Improving the System of Developing Communicative Skills of Future Primary School Teachers

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A B S T R A C T
The article is devoted to the process and the result of the development of the level system of forming communicative competence of future teachers during their University training. The formation of communicative competence of future teachers is an integral part of the system of their professional-pedagogical formation. The development of the level system to determine the degree of communicative competence formation of the students of pedagogical areas will contribute to the improvement of their training as it will allow to develop the criteria of these competencies formation. A multi-level system of formation of communicative competence facilitates the process of student`s entering the professional activity, so as a future teacher and a practicing teacher are in different positions regarding pedagogical activity and pedagogical process. The presented system provides a gradual complication of the student activity on several parameters: the object of activity (interaction with an individual and with a group,); the content of activities (from mastering the elementary skills of pedagogical communication to generalized communicative skills involving proficiency in methods and techniques of pedagogical activities); the nature of activities (reproductive or creative). Basing on our own theoretical and practical research, we present a table, organizing the levels and criteria of formation of communicative skills on the stages of solving different kinds of problems: analytical, constructive and practical. It was created on the analysis of the structure, content and the amount of communicative skills necessary for increasing the efficiency of pedagogical activity.

A R T I C L E I N F O
Article history:
Received 05 April 2022
Received in revised form
03 May 2022
Accepted 21 Jun 2022

Keywords: communicative (communication) competence, communicative (communication) skills, the system of levels (the level system), criterion, pedagogical tasks (analytical, constructive, performing).

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Introduction. As a result of the analysis of works on the problem of formation of communicative skills and of our own pedagogical experience, we proposed the following definition of communicative (communication) skills. Communicative (communication) skills are a set of actions aimed at the exchange of information, perception and understanding of communication partners, management of interaction and self-regulation in changing conditions, creative use of communication knowledge, skills and means of communication in accordance with the goals and objectives of interaction. The formation of communicative competence which students need in the sphere of pedagogical communication goes through several stages at the University: 1) acquaintance with the essence of communicative competence; 2) the absorption of standard techniques of the communicative impact; 3) bringing communication skills to automaticity; 4) the development of improvisation in the application of skills. Every student at any of these stages reaches a certain level of proficiency in communicative competence. Very often these levels are different. This is due to many reasons: the tendency to the communicative activities, qualities of character, knowledge of the characteristics of the communication opponent, the awareness about the forms and methods of improvement of their own skills of communication and explanation of communicative behavior. The definition of the purpose of the article.

The purpose of this article is to review the development of the level system of formation of communicative skills of future teachers in the process of university training and specification of indicators of formation of communicative competence of students of pedagogical specialties for each level. The presentation of the main material of the article. Different students over the years of study at the University assimilate different models of pedagogical activity, differing in their performance, skill level. This is due to the different motivation of mastering the skills and psychological characteristics of the individual. One of the most important aspects of improving the psychological and pedagogical training of teachers is the development of the levels of forming communicative competence, contributing to the determination of the dynamics of the University education effectiveness, the degree of professional readiness of the future teacher. To take into account all the diversity of aspects of the formation of communicative competence, we need to present the system of skills developed by us in the form of multi-level formation and arrange its elements in accordance with their importance. To develop a level system of communicative skills we first analyzed typical errors of interaction between students, young teachers