FORMATION OF PROFESSIONAL LINGUISTIC AND COMMUNICATIVE COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS IN THE PROCESS OF STUDYING PROFESSIONAL DISCIPLINES

Abstract. It is worth remembering that any professional activity requires linguistic and communicative experience in oral or written form, in official or unofficial circumstances. The professional communicative competence of a modern teacher of primary education presupposes, first of all, the presence of thorough professional knowledge of theory, concepts, accumulated pedagogical experience, professional ethical norms, as well as the skills of the general humanitarian culture of the teacher, his education, intelligence, a high sense of duty, responsibility, the ability to navigate in various conditions of pedagogical communication.

The article outlines the main components of the professional and communicative competence of a primary education teacher. Some key aspects are characterized, the successful formation of which is an important task that requires a combination of technologies and pedagogical approaches (interactive, person-oriented, differentiated) aimed at developing the communicative competence of future primary school teachers and helping to conduct active interaction, create a modern educational environment and promote interpersonal communication.
The results of the research analysis show that the professional linguistic and communicative competence of a teacher is an indicator of the formation of a system of professional pedagogical knowledge, communicative abilities and skills, holistic orientations, general humanitarian culture, integral indicators of speech culture, necessary for high-quality professional pedagogical implementation. It is noted that language competence implies the presence of speech skills that determine speech behavior. Speaking skills include four types of speech activity: the ability to speak, listen, read and write. The modern system of higher education is designed to form the professional linguistic and communicative competence of future teachers of primary education. This scientific article considers appropriate methods that should be used in the educational process of higher education for successful communicative interaction of students in practical activities and to increase motivation for joint educational and cognitive activities, the development of a culture of professional communication, and the ability to achieve pedagogical results.

Keywords: formation, linguistic and communicative competence, communicative competence, future teachers of primary education, educational process.
за офіційних чи не офіційних обставин. Професійна комунікативна компетентність сучасного вчителя початкової освіти передбачає насамперед наявність грунтовних професійних знань теорії, концепції, накопичений педагогічний досвід, професійні етичні норми, а також навички загальної гуманітарної культури педагога, його освіченість, інтелігентність, високе почаття обов’язку, відповідальність, уміння орієнтуватись в різних умовах педагогічного спілкування.

У статті окреслено основні складові професійно-комунікативної компетентності учителя початкової освіти. Охарактеризовано деякі ключові аспекти успішне формування яких є важливою задачею, яка вимагає поєднання технологій та педагогічних підходів (інтерактивного, особистісно-орієнтованого, диференційованого), спрямованих на розвиток комунікативної компетентності майбутніх учителів початкової школи та допомагають вести активну взаємодію, створювати сучасне освітнє середовище й сприяти міжособистісному спілкуванню.

Результати аналізу досліджень показують, що професійна мовно-комунікативна компетенція особистості вчителя є показником сформованості системи професійних педагогічних знань, комунікативних умінь і навичок, цілісних орієнтацій, загальної гуманітарної культури, інтегральних показників культури мовлення, необхідних для якісної педагогічної реалізації. Зазначено, що мова компетенція передбачає наявність мовленневих умінь, які визначають мовленнєву поведінку. Мовленневі вміння охоплюють чотири види мовленнєвої діяльності: уміння говорити, слухати, читати і писати. Сформувати професійну мовно-комунікативну компетенцію майбутніх учителів початкової освіти покликана сучасна система вищої освіти. Ця наукова стаття розглядає доцільні методи, які варто застосовувати в освітньому процесі ЗВО для успішної комунікативної взаємодії студентів у практичній діяльності та для підвищення мотивації до спільної навчально-пізнавальної діяльності, розвитку культури професійного спілкування, здатності досягати педагогічних результатів.

Ключові слова: формування, мовно-комунікативна компетентність, комунікативна компетенція, майбутні вчителі початкової освіти, освітній процес.

