

PEDAGOGICAL CONDITIONS FOR THE FORMATION OF A PEDAGOGICAL COMMUNICATION CULTURE OF FUTURE PRIMARY EDUCATION TEACHERS

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ABSTRACT

The article reveals the problem of forming a culture of pedagogical communication for future primary education teachers; the definition of "pedagogical communication culture" is clarified, which is considered by scientists as "a component of the teacher's professional competence, which is competence in communication, which is determined by his personal communicative potential, as well as a system of professional communicative training aimed at the formation and development of such professional knowledge, abilities, and skills that ensure the presence of perceptive, interactive and communicative competences of the future teacher". The highlighted conditions for the formation of the culture of pedagogical communication of future teachers of primary education: The presence of a high level of development of pedagogical communication culture of teachers of higher education institutions as organizers of the educational process based on the ideas of humanism and the technology of subject-subject interaction; organization of a pedagogically expedient process of communicative training of students in the classroom and extracurricular educational activities based on a competency-based approach to the professional training of specialists in accordance with the basic principles of pedagogy and the achievements of psychological science; encouraging future teachers to self-education and self-improvement in pedagogical communication. Perceptive, interactive, and communicative components are distinguished in the structure of the culture of pedagogical communication. Forms of classroom and extracurricular work on the formation of a culture of pedagogical communication are given.

Keywords: culture of pedagogical communication, future teachers, primary education, conditions, formation, classroom, extracurricular, forms of education, educational components.

INTRODUCTION

Higher pedagogical education in Ukraine is aimed at providing fundamental scientific, general cultural, and practical training of specialists who must determine the pace and level of scientific-technical, economic, and socio-cultural progress, ensure comprehensive development of a person as an individual, and the highest value of society. In order for education to become a powerful factor in the development of the spiritual culture of the Ukrainian people and the reproduction of the productive forces of Ukraine, it is necessary to ensure its flexibility and adequacy to modern European educational realities and the world level. Therefore, forming a new generation of pedagogical staff and raising their professional and general cultural level is necessary.

In the context of the implementation of the national policy of primary education reform "New Ukrainian School", the requirements for teachers' language skills have increased significantly. The new Ukrainian school is based on the principle of an individualized way of learning and the principle of child orientation, so the speech of primary school teachers is the standard of communication, and the language expert is the speaker and the model of language and culture. The latest concepts of primary education have been approved, which allows, using means, effective methods, and techniques, to improve the language training of future teachers during their studies in institutions of higher education, to form in them the readiness to use the rules of oral and written communication in various professional situations.

The historical-genetic analysis of the problem of the formation of future teachers' pedagogical communication culture testified to the significant interest in it on the part of modern scientists. Thus, the works of Georgy Ball, Ivan Zyazyun, Ivan Synytsia, and others are devoted to the study of the psychological and pedagogical foundations of the culture of pedagogical communication and the theoretical and methodological foundations of its formation. The essence, structure, and functions of professional-pedagogical communication were actively studied by Oleksiy Bodalov, Viktor Kan-Kalyk, Yakov Kolomynskiy, Oleksiy Leontiev, Aelita Markova, Olena Mudryk, and others. Pedagogical communication styles, their types and structure, motivational and value determinants, and influence on teacher referentiality were studied by Mykola Berezovin, Oleksiy Bodalyov, Vasyl Galuzyak, Mykola Smetansky and others.

The need to increase the cultural, linguistic, and professional training of future teachers of primary education is emphasized in a number of laws and regulatory documents, in particular in the laws of Ukraine's "On higher education", "National strategy for the development of education in Ukraine for the period until 2021", "Professional standards of teachers of primary classes, a teacher of a general secondary education institution and a teacher of primary education". However, the problem of forming a culture of pedagogical communication among future primary school teachers has not yet been the subject of a holistic analysis by scientists.

THE PURPOSE OF THE RESEARCH

The purpose of the research is to justify theoretically the essence of the concept of "pedagogical communication culture", and to single out the pedagogical conditions for the formation of the culture of pedagogical communication of future primary education teachers.

