involved. A series of exercises-tasks we conducted contributed to the development of speech skills of students. In the process of forming communicative competence we conducted individual, paired and group work in the classes, where students carried out learning activities and learned how to work with different sources of learning information, etc. Students were offered tasks of different complexity, different volume and design. Tasks were conducted in order to eliminate a set of observed barriers in students: semantic barrier, stylistic, logical, communicative, etc., then observed barrier of perception and understanding of each other, which was then reflected in the subject-subject interaction (Gerasymova et al., 2019).

The result of individual, paired and group work was students' self-reflection. Reflexion was revealed through self-knowledge and self-assessment of the student after communicative interaction (Kohut, 2015).

Thus, neuropedagogy calls for building education. And although research in the field of neuropedagogy has been carried out not so long ago (even in comparison with neurolinguistics), their appearance is quite logical and natural: the importance of the achievements of neuroscience is increasingly realized.

The system developed by us is aimed at immersing students in speech activity, development of communicative skills, communicative culture and communicative competence of future teachers in the process of professional formation. The students have a positive dynamics in the performance of language exercises of different complexity and structure.

The number of speech errors, deficiencies in the performance of creative tasks, in solving problem situations related to the issues of teaching and education of students has decreased.

Conclusions

The importance of the article is to expand the concept of communicative competence of a teacher as professionalization of teaching career of future teachers; definition of methodological tools that contribute to the formation of communicative culture of a future teacher to create the necessary conditions aimed at the formation of communicative competence

of a future teacher as a basic component in professional activity; determining the qualities of an educator to build effective communications.

We characterize communicative competence as a multifaceted, capacious, complex concept. The speech of the teacher has always been subject to high requirements. Students gradually realize that the language of the teacher, addressed to children, must meet all the requirements: correct literary pronunciation, clear diction, logical presentation of thought, clarity and accessibility in the presentation, emotionality, expressiveness of thought, etc. These components constitute the foundation of pedagogical speech of a future and actually functioning teacher.

The key component of communicative competence is communicative culture of the teacher, which ensures effective construction of direct and feedback communication with the participants of the educational process. Professional activity always requires the future teacher to be able to build a strategy, tactics and techniques of subject-subject interactions, to organize joint activities with students to achieve educational goals. Communicative culture of a teacher includes the ability to persuade and argue their opinion, position, competent construction of oral and written speech. And mastery of oratory helps the teacher to successfully formalize professional speech in pedagogical activity, identify pedagogical erudition, pedagogical improvisation and at the same time to show pedagogical reflection. Pedagogical communication emphasizes teachers' professional suitability and readiness to communicate at different levels.

We consider the process of formation of communicative competence of a future teacher as a systematic and purposeful process of development of professional skills, significant personal qualities such as benevolence, tactfulness, communicability, tolerance, organization, etc.

The research confirmed that communicative competence as a complex and multidimensional concept includes knowledge of language etiquette, the ability to listen to the interlocutor, maintain emotional contact with him, as well as the ability to ask tactical questions, etc. The system we propose contributes to the formation of communicative competence of a future teacher, his curiosity, vividness of mind, emotional openness, empathy, self-reflection, etc. A future teacher with these qualities is able to create a comfortable emotional atmosphere in the classroom and optimally build communication with students.

The study of the problem confirms that it is necessary to improve the communicative competence of future teachers, their motivation for further communicative self-improvement and professional development. The designated by us problem, the purpose, the object of research have

designated a trajectory of our systemic work, which is aimed at the formation of communicative competence of the future teacher as an indicative component of professional activity. The process of forming language skills and abilities of a future teacher we carry out on the basis of using the studied block of pedagogical disciplines, which are studied.

The results of our analysis indicate that neuropedagogy is not yet a universally recognized science, but a certain part of the world scientific community has already started work in this direction. Moreover, it is possible to state the unity of views of all researchers regarding the positive impact of neuro-pedagogical influence on students.

The development of the subject and the formation of the methodology of neuropedagogy is only a matter of time, since scientific works in this direction testify to the deep potential of neuropedagogy as a science of the future, which will take into account the neurophysiological, neuropsychological and individual personal characteristics of all participants in the pedagogical process, creating a favorable environment for the assimilation and application of knowledge.

Research the effectiveness of formation of communicative skills in students; determination of the quality of the teacher to build effective communications.

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The Author 4 investigated the effectiveness of the formation of communicative skills in students;

The Authors 5,6 identified the qualities of the teacher to build effective communication.

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