EFFECTIVENESS OF PEDAGOGICAL COMMUNICATION IN FORMING THE PROFESSIONAL CULTURE OF FUTURE ENGLISH TEACHERS

Abstract. Qualified training of future English language teachers is due to the importance of the introduction of globalization and the focus of a modern business foreign language in relation to the development of an individual conversational style and personal communication.

Analysis of recent research. The results of the empirical research were analyzed using methods of observation, interviewing, and surveying. The applied methods for checking the effectiveness of the technology of providing professional and pedagogical culture in future teachers of the English language under the conditions of linguistic representation of pedagogical practice are significant and received positive feedback from the teacher-curator, the academic group and the methodologist. They were organized according to the individual characteristics of the students, under the condition of mutual contact of the participants of the educational process within the higher institution and with the help of quite successful pedagogical communication.

It was established that raising the level of communication culture among students through the introduction of interesting and logically structured classes is due to the proposed topics of monologues, as well as the selection of tasks to improve the professional and pedagogical culture and the effort to form the appropriate English language of students. For each lesson, active vocabulary and sentence construction were used in the context of choosing synonyms and associated them with different pictures or events.
Accordingly, this method influenced the faster memorization of active vocabulary. Compiling the psychological and pedagogical characteristics of the staff of the academic group made it possible to analyze the relations between students, their common goals, motives, which in turn made it possible to choose the best methods and techniques for working in groups and pairs.

**Keywords:** education seekers, professional and pedagogical culture, knowledge, skills, individual characteristics, motivation.

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**ЕФЕКТИВНІСТЬ ПЕДАГОГІЧНОГО СПІЛКУВАННЯ У ФОРМУВАННІ ПРОФЕСІЙНОЇ КУЛЬТУРИ МАЙБУТНІХ ВЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ**

Анотація. Кваліфікована підготовка майбутніх учительів англійської мови зумовлена важливістю впровадження глобалізації та спрямованістю сучасної ділової іноземної мови щодо розвитку індивідуального розмовного стилю та особистого спілкування.

Аналіз останніх досліджень. Результати емпіричного дослідження проаналізовано за допомогою методів спостереження, інтерв'ювання та анкетування. Застосовувані методи перевірки ефективності технології забезпечення професійно-педагогічної культури майбутніх учительів англійської мови в умовах мовної репрезентації педагогічної практики є значущими та отримали позитивні відгуки викладача-куратора, навчальної групи та методиста. Вони були організовані відповідно до індивідуальних особливостей студентів, за умови взаємного контакту учасників навчального процесу відповідно до навчального закладу та за допомогою досить вдалого педагогічного спілкування.

Встановлено, що підвищення рівня культури спілкування студентів шляхом запровадження цікавих і логічно побудованих заняттів зумовлено запропонованою тематикою монологів, а також підбором завдань для підвищення професійно-педагогічної культури та прагненням до формування відповідна англійська мова студентів. Для кожного уроку активний словник і побудова речення використовувалися в контексті вибору синонімів і пов’язували їх з різними картинками чи
подіями. Відповідно, цей метод вплинув на швидше запам'ятовування активної лексики. Складання психолого-педагогічної характеристики колективу академічної групи дозволило проаналізувати стосунки між студентами, їх спільні цілі, мотиви, що в свою чергу дало змогу вибрати оптимальні методи і прийоми роботи в групах і парах.

Ключові слова: здобувач освіти, професійно-педагогічна культура, знання, уміння, індивідуальні особливості, мотивація.

**Formulation of the problem.** State national program "Education. Ukraine of the 21st century" in the context of training a new generation of scientists and educators regarding the reform of the higher education system is conditioned by the principles of humanization, individualization, democratization, and ethnicization of the educational process. The solution to this is determined by the creative approach of teachers who have a sufficient level of formation of professional and pedagogical culture.

**Analysis of recent research.** The theoretical analysis of scientific works (S. Vitvytska, V. Hrynyova, I. Zyazyun, O. Mudryk, N. Szegeda, O. Rudnytska, Yu. Smakovskii, L. Pehota, O. Khoruzhoi, etc.) shows that nowadays quite a lot certain aspects of the problem of the formation of the professional and pedagogical culture of future teachers of the English language have been developed, but there are no studies on the specifics of its implementation and implementation in institutions of higher education.