MAIN MATERIAL STATEMENT

The problem of forming a culture of pedagogical communication is urgent, because the development of professional and communicative competence of a future specialist depends on the level of development of communicative abilities. Higher education requires not only the explanation to the student of facts, phenomena, processes, understanding, and interpretation of the received information, but first of all – the ability to use the acquired knowledge in practice, that is, the focus is not on the learning process, but on the result of the educational process – the readiness of the graduate for further professional and communicative activity. Such training requires the search for the most perfect methodical ways of organizing the educational process.

Pedagogical communication is the main form of the educational process. Its productivity is determined by the goals and values of communication, which must be accepted by all subjects of the pedagogical process as an imperative for their individual behavior. Thus, Oleksiy Leontiev managed to draw attention to the extreme urgency of the problem of pedagogical communication for the practice of education and upbringing, emphasizing the main signs of its optimality: "optimal pedagogical communication is such communication between a teacher and students in the learning process, which creates the best conditions for the development of student motivation and creative nature of the educational activity, for the correct formation of the student's personality, provides a favorable emotional climate for learning..., provides management of social and psychological processes in the children's team and allows maximum use of the teacher's personal characteristics in the educational process (Leontiev, 1996)".

In the conditions of the modern educational process, a teacher of any specialty must possess a high level of pedagogical communication culture, since professional communication is the basis of his pro-

professional activity. The teacher's speech should reflect his sufficient general and professional erudition since mastery of culture is the most important sign of professional activity for a teacher. As Galina Tarasenko rightly observes, "...the professional culture of a teacher cannot be simplified to a system of special, narrowly professional knowledge, abilities and skills. This concept is broader and includes the entire spiritual potential of the teacher's personality, intellectual, emotional, and practical-action components of his consciousness (Tarasenko, 2003)". Of course, the formation of professional and pedagogical skills will not be complete without mastering the basics of the culture of pedagogical communication as the basis of the effectiveness of pedagogical influences.

Since in the traditionally accepted structure of the culture of pedagogical communication, perceptive, interactive, and communicative components are distinguished, which have a corresponding motivational and value basis, then in the context of the competence approach, we consider it appropriate to call some of them components of the culture of pedagogical communication as competences in pedagogical communication: the competence of perception in pedagogical communication, interaction competence in pedagogical communication and communication competence in pedagogical communication. Each of the competencies involves knowledge and awareness of their content, which under certain conditions of practical improvement will grow into an integral part of the competence of pedagogical communication. All three named components of the culture of pedagogical communication as competence in pedagogical communication are determined by the motivational and value basis on which they are built.

We recognize the teacher's culture of pedagogical communication as a component of his professional competence as a specialist in general and a manifestation of his competence in pedagogical communication in particular. By its content, this competence is a synthesis of communication, perception, and interaction competencies in communication. Each of the characterized types of competencies, being the basis of a teacher's competence in professional communication, its level of development will determine the level of development of the culture of pedagogical communication as a teacher's competence in communication.

A full-fledged formation of the culture of pedagogical communication of a future primary school teacher cannot be carried out only during classroom classes. The constant increase in the amount of knowledge that a future specialist must acquire during the years of study at an institution of higher education, and the growth of requirements for the level of his professionalism causes an urgent need for a comprehensive and in-depth study of the ways, external and internal conditions of becoming a specialist, identifying the patterns of professional training and taking them into account during implementation systems of educational work in higher education.

The connection between classroom and extracurricular activities, which is diversified by different forms of conducting them, is of great importance in the process of studying at institutions of higher education. In classroom work, priority is given to the following forms of conduct: lectures, seminars, practical and laboratory classes, and consultations. Due to a number of objective and subjective circumstances, the importance of extracurricular activities is unfortunately underestimated. From the point of view of a systematic approach to the formation of the personality of future primary school teachers, it is wrong to distinguish between tasks used in the classroom and non-classroom classes. Their direct connection and interpenetration, in our opinion, activate and diversify the process of training a specialist, giving it a greater professional and practical orientation.