Actuality of theme. Today, in a modern school, we want to see highly qualified teachers, professionals in their field, creative, proactive, creative, who have a high level of pedagogical skill, realize their own autonomy and are able to develop and implement original solutions in the educational process. If we really want to transform the system of professional pedagogical
education so that there are more competent teachers, we must influence the formation of professional competences of future teachers of primary education in the process of studying professional disciplines in higher education institutions, because the task of higher education is to train specialists of a new generation. It is necessary to clearly outline the competences that we should focus on in the training of future elementary school teachers for their professional development.

**Analysis of research and publications.** There are numerous scientific institutions in Ukraine that conduct research in the field of communication and linguistics. Scientific works on the professional communicative competence of the teacher are quite diverse and cover such aspects as the teacher's speech culture, the effectiveness of interaction with students in the educational process, and the development of interpersonal interaction skills. A number of foreign researchers, Judy Richards and Michael McCuin, John Swales, Michael Swales and Christine Garside studied the professional communicative competence of an individual. The subject of interest of such scientists V. Andrushchenko, I. Bekh, V. Bondary, I. Zazyun, V. Lutai, O. Savchenko became the problems of teacher training at the current stage of the development of society. K. Avramenko, T. Atroshchenko, O. Kysla, N. Kotukh, L. Tkachenko, M. Fedorenko and others considered some aspects of professional training of primary school teachers. Scientists B. Ananyev, B. Lomov, A. Markov, Ye. Sydorenko and others made a significant contribution to solving the problem of formation of communicative competence of specialists. The focus of attention of Ukrainian linguists and methodologists has always been issues of speech culture, language norms and communicative qualities of speech, ways of forming the language culture of an individual. N. Babych, I. Bilodid, O. Bilyaev, S. Verbeshchuk, S. Yermolenko, M. Zhovtobryukh, O. Zabolodska, A. Koval, L. Matsko and others. The analysis of scientific works allows us to state that the problem of training competent future teachers of primary education who would meet the demands of modern society today is extremely urgent.

**The purpose of the article.** The purpose of this scientific article is to investigate and analyze the process of formation of communicative competence, to describe various pedagogical approaches, to consider some key concepts related to communicative competence, to provide recommendations on the combination of optimal teaching methods and support of future teachers of primary education in the formation of communicative competence in the process of studying professional disciplines while studying in higher education institutions.

**Presenting main material.** With the approval of the new professional standard, which embodies a modern approach to defining the list and
description of general and professional competences, the list of professional competences of primary education teachers includes: language-communicative, subject-methodical, information-digital, psychological, emotional-ethical, pedagogical partnership, inclusive, health-saving, projective, prognostic, organizational, evaluative and analytical, innovative, reflective, lifelong learning ability. All these competences are clearly formed during the education of students in higher education institutions [7].

Modern researchers unanimously single out communicative competence among the key competencies of an individual. The communicative competence of a teacher is a holistic, integrative, multi-level formation that has a complex structure and reflects the external and internal aspects of communication (conceptual-operational and personal components), specifics of activity (basic and professional), level of assimilation (knowledge and skills) [3].

Communicative competence is the ability to engage in communication (intercourse), to be understood, to communicate without restrictions. These skills help to understand others (students, teachers, parents) [12].

The basic linguistic and communicative competence of a teacher of primary education includes such components as the possession of system knowledge about norms and types of pedagogical communication in the process of organizing collective and individual activities; the ability to listen carefully to the interlocutor; to defend one's own position, using various methods of reasoning and argumentation; development of the culture of professional communication; the ability to achieve pedagogical results by means of productive communicative interaction - relevant knowledge, verbal and non-verbal abilities and skills depending on communicative and activity situations.

Any professional activity requires linguistic and communicative experience in oral or written form, in official or unofficial circumstances. The professional communicative competence of a modern teacher of primary education presupposes, first of all, the presence of thorough professional knowledge of theory, concepts, accumulated pedagogical experience, professional ethical norms, as well as the skills of the general humanitarian culture of the teacher, his education, intelligence, a high sense of duty, responsibility, the ability to navigate in various conditions of pedagogical communication. That is, it is formed on the basis of communicative competence.

Communicative competence (lat. competents – proper, appropriate) – a set of knowledge about communication in various conditions and with various communications, as well as the ability to effectively apply them in specific
communication in the role of addressee. It develops on the basis of accumulated knowledge, experience of using not only the native language, but also the languages of other nations, and the languages themselves in this process are interconnected and interact with each other. Communicative competence is determined by communicative intentions (communicative intentions of the addressee); adherence to communication strategies that make it possible to achieve the required communication result; knowledge of the interviewer's personality; feedback in communication, which involves taking into account the psychological characteristics of the addressee, his social roles; the ability to overcome psychological "filters", to break psychological "shields"; the ability to master the skills of decoding the interlocutor's "body language"; clear orientation in the conditions and situation of communication; orientation and maintenance of the communication process itself; control of one's speech behavior, emotions, etc.; skills and abilities to complete communication, exit from it, control post-communicative effects. An important component of communicative competence is language competence [11].

The formation of professional linguistic and communicative competence involves: deep professional knowledge and mastery of the conceptual and categorical apparatus of the pedagogical professional sphere and the corresponding system of terms; perfect command of the modern Ukrainian literary language; skillful professional use of language styles and genres in accordance with the place, time, circumstances, status and role characteristics of the communication partner; knowledge of etiquette language formulas and the ability to use them in professional pedagogical communication; ability to work with different types of texts; orientation in the flow of various topics and types of information in the Ukrainian language on various channels of its transmission; the ability to find, select, perceive, analyze and use information of a specialized field; possession of interactive communication, a characteristic feature of which is the need for an immediate appropriate reaction to a message or information that is in the context of previous messages; possession of the basics of rhetorical knowledge and skills; the ability to assess the communicative situation quickly and at a high professional level, make decisions and plan further communicative actions.

Thus, we can claim that the professional linguistic and communicative competence of a teacher's personality is an indicator of the formation of a system of professional pedagogical knowledge, communicative abilities and skills, integral orientations, general humanitarian culture, integral indicators of speech culture, necessary for high-quality professional pedagogical implementation. Language competence implies the presence of speech skills that determine speech behavior. Speaking skills include four types of speech
activity: the ability to speak, listen, read and write. The modern system of higher education is designed to form the professional linguistic and communicative competence of future teachers of primary education [11].

Scientist O.E. Kravchenko-Dzondza the pedagogical conditions for the formation of the communicative competence of future primary school teachers are correctly defined - the development and application of the algorithm for the formation of the communicative competence of future primary school teachers, which includes four interrelated stages: 1) diagnostic; 2) motivational; 3) operational; 4) evaluation and control; focus of the educational process on establishing personal-oriented interaction; introduction of the appropriate elective course into the pedagogical process; application of active learning methods [6].

Researcher L. Poperechna singled out the main communicative abilities of a teacher: the ability to contact, that is, the ability to establish pedagogically appropriate relationships with students, parents, teachers and understand their psychological features; the ability to improve one's pedagogical communication, to acquire communicative skills and abilities; ability of social and psychological adaptation; the ability to regulate intra-collective, inter-collective and interpersonal relations; the ability to predict the result and get emotional satisfaction at all stages of pedagogical communication; the ability to influence the object in the process of communicative activity can be achieved under the condition of clearly defined tasks; organizational and communicative abilities are the ability to organize joint communicative activities with students [7].

Analyzing the scientific and pedagogical literature, it is possible to outline the main components of the professional and communicative competence of a primary education teacher: The ability to establish and maintain positive relationships: for successful communication, a primary school teacher must develop the ability to create a friendly, open atmosphere in the classroom, which helps to ensure harmonious work and create a comfortable learning and communication environment. Clear and Accessible Teaching: A teacher's ability to explain complex concepts and learning material in such a way that students can understand them without much effort, so teaching should be visual, interesting and meaningful to stimulate the learning process. The ability to listen and take into account the individual needs of the student: elementary school students may have different levels of communication skills. Listening and taking into account individual needs helps the teacher to adapt the teaching material and approaches to each student individually to ensure that their strengths are developed and help solve problems.
Effective communication with parents and colleagues: cooperation with parents is an important part of the work of a primary school teacher, so he constantly develops effective communication skills to ensure partnerships with parents, as well as the important ability to collaborate with colleagues, share experiences and ideas to improve the educational process.

The ability to use technology in education: a modern teacher of primary education should be oriented to the use of technology in his work so that the educational process meets the demands and needs of a modern student.

The professional and communicative competence of the future teacher of primary education includes a number of important skills and abilities that need to be formed in the process of studying professional disciplines during training in higher education, which will help to establish effective interaction with students, colleagues and parents during the professional development of the future teacher.

We will describe several key aspects of the successful formation of communicative competence of the future teacher of primary education.

Ability to communicate effectively with students. The future teacher must constantly develop the skills of establishing emotional contact with students, use understandable language and play the role of facilitator, the ability to explain complex concepts in a language accessible to schoolchildren is also important:

The ability to plan and conduct a lesson - to have an idea of the scientific and methodical foundations of learning, to be able to structure the material, draw up lesson plans and develop visual aids.

The ability to adapt to the needs of each student - it is necessary to understand that each student is unique and has his own needs and opportunities for development. It is important to have a flexible approach to learning, take into account the individual characteristics of each student and apply a variety of methods and approaches.

Ability to establish and maintain partnerships - communicate effectively with parents, be open to communication, be able to hear and use messages from parents to improve student learning.

Continuous professional development – openness to constant study of new approaches and teaching methods.

These are just a few aspects of the professional and communicative competence of the future teacher of primary education, the formation of which is an important task that requires a combination of technologies and pedagogical approaches, success certainly depends on the efforts made to learn to interact at a better level.
One of the technologies that will ensure the development of competence is the use of virtual learning environments that allow future teachers to communicate with virtual students, simulate situations and perform practical tasks. This approach allows you to develop communication skills, learn to establish contact with different types of students, as well as solve educational and various conflict situations.

Another important technology is the use of online resources and social networks to share experiences and communicate with colleagues. Future teachers can join professional communities, explore new approaches to teaching, and use this knowledge in their practice.

Also, the use of innovative means of communication, such as video conferences, chat platforms and mobile applications, can contribute to effective communication with students, parents and colleagues. These tools can facilitate the exchange of information, help solve problems and support cooperation between all participants in the learning process.

In addition, in order to develop communication skills, future teachers must develop the skills of effective public speaking, learn to accurately express their thoughts in a correct and clear, understandable language, be able to listen and understand others, and also be emotionally competent. Business games, dramatic arts, discussions, projects and other interactive learning methods can be used to achieve these goals.

In general, the combination of technologies and pedagogical approaches will contribute to the development of professional linguistic and communicative competence of the future teacher of primary education, allowing them to be a successful and effective example of communication for students.

One of the pedagogical approaches that promotes the interaction of future teachers with students and in which students actively interact with the educational process is an interactive approach. Instead of passively receiving information in the process of studying professional disciplines, they are involved in dialogue, discussions, group work, problem solving, and creative tasks of various levels. Interactive learning promotes deeper understanding and memorization of material, development of critical thinking, creativity and teamwork, and also helps students develop communication, problem-solving and independent learning skills. This approach is especially popular among teachers and students in the modern educational environment of higher education institutions, as it helps future teachers in professional formation and development of core competencies.

As part of the implementation of this approach, future teachers of primary education learn to use such methods in their activities as group work,
project activities, discussions and interactive exercises that contribute to the development of communication skills of primary school students.

Interactive exercises that contribute to the development of communication skills include:

Role-plays allow students to develop the ability to persuade or reach a compromise through effective communication while role-playing situations and use them to discuss real-life situations.

To research a specific topic, group discussions are used for this, groups are formed, each group has the opportunity to research the topic and exchange ideas, all participants must actively participate in the discussion and try to prove the correctness of their opinion.

To develop the ability to understand the main idea, topic or idea or context and to convey this information to your friends, exercises on perception and accurate understanding are used, where participants are provided with information in the form of short texts, presentations or videos.

Problem situations: a situation with a problem is proposed for discussion, in which the interlocutors must communicate and solve the problem together. The problem-solving process will require students to practice communication skills such as active listening, asking questions, and expressing their ideas.

The game "Short story": the beginning of a short story is recorded and each participant or group takes turns writing the next paragraph. Contributors must consider previous content and create a continuation of the story through effective communication.

Argumentation training: a certain statement is proposed, and students, in order to convince others, formulate arguments that support or deny the statement. Participants should lead the discussion, offering their points of view and convincing others of the correctness of their arguments.

These exercises will contribute to the development of language and communication skills in future teachers, such as active listening, expressing opinions, arguments and the ability to cooperate with others, and also help to improve language practice, expand professional vocabulary and the ability to conduct purposeful dialogue.

Another pedagogical approach in which attention is paid to the development of each person as an individuality is person-oriented. A person-oriented approach in the educational process is a methodology that puts the learner at the center of learning and takes into account his individual needs, interests and learning styles. This approach is based on the understanding that the student is unique and has different abilities, learning rates and ways of perceiving information. The personally-oriented approach involves individual
adjustment of the educational process taking into account the needs and requests of each student, promotes the development of independence, motivation to study and responsibility for the results of the study, allows to be an active participant in the educational process, to choose the methods and forms of education that best meet his needs. In a person-centered approach, teachers act as mentors who help students understand their goals and problems, provide support and individual guidance. Future teachers of primary education learn to take into account the interests, needs and characteristics of each child, creating an atmosphere for their development and communication.

An important pedagogical approach that helps future teachers develop their communicative competence while working with students of different levels of readiness for learning, as well as creating different tasks and choosing methods to take into account the needs of different students, is a differentiated approach.

Differentiated learning is a methodology that aims to individualize learning to meet the needs of each student. Instead of a uniform approach, where all students receive the same tasks and resources, a differentiated approach proposes to take into account the different levels of learning needs of students, helps everyone develop at their own level, supports multifaceted development and achieves students' personal learning goals, meets their needs for better learning and understanding.

As part of a differentiated approach, future teachers create special tasks, select materials and resources that correspond to the level of individual abilities, interests and learning styles of different students. This may include variation of tasks, selection of materials of different levels of difficulty, alternative methods of assessment and other pedagogical methods.

Collaborative learning is an effective pedagogical approach that promotes cooperation between participants in the educational process and joint work in groups, which helps future teachers improve their communication skills.

Collaborative learning of students (eng. collaborative learning) is an approach to learning that promotes the active involvement of students in joint work and the exchange of knowledge and experience, contributes to the improvement of common understanding of the material, the development of interpersonal skills and cooperation between learners. Collaborative learning includes such practices as group projects, joint problem solving, discussions, case discussions, and more. During the educational process, students interact with each other, exchanging ideas, considering different points of view and working on common goals, which contributes to a better understanding of
complex concepts and the development of linguistic and communicative competence. Such training encourages students to actively participate, helps to develop the ability to work in a team, resolve conflicts and solve problems, allows to create an educational environment where students actively interact and learn from each other.

All these pedagogical approaches are aimed at developing the communicative competence of future primary school teachers and help to conduct active interaction, create a favorable learning atmosphere and promote dialogue and communication.

An important tool that helps to improve the communicative competence of future primary school teachers, gives an opportunity to analyze and evaluate different ideas, formulate their unique thoughts and arguments, develop writing skills, creativity and communication skills is an essay. Writing an essay has a positive effect on the development of critical thinking, as students must be able to analyze and understand the proposed topic, substantiate their opinions and express arguments in support of them, and this, in turn, helps develop the skills of understanding information and evaluating evidence. Future teachers can participate in research, analyze different sources and find new approaches to solving problems, which develops their pedagogical creativity. In addition, writing an essay contributes to the development of communication skills to clearly formulate thoughts, use adequate vocabulary, develop writing skills and the ability to structure one's thoughts. Here are some essay topics that may be of interest to prospective teacher students and provide a basis for reflection and research in the field of education, as well as help students gain a deeper understanding of their profession and the importance of their role in society: "The impact of technology on learning and the development of modern education", "The importance of pedagogical skill and its role in the formation of a quality teacher", "The role and importance of communication with students and parents", "The role of a teacher-mentor in the formation of social skills of students", "The use of creative approaches in the process of learning and development of students", "Implementation of STEM education with the use of interactive methods", "Teaching with a differentiated method for the success of all students", "Using the game as an effective method of learning and development of younger students". In general, the essay is one of the most important forms of academic writing, which allows students to develop intellectual and speaking abilities, contributes to their personal growth and preparation for future professional activities.

For successful communicative interaction of students in practical activities and to increase motivation for joint educational and cognitive
activities, the development of a culture of professional communication, the ability to achieve pedagogical results, it is advisable to use such a method as a business game, which has firmly established itself among the most promising methods of interactive learning in professional education. Business games are used for training, development of creative thinking, formation of practical skills and communication skills, stimulation of attention and increased interest in classes, activation of perception of educational material, adherence to communication strategies.

The main task of business games is to acquire new knowledge, to practice the skills of making conscious responsible decisions in the process of joint communicative activity and in interpersonal communication, to teach future teachers to creatively use their own experience to imitate events and actions, to navigate in different circumstances, to give an objective assessment of their behavior, take into account other people's capabilities, establish contacts with them, influence their interests, needs and activities, feel the situation in the team, evaluate and influence the state, thoughts and beliefs of another person, the ability to enter into a productive communicative interaction with them, the ability to quickly assess a communicative situation and at a high professional level to make decisions and plan further communicative actions in the educational process.

Here are some examples of role-playing games that contribute to the formation of communicative competence of future teachers in the process of educational activities: "Stimulation of the lesson" - students have the opportunity to simulate situations that may be encountered in the classroom in the future, they can play the role of a teacher and students, solving various situations, for example inconsistency of students, conflicts in the team. Role play "Father-Mother-Student" - playing different roles, which will help them better understand the role of parents and see the situation from different stakeholders. The Discipline of Students game is offered to students to develop classroom management and conflict resolution skills by playing the roles of teacher and students in a fictional classroom. The role-playing game "Parents' meeting" will promote the development of cooperation and communication skills in future teachers by playing the roles of parents, teachers, school administration and discussing various issues.

It is important to note that role-plays are intended to help future teachers develop skills, but are not a complete substitute for real-world experience. Therefore, it is always worth gaining practical experience through observation, teaching practice and mentoring.

**Conclusions.** It is worth noting that for the formation of professional linguistic and communicative competence of future teachers of primary
education in the process of professional training for teaching younger schoolchildren, the listed approaches are not exhausted by the methods and tools. It is safe to say that for the future teachers of primary education, for the successful formation of communicative and speech competence in the process of studying professional disciplines in a higher education institution, it is important to obtain thorough professional knowledge, to master the conceptual and categorical apparatus of the pedagogical professional field and the corresponding system of terms, to know and use the rules speech etiquette and culture of thinking, speech and behavior necessary for high-quality professional activity. And for this, it is necessary to teach students to be responsible for learning, using active forms and methods that would reject monotony, increase interest in educational fields of study, develop divergent thinking, creativity, encourage professional growth.

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