**The purpose of the article is to study the features of effective pedagogical communication regarding the formation of the professional culture of future teachers of the English language.**

**Statement of basic material.** A modern future teacher must be comprehensively prepared for various aspects of the future work and demonstrate learning outcomes - "knowledge, skills, ways of thinking, skills, attitudes, values and other personal qualities that can be identified, planned, evaluated and measured and that a person is able to demonstrate after completion of the educational program (program learning outcomes) or individual educational components" [1, 3].

Teacher of the 21st century. proclaimed in the documents of the main international organizations is the bearer of social changes, and the potential of teachers is regulated by principles that ensure high quality of education and competitiveness in the world labor market. It is necessary to find and implement the latest methods of ensuring new levels of quality of professional teacher training as a result of the process of integration of national education systems into the European and world educational space. The normative document of Ukraine - the National Doctrine of the
Development of Education of Ukraine in the XXI Century - emphasizes the training of teaching staff, promotion of their professional improvement as an important condition for the modernization of education in the country [3, c. 12].

In modern conditions, education in Ukraine needs to take into account modern global trends, among which, according to V. Kremen, "the renewal of the educational field: the training of an individual who is aware of his belonging to the Ukrainian people, to modern European civilization, orients himself in the realities and prospects of socio-cultural development, is ready to life and activity in a changing world; formation of qualified competitive personnel capable of creative work, professional growth, mastery and implementation of information communication and other promising technologies, etc. [3, 5].

The professional activity of an English language teacher among other educational specialties has a significant role and is determined by its significance for the development and formation of the student's personality. According to the normative and scientific basis of foreign language teacher training in Ukraine, the main principles are teacher training by degrees, its variability, professional orientation, humanization of education, interdisciplinary connections, individually creative approach to the student [2, 4].

The encyclopedia of modern Ukraine notes that culture (from the Latin cultura – processing, care, from colo – to grow, cultivate the land) is a manifestation of human life, expressed in patterns of behavior, means and products of activity, in particular ideas, ideals, norms and values. Culture reflects the peculiarities of behavior, worldview, and consciousness of a person in certain spheres of life, in particular social. According to what it should be considered that, in particular, the culture of a teacher should be consistent with the requirements and needs of society, fulfill a socially important role, be a guarantee of the formation and development of the worldview of future generations [3, 5].

Following R. Gurevich, we understand professional and pedagogical culture as the integral quality of a teacher's personality, which is a prerequisite for effective pedagogical activity, a generalized indicator of professional competence and the goal of professional self-improvement [2, c. 7].

Their awareness of the principles of the methodology should also be considered a component of the professional and pedagogical culture of teachers. That is why it is worth noting that, according to L. Kolosova, "the professional development of an English teacher is a process of qualitative change in the totality of scientific and methodical knowledge, abilities, skills in the field of methodical activity, which leads to creative self-realization of the methodologist in professional activity and increasing the effectiveness of
pedagogical work teachers, as well as personal and business qualities, creativity, motivational sphere and value orientations, which are aimed at the positive development of the methodologist of the English language" [2, 4].

A high level of professional and pedagogical culture characterizes a teacher according to the following indicators:

- works professionally, constantly searching for creative ways to solve educational tasks;
- strives for self-improvement through self-education;
- achieves positive results in the educational process;
- his creativity is aimed at improvement, perfection, and not at creating new examples of pedagogical practice;
- modifies its activity in accordance with professional requirements;
- realizes himself as a professional, not as a representative of pedagogical culture.

Thus, modern education and upbringing of an active and independent creative personality, competitive in the conditions of the information society, requires from the future teacher not only interactive skills, but also the ability to independently acquire knowledge, thoughtfully build a schedule, orient oneself in information and prepare oneself for the use of these technologies in the future professional activity. This approach determines the organization of students' pedagogical practice, which contributes to the formation of motivational-emotional, cognitive, activity and regulatory structural-criterial components of the intellectual culture of the future teacher [3, 4].