In order to form a culture of pedagogical communication, extracurricular work was carried out in the following areas:

- introducing students to the specifics of their future profession;
- educational work on the formation of spirituality, artistic and aesthetic education and personality education;
- students' awareness of the importance of their profession and its place in society;
- deepening of professional knowledge, abilities, and skills;
- development of students' social activity;
- development of individual abilities and talents of future teachers.

Among the forms of extracurricular work on the formation of a culture of pedagogical communication among future primary school teachers, we considered it expedient to use non-standard forms of ex-

tracurricular activities: pedagogical information; debates on pedagogical topics; readers' conferences; oral journals; round table discussions; evenings on pedagogical topics; contests of pedagogical skills; pedagogical weeks and Olympiads; pedagogical studies, etc.). These forms of extracurricular work make it possible to focus students' attention on the main and professionally interesting material, to notice the problems that are currently troubling modern higher education.

The activities of the pedagogical institutions of higher education are aimed at training specialists who are able to carry out their future professional activities on the basis of the national heritage of world importance and established European traditions, democratic and humanistic principles, to implement educational policy as a priority function of the state, which is aimed at the development and self-realization of the individual, the satisfaction of his educational and spiritual and cultural needs, implement educational, cultural and educational, socio-pedagogical and correctional functions. As we can see, the professional and pedagogical training of future teachers of primary education at the university is carried out within the cultural approach.

In the structure of a higher education institution, the formation of a culture of pedagogical communication can be represented by appropriate educational components. In particular, the basis of the communication culture formation system can be presented in the form of educational components:

- Ethics of business and professional communication (second year);
- Rhetoric (third year);
- Conflictology (fourth course).

The content of the training of future teachers of primary education proposed above in the direction of forming a culture of communication can serve as a basis for the systematization of this work in institutions of higher education. However, in our opinion, additional disciplines should be conducted in the system of training students of higher education in the field of "Culture of pedagogical communication".

It is the Pedagogical University that provides the opportunity for thorough scientific-theoretical and methodical-technological training of primary education teachers, as well as bringing them closer to their future professional activities since its educational process is a holistic system that combines various forms of educational process organization: classroom and extra-curricular activities of students, passing various types of pedagogical practice with the aim of close cooperation with the teaching and student staff of the primary school, participation in scientific research work on the basis of the primary school, professionally oriented creativity, etc. Therefore, we consider it expedient and promising to form a culture of pedagogical communication among future teachers of primary education at the university, subject to the appropriate pedagogical conditions.

I. The presence of a high level of development of the culture of pedagogical communication of teachers of institutions of higher education as organizers of the educational process based on the ideas of humanism and the technology of subject-subject interaction

We formulate this condition based on the views of the outstanding teacher Vasyl Sukhomlynskyi, who, speaking about the formation of speech culture in schoolchildren, emphasized that "...one of the most effective means of developing oral speech is a good example. These are classical and modern works of art, and above all - the speech of a teacher who has to teach, shows how one should practically act, and how a language is formed from word to word. The child always takes an example from the teacher. Students learn the norms of the literary language and use the functional capabilities of the language under the influence of the teacher. The teacher's word in many cases is a criterion of truth for students (Sukhomlynskyi, 1976)". He urges: "...Remember that from the moment the first imitation of you awakens in a young soul, the desire to be like you, every word of yours acquires special importance for your pupil, every thought of yours becomes the thought of your pupil (Sukhomlynskyi, 1976)".

Olga Korniaka quite rightly claims that students, as future teachers, should have a proper model - a high level of the culture of pedagogical communication of the teachers themselves, because "... the formation and manifestation of a culture of communication is not possible without such a psychological link as observing the model - how another person acts in a certain communicative situation, as close as possible to real life and, of course, without his own experience, when the individual himself must get into a similar situation of communication and act according to the model (Korniaka, 2003)".

Because we are convinced that a teacher of a pedagogical institution of higher education should be a model of humanity, respect, equality in communication, demandingness, kindness, cooperation, and dialogue in interaction with students. Students' awareness of the importance of the ideas of humanism and assimilation of the technology of building the educational process in primary school on the basis of subject-subject interaction will be better directly in such an environment. Therefore, the idea of humanism should permeate the educational process in higher education institutions, and the relationship between teachers and students should be built according to the subject-subject scheme of interaction. This should be manifested in the process of studying various academic disciplines, in extracurricular work, and in extracurricular relationships between teachers and students.

II. Organization of a pedagogically expedient process of communicative training of students in the classroom and extracurricular educational activities based on a competency-based approach to the professional training of specialists in accordance with the basic principles of pedagogy and the achievements of psychological science

Here we consider it expedient to mention the need to organize such a process on the basis of basic pedagogical principles. The main didactic principles of the organization of communicative training of future teachers as an educational process have been defined as follows.

Pedagogical didactic principles: purposefulness, planning and systematicity in communicative training; scientificity and availability of communicative training; connection of the scientific and theoretical foundations of communication with the practice of its implementation in primary school; continuity and perspectives of communicative training; comprehensive personality development and the complex character of communicative training; educational nature of communicative training; optimization of communication training; individualization and differentiation in communicative training; visibility of communicative training; motivational provision of communicative training; emotional aspects of communicative training; activities in communicative training under the leadership role of the teacher; thoroughness and effectiveness of knowledge, abilities and skills acquired in the process of communicative training; conscious assimilation of the scientific and theoretical foundations of pedagogical communication.

Pedagogical educational principles: the unity of the national and universal in communicative training; cultural appropriateness in communicative training; ethnicization of communicative training; communicative training of the individual through the team; unity, coherence and consistency of requirements in communicative training; social orientation of communicative training; relying on the positive in the personality in the process of communicative training; optimistic forecasting in communicative training.

III. Encouraging future teachers to self-education and self-improvement in pedagogical communication

Raising the level of the culture of pedagogical communication of specialists should not be understood as a process of pure training in higher education institutions - it is also a process of self-education and self-improvement of students in professional speech. To achieve a high level of mastery in communication, the future teacher must, in the process of his pedagogical activity, systematically work on his speech, and manner of communication, develop his communicative abilities and skills, learn to restrain his emotions and feelings, not only skillfully resolve conflicts, but also prevent them, build relationships with students based on respect and equal partnership, make them highly moral and worthy of imitation.

We are convinced that the culture of pedagogical communication of future primary education teachers will be successful only if the above conditions are carefully observed.

In order to learn professional communication, you need to clearly understand the structure of this process, know what skills ensure its implementation, and how you can improve the educational influence on future teachers of primary education. According to Viktor Kan-Kalik, there are 4 stages of communication that make up the structure of pedagogical interaction:

- Modeling of future communication by the teacher (prognostic stage).
- The initial stage of communication. Its purpose is to establish emotional and business contact in pedagogical interaction.
- Communication management. This is a conscious and purposeful organization of interaction with the use of the communication process in accordance with a defined goal.
- Communication analysis. The main task of this stage is the correlation of goals, means, and results of interaction, as well as the modeling of further communication. This is the stage of self-correction (Slyusar, 2018).

CONCLUSIONS

Therefore, the culture of pedagogical communication is a component of the professional competence of a teacher, which is competence in communication, which is determined by his personal communicative potential, as well as a system of professional communicative training aimed at the formation and development of such professional knowledge, abilities, and skills that ensure the presence of perceptive, interactive and communicative competences of the future teacher. We are convinced that the culture of pedagogical communication of future primary education teachers will be successful only if the above conditions are carefully observed.

The conducted research does not cover all aspects of solving the chosen problem. We see the prospects for further research in the in-depth study of the ways, methods, means and features of the formation of the culture of pedagogical communication of primary education teachers in professional and pedagogical activities, taking into account the needs of the child in moral, mental, and physical health.

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