Formation of a Future Primary Teacher’s Communicative Competence

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Abstract

Purpose of the study: The topicality of the given research is due to the modernization of the teachers’ social functions, the changing of the system of values that characterize the readiness to make decisions, the development of individuality and the thinking style of modern teachers, the increasing of the requirements for the training of future teachers in the Pedagogical University, the need for meaningfulness of professional self-determination and mastery of professional competencies. The purpose of the article is to identify the factors that contribute to the formation of communicative competence of future primary school teachers. Methodology: The leading method in the study of this problem was the monitoring of communicative competence, which allows the teacher to identify and compare changes in communication skills and abilities, which occurred in the control and experimental groups. Results: The article defines the content and structure of the concept “professional competence of the teacher”; communicative competence is presented as a key component of the high professional level of the teacher of primary education; the analysis of the structure of communicative competence, including such components as communicative knowledge, skills and abilities, as well as three levels of formation of communicative competence of primary school teachers; the meaning of the concept of pedagogical communication based on the analysis of different approaches to identifying the relationship of the concepts of “intercourse” and “communication”; it shows the efficiency of use of means and methods of formation of future primary teachers’ communicative competence, such as: modeling of role-playing games, discussions, a method of projects, methods of training of studying, cognitive behavioral therapy, humanistic traditions; it contains the program, that was developed, and training of the future primary teacher’s communicative competence that was realized; it proves that communicative competence demands the corresponding system of preparation, realization of system and integral approach in the educational process. Significant attention is paid to the formation of students’ motivation to develop a culture of communication, involvement of students in the process of speech communication and activities close to the conditions of the school, the use of dialogue forms. Applications of this study: The materials of the article are of practical value for University teachers, bachelors, masters, postgraduates for use in research and in the educational process, and can be used as the basis for the Programs of institutions of additional education. Novelty/Originality of this study: The novelty and originality of the research lies in the fact that it is the first development of the didactic component of the educational system of the University in terms of the formation of the future primary teacher’s communicative competence; it uses an integrative approach to learning, which allowed the most in-depth approach to the issues of interaction in society and the formation of the participants’ skills of interpersonal relations and culture of communication; it discloses the possibilities of the process of formation of communicative competence, which allow to establish pedagogically appropriate relations with the participants of the educational process, creating a favorable socio-psychological climate in the educational team.

Keywords: education, formation, communicative competence, primary school teacher.

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1 Introduction

At the present stage, pedagogical education is developing under the conditions of radically changing goals, content and requirements for the quality of the future teacher's training. At the same time, the activity of the teacher is considered as an active innovative response to specific situational interactions of the subjects of the educational process, where the success factor is the model of professional behavior, adequate to the optimal conditions for the development of the subject of influence. Professional competence of the specialist is not reduced to individual qualities of the individual, their sum, or to specific knowledge, skills, and displays not only the existing opportunities and skills of its use, but it also generates new phenomena, quality of life, allowing the teacher to be successful in his professional field (4, 7, 8, 24, 29, 35). In the current socio-economic situation, when there is a modernization of the social functions of the teacher, changing the system of values that characterize the readiness to make decisions, the development of individuality and style of thinking, mastering professional competencies, the formation of a worldview, awareness of the contours of the future profession should be provided by training at the University. The need for a new approach to the formation of the teacher’s personality is dictated by the modernization processes that characterize modern education (9,10,17,26,35,37).

Students - yesterday's secondary school-leavers, do not perceive their educational activities as the cognitive activity for the development of both future professional activities and the system of relevant competencies. This increases the need for effective training on the basis of the future primary teacher’s competence. The problem of increasing the level of professional competence of the future teacher, who is able to think freely and actively, model the educational process, independently generate and implement new ideas and technologies of training and education is relevant in modern socio-economic conditions. First, a professionally competent teacher has a positive impact on the formation of creative students in the process of educational work; secondly, he will be able to achieve better results in his professional activities; third, he contributes to the implementation of his own professional capabilities (3,16).

Professional and pedagogical cognitive activity of future teachers of primary education is a system-forming factor in the preparation and formation of a professionally competent specialist, providing intellectual and cognitive development of the individual. In the works by the leading Russian teachers, the idea of the need to reveal the creative potential of the student by engaging in joint search activities with the teacher. This, as noted by A.V. Khutorskoy (2003), can also be promoted by heuristic training, which aims at the student's constructing his own meaning, goals and content of education, as well as the process of its organization, diagnosis and awareness, that allows the teacher to reveal the uniqueness and giftedness of each child (14). At the same time, in the modern psychological and pedagogical discourse the issue of the modern teacher’s image is widely discussed: what it should correspond to and how to harmonize the requirements of the Federal State Educational Standard with the traditional forms of training of the younger generation (21,28).

On the basis of the above-mentioned, it should be noted that at present there is no sufficient development of the didactic component of the educational system of the University, especially in terms of ensuring the professional competence of the future primary school teacher for this period of development of education. These factors explain the relevance of the problem of formation of professional competence of the future teacher of primary education.

2 Literature Review

The problem of professional and pedagogical training of the future teachers of primary education is considered in the works by domestic and foreign researchers. According to T.G. Brazhe (1995), S.A. Smirnov (2000), etc. in determining the professional competence of a specialist working in the system of "man - man", noting the multifactorial nature of the analyzed phenomenon, one can point out scientific knowledge and skills, as well as such value orientations as integrative indicators of his culture (speech, communication style, attitude to himself, his activities, related areas of knowledge), including the ability to develop creative potential (6,32).

Comparative analysis of psychological and pedagogical literature allowed us to determine the professional competence of the teacher of primary education as a set of personal qualities that contribute to the successful solution of the problems of training and education, readiness to preserve and develop the educational environment as a special source of pedagogical influence on the younger generation.

In the structure of professional competence of the future primary school teacher, we distinguish the following competencies: gnostic, design, constructive, organizational, communicative, research ones, etc., each of which consists of a set of skills. One of the key competences of a primary education teacher is a communicative competence. The communicative competence is a certain set of qualities (ethno-socio - psychological standards, standards, stereotypes of behavior) necessary for the optimal implementation of interpersonal norms of communication and behavior arising from learning. Communicative competence allows the teacher to establish pedagogically appropriate relations with the participants of the educational process, creating a favorable socio-psychological climate in the educational team (the ability to speak and explain competently, emotionally affect students in order to involve them in the learning process, to establish various types of interaction in the classroom, including dialogue, actively perceive and listen to the student, to combine verbal and non-verbal means of influence on consciousness and feelings, to show sympathy, sincerity, optimism, trust, etc.) (27).

According to many researchers – this is the "core of the teacher’s professionalism" because communication with children is the essence of pedagogical activity. In addition, the implementation of modern personality-oriented educational technologies is impossible if the teacher does not have a sufficient level of communicative competence, is not ready to manage the process of interaction in the course of education and training flexibly, to use communicative technologies, promote mutual understanding, etc.A favorable moral and psychological climate, humanism and democracy of communication, the effectiveness of contacts, the effectiveness of communication in terms of solving problems, the satisfaction of the teacher and children with their work depend on the communicative competence of the teacher. The development of the teacher’s communicative competence can be considered as one of the ways of development and self-
realization of the participants of the educational process. For successful communication it is necessary to build the educational process in such a way that children are interested in learning and the formation of universal actions. Motivation, encouragement and support from the teacher are important and necessary here. "The only safe path, motivating people to achievements is the emphasis on what children are doing in the right way" (33). Thus, communicative competence becomes one of the main components of a high professional level, which predetermines professional success, competitiveness and personal satisfaction, as well as the quality of education.

Many researchers include quite diverse elements into the structure of communicative competence. However, among this diversity, the following components are distinguished clearly: communication knowledge, communication skills and communication abilities. Communicative knowledge: understanding of what communication is, knowledge of its types, phases, patterns of development; communicative methods and techniques, their actions, capabilities and limitations; methods effective in the relations of different people and different situations; the degree of development of their own communication skills and methods, effective and ineffective in their own performance.

Communication skills: speech skills, the ability to harmonize external and internal manifestations, to maintain feedback, to overcome communication barriers; interactive skills: the ability to build communication on a democratic basis, to initiate a favorable emotional and psychological atmosphere, the skill of self-control and self-regulation, the ability to be guided by the principles and rules of professional ethics and etiquette, actively listen; social and perceptive skills: the ability to perceive and evaluate the behavior of a partner in communication adequately, to recognize his state, desires and motives of behavior by nonverbal signals, to make an adequate image of the other as a person, the ability to produce a favorable impression.

Communication skills: the ability to give a socio-psychological forecast of the communicative situation in which to communicate; to program the communication process, based on the uniqueness of the communicative situation, socio-psychologically; to carry out socio-psychological management of communication processes in a communicative situation. In certain studies, devoted to the problems of formation of the future teachers’ professional qualities, the authors (6,11,13,15,19,38), emphasize the importance of the development of the students' pedagogical culture of communication. B.F. Lomov (2009) distinguishes three functions of communication (19):
1. Information and communication function that serves to transmit and receive information through a variety of verbal and non-verbal means of communication.
2. Regulatory and communicative function is to regulate the behavior of partners in communication through a common style of activity, compatibility of people, synchronicity of their actions, etc.
3. Affective-communicative function is expressed in the relations between the subjects of communication, affects their emotional sphere. In the process of communication there is an exchange of emotions: empathy, anger, indifference (19).

The usual means of formal communication is written and spoken language. This is the main mechanism through which a person's thinking is reflected, his experience, thoughts and feelings are transmitted, character is manifested. Without the ability to organize the thought process by means of the word, a person can neither develop, nor reason, nor socialize. V.A. Sukhomlinsky (1981) emphasized that every teacher, regardless the subject he teaches, should be a literary man and at the same time he noted that "the most important pedagogical tool of a teacher is speech, it cannot be replaced by anything" (34). In the study devoted to the problem, D.A. Zueva (2009) considers the culture of communication among future teachers as a professionally important quality. She identified some pedagogical conditions, the observance of which will contribute to the effective development of speech culture in the students of pedagogical universities (38). Speech, as defined by A.N. Leontiev (2010), inherent in the communicative function (the word is a means of communication), the indicative function (the word is a means of indicating on the subject) and intellectual, signification function (word is the bearer of the generalizations, concepts) (18). The structure of communication is built on the basis of its functions. It can be approached in different ways. In our work we will focus on the structure proposed by G.M. Andreeva (1980), who characterizes the structure of communication by highlighting three interrelated parties in communication: communicative, interactive, perceptive. In addition, she emphasizes that each side of communication does not exist in isolation from the other two. They are all interrelated, and are distinguished only for analysis (2). There are different approaches to the relationship between the concepts of "intercourse" and "communication". Thus, V.P. Konetskaya (2010) points out that communication refers to the ways of communication that allow us to transmit and receive a variety of information, that is, the concept "intercourse " includes the concept "communication" (15). On the other hand, communication (dialogue of equal partners) is considered as one of the three forms of communication, along with management (targeted impact of the communicator on the recipient of information) and imitation (borrowing patterns of behavior, communication styles, lifestyle of some members of society by others). Here the concept of "communication" is wider than the concept of "intercourse ".

This point of view is supported by V.I. Grachev (2006). He believes that communication includes a variety of connections and relationships between subjects and objects in nature, culture and society. V.I. Grachev (2006) notes that communication is the basis of any intercourse, but intercourse is not limited to communication. Communication is an interpersonal, social process, and communication can be technical, biological and socio-cultural (11). Intercourse is always a communication and information process, but not every information process is intercourse. The process of communication and exchange of different ideas does not always give birth to new information, otherwise the process of knowledge could be limited only to intercourse. However, some scholars consider these notions identical (36). In our work, we will also adhere to the position that "intercourse" and "communication" in the educational process are the concepts close in meaning, calling them pedagogical communication.

3 Materials and methods
The variety of pedagogical technologies allows the teacher to develop a comprehensive personality of the student. There are methods based on surprise, paradoxical, entertaining,
creating situations of novelty, success, problem situations (5). Recently, in the process of organizing the educational activities of primary school children, the method of projects, which allows the teacher to live up the educational and cognitive activities of children, has become widespread. But, as some researchers note, it is remaining a difficult task for the teacher to look for the project problems that can be taken only from the surrounding reality (31). The project method is "a way to achieve a didactic goal through detailed development, a technology that must be completed with a very real, tangible, practical result, framed in one way or another (30). Taking into account the above mentioned problems, in our practice we used different means and methods of formation of the future primary school teachers' communicative competence, such as: modeling role-playing games, psychological trainings, discussions, etc. We have developed a program and implemented a training of communicative competence. The general purpose of the training is the development of the 1st year students' communicative competence. The objectives of the training are introduction of participants to each other, creating an emotionally warm environment; the development of trust and awareness of their role in interaction with others; the development of empathy, expanding the repertoire of ways of understanding and perception; learning to recognize their own and other people's emotions; improving the skills of verbal and non-verbal communication. One of the important conditions for the implementation of the training is the formation of a positive attitude of students to the teaching. And this is possible "only in a situation of emotional well-being, which is characterized by a positive attitude to the school as a whole; the formation of sound relationships with classmates and teachers; atmosphere of cooperation and interaction in educational work" (25).

Audience: the 1-st year students of the Institute of Pedagogy, Psychology and Defectology of the Chechen State Pedagogical University. The first group (24 students) was experimental, the 2d group (22 students) - control. The total number is 46 students. Total duration - 12 hours, 6 meetings, 2 times a week. The training was conducted in the form of socio-psychological training. When developing the program, the main task was to synthesize the available material on the topic and collect the most effective methods and technologies.

Methods. Training methods of learning (non-behavioral approach), cognitive behavioral therapy, humanistic traditions. During the training the following techniques were used: warming up exercises; - simulation of situations in role-playing games; - exercises in pairs, groups; - group discussions. The integrative approach to the training allowed the participants to get the most in-depth approach to the issues of interaction in society and to gain valuable experience in the study of both their own personality, their beliefs, habits, and interpersonal interaction skills. To see yourselves through the eyes of the fellow students, to live together in difficult life situations, modeled in the training, to respond and express their experiences, to discuss current problems - all this was possible during the training.

In the course of the training the following peculiarities of the 1-st year students' communicative competence (experimental group) were noticed. From the state of suspicion and closeness, through research interest, there gradually appeared trust and the desire to establish relations with other participants. At the first stage of work there sometimes were manifestations of rivalry and the pursuit of power, sometimes the participants were fighting for leadership. On the last day, the need for affection came to the fore: the participants established a close emotional connection with each other. In general, the goal of the program can be considered to have been achieved. At the end of the training the general emotional state was elevated. According to the students, all the tasks at the training were useful and helped to get to know themselves and their comrades better, the experience helped to overcome some barriers in communication, increased the readiness of the participants for business and professional psychological communication.

4 Results
At the end of the first year, we monitored the communicative competence in the control and experimental groups, compared the changes that had occurred in the control group over the time passed and the results of the changes in the experimental group as a result of the training. The analysis of the results revealed the following data:

In the experimental group: high level: 9 students (37.5%), average-12 students (50 %), low - 3 students (12.5 %). Among the students of the control group 3 students (13.6 %) showed a high level, average - 9 students (40.9 %) and low - 10 students (45.5 %). Thus, in the experimental group the largest number of students (21) had an average and high level of development of communication skills. And only a small part of the students (3) revealed a low level of their development. Among the students of the control group a small part of the students (3) had a very high level. In the repeated research on the method of communicative skills the following data have been revealed: in the control group, the predominance of dependence in communication was revealed in 8 students (36.3 %), the predominance of aggressiveness in communication - in 8 students (33.3 %) and competence in communication - in 6 students (27.4 %). In the experimental group, the dependence in communication was observed in 4 students (16.6 %), aggressiveness - also in 4 students (16.6 %) and the predominant factor of competence - in 16 students (66.8 %). Thus, more than half the students of the experimental group revealed competence in communication. In the control group, an almost equal percentage of the students preferred aggressiveness, dependence and competence in communication. The University teachers might make contribution to solving the problem of developing the communication culture of the students of pedagogical universities, if they initially agreed on their pedagogical tasks, jointly regulating the ways to achieve them and the specific means of influence on the speech of the future teachers.

5 Discussions
Pedagogical communication is the process of interaction between teachers and all participants of the educational process, the content of which is the exchange of information, knowledge of the partner's personality in pedagogical communication and the organization of joint activities. The formation and development of the culture of the students' pedagogical communication are directly dependent on the style of the relationship: "teacher-student", "student-student", "academic group - student", as well as on their pedagogical sample and the initial experience of practical relations in the field of the chosen profession. The personality of the teacher
is an integral formation, and the originality as the subject, carrying out pedagogical communication, is expressed in personal qualities of character, pedagogical skills, caused by specific features of professional activity. In this context, the importance of individual style of teaching, the structural components of which are: personality and psychological characteristics of the subject, including the type of personality and behavior; psychological characteristics of the activity; characteristics of the student (12,13).

An integral part of the professional culture of communication is presented by communication skills that are formed in the process of studying at the University. In pedagogy, communication skills are classified into the following groups: socio-psychological; communicative-organizational; integrated communication skills (1). The development of communication skills is most clearly manifested in the interaction of the individual in a team of some other similar personalities. This can include various kinds of clubs, extracurricular activities and even some forms of learning in the classroom, in particular, the group form of education (20,23).

The analysis of the state of practice showed that University teachers do not pay due attention to the formation of a professional culture of communication among future primary school teachers, to the development and improvement of the students' speech abilities, referring to the lack of appropriate methodological developments. It turned out that the graduates of the Pedagogical University have insufficient knowledge of the speech culture of communication and are poorly prepared to ensure the process of the student's speech development, considering each age stage, are not prepared to take into account the features of the previous and subsequent periods in speech development (preschool education - primary school - general education - vocational education). According to the results of the questionnaire, survey and our observations, only 25% of students of the Institute of Pedagogy, Psychology and Defectology of the Chechen State Pedagogical University responded positively to the question of the need for the formation of speech culture for their future professional activities; 26% had personal motives for the development of culture of communication, 49% do not consider the question of the development of communication skills important in professional activities. In the experimental part of the study, we used three criteria for the manifestation of the teacher's communicative competence known from the scientific and pedagogical literature:

The level of development of communicative values: the value attitude to the child, the socio-cultural orientation of the teacher. The degree of the teacher's inclusion of communicative values in professional ideals: observance of pedagogical tact and etiquette; the nature of the teacher's relations with children (interpersonal, subject-content); claims in relations with children.

The level of development of the teacher’s professional communication skills: the ability of verbal communication - speech communication, the use of voice data; the ability of non-verbal communication - the adequacy of gestures, facial expressions; the justification of movements in the space of the class; communication technology; emotional intonation of communication - possession of psycho-emotional state, the manifestation of positive emotions, the ability to prevent and resolve conflicts. Taking into account the criteria, mentioned above, we have identified three levels of the primary school teachers’ communicative competence. High level: the expressed orientation of the teacher to humane relations with students as subjects: each person is recognized and accepted; the teacher feels the need to communicate with children and uses valuable socio-cultural patterns in practice. The skills of verbal (speech communication, use of voice data) and non-verbal (adequacy of gestures, facial expressions) communication are significantly developed. A high degree of positive emotions. Ability to get out of conflict situations through cooperation.

Middle level: the value-communicative orientation of the teacher to the relations with pupils is insufficiently expressed, these relations are externally perceived as humane, but in fact have character of performance of a social role. The teacher does not feel a special need for communication with children, it is strictly regulated, partly devoid of positive emotional coloring. The skills of verbal and non-verbal communication are largely developed within the profession. The teacher is able to regulate his psycho-emotional state, although some emotional instability is possible.

Low level: the teacher's communication with students is not characterized as humane: the students experience discomfort; emotional background of the lesson is rather negative, against which the meaningful communication is impossible. In the teacher’s behavior there is a discordance of verbal and nonverbal components of communication. The teacher often does not know how to realize his psycho-emotional state.

6 Conclusion
We believe that the development of culture of the future teachers’ communication in the educational process can be provided in the formation of students' motivation to develop a culture of communication. In this case, it is necessary that the student himself made an analysis and evaluation of his own speech; in order to understand his own experience, it is necessary to analyze the experience of other subjects involved in the educational process, and relate it to his own. Only then the future teacher aims at self-education in the field of speech culture, the development of the students ' speech will be provided (22). To develop their communicative competencies and communication skills, the students should be involved in the process of speech communication, which contributes to the development of speech culture at each lesson. It can be implemented through various tasks, in the process of which the student learns to express his thoughts, defend his point of view actively, to build a reasoned response and increases his vocabulary, etc. The most important component of the methodology for the development of the future primary teachers’ culture of communication is the systematic inclusion of dialogue forms of interaction into the structure of classes. This allows the teacher to stimulate not only speech, but also cognitive skills. Dialogue involves not only the teacher's interaction with all the students, but also the students’ discussion with each other (27). An important role in the development of the future teacher’s speech culture of communication, in our opinion, plays an activity close to the school conditions. In the system of University education such activity is primarily pedagogical practice. Constant students’ communication with each other in the process of practice determines their attitude to teaching, gives social importance
to the acquired knowledge and skills and the culture of pedagogical communication. The culture of pedagogical communication is a professionally significant quality of the teacher's personality, it is a heuristic, personal form of realization of the pedagogical attitude, aimed at optimally complete and correct solution of the tasks put forward before the teacher by the society in the field of the younger generation’s education and training. In our opinion, it is necessary to use the opportunities of all kinds of practice more effectively in order to develop the students’ culture of pedagogical communication. Thus, the future teacher’s preparation for professional activity involves the formation of competencies that ensure the successful solution of professional problems, the possession of appropriate skills. Consequently, the communicative competence, content and quality of which depends on many factors (the level of development of Pedagogy and related Sciences, the state of culture in a particular region, social, psychological, economic conditions) requires an appropriate system of training, its implementation and a systematic holistic approach to ensuring the future primary teacher’s readiness for professional activity.

References