At the beginning of teaching practice in the first semester of 2022-2023, among the students of academic groups 1FA and 1FB of the Department of English Philology of Mykhailo Kotlyubinskyi Vinnitsia State Pedagogical University, a questionnaire was conducted on the level of socialization in the educational process and the main characteristics and trends of students' perception of the proposed educational material on the topic of the study were determined. Among the research methods used are the following: empirical (surveys, observations, interviews with students in order to establish the dynamics in relation to the respondents, multiple-choice tests on the online platform Wordwall to determine the motivation and perception of the material by students, and methods of mathematical statistics to perform statistical calculations).

The survey was conducted using the Telegram Internet messenger, where respondents were able to choose their answer options interactively, as well as offer their own. This form of conducting the survey is quite
comfortable, which made it possible to evaluate the results of the survey. 55 higher education students took part in the survey.

![Motives of students](image)

**Fig. 1. Dominant motives of students regarding admission to a higher institution**

Among the significant motives (Fig. 1) were noted such as material encouragement (availability of a scholarship), difference from peers, the need for specialists, a diploma for employment, as well as a sense of obligation to obtain higher education. None of the interviewees noted pressure from their parents as the motive, which indicates the independence of their choice of profession. A clear understanding of one's own position and the ability to defend it is an indicator of a complete personality, which in the future will organize its internal qualities in relation to professional categories.

In general, students are satisfied with their own learning results (91.7%), however, some reluctance to learn, health problems, laziness, work, the amount of homework and pressure from teachers prevent them from achieving better results, which is an obstacle to improving their the level of English language proficiency in order to ensure the appropriate level of professional and pedagogical culture of future teachers.

External and internal factors affect the attitude to learning in particular. In addition, its result is an important component of the formation of relations in the group. Postulates of mutual learning, the formation of a friendly atmosphere during practical classes and extracurricular activities have a positive effect on student motivation, their self-awareness, bias and attitude towards the performance of assigned classes and compliance with
requirements. It is worth noting that the study of the reasons for a certain result of students in education involves a better understanding of the conditions and ways to overcome them. That is why the next question was a survey of what can be done to improve educational activities (Fig. 2).

![Fig. 2. Students' proposals for improving the quality of life in higher education institutions](image)

Education seekers assure (Fig. 2) that sensitivity to suggestions and the value of perceiving one's own opinion dominate during education. They noted that in an educational institution it is very important to teach the material in an accessible way, as well as to encourage an increase in motivation for better assimilation of knowledge with words and support. They need such encouragement and motivation in writing papers of various research types, supervision and mentoring. In a certain ratio, consideration of the individual characteristics of each of them, better technical equipment of the department and better technical support for the effective use of interactive implementations were noted. External conditions also became an integral part of such an educational process (in the form of ensuring a better material situation and standard of living, etc.). Such support will contribute to the formation of the professional and pedagogical culture of future English language teachers and the possibility of applying the acquired skills, knowledge and skills in professional activities.

Thus, the level of development of students is quite high, all participants successfully interact with each other and jointly solve the tasks set before them. In the realities of today's life, students have the opportunity to
communicate only through social networks and messengers, which in turn excludes personal contact, but kindness, courtesy and willingness to help create a positive atmosphere. In my opinion, members of the academic group should introduce more internal traditions, be more active in solving various issues. In addition, during classes, it would be more appropriate to use work in groups and pairs more often. Compiling the psychological and pedagogical characteristics of the staff of the academic group made it possible to analyze the relations between students, their common goals, motives, which in turn made it possible to choose the best methods and techniques for working in groups and pairs.

**Conclusion.** It was established that raising the level of communication culture among students through the introduction of interesting and logically structured classes is due to the proposed topics of monologues, as well as the selection of tasks to improve the professional and pedagogical culture and the effort to form the appropriate English language of students. For each lesson, active vocabulary and sentence construction were used in the context of choosing synonyms and associated them with different pictures or events. Accordingly, this method influenced the faster memorization of active vocabulary. Watching thematic videos and films contributed to the construction of the correct use of various phrasal verbs and idioms instead of ordinary words, which contributed to the possibility of deepening knowledge on the topic of "small talk" and added motivation to move in the same direction further.

In the future, we see the possibility of studying content technologies for the formation of the professional and pedagogical culture of future English language teachers in the context of linguistic provision of knowledge and skills of students in the remote format of the organization of the educational process of a higher institution.

**References:**


Література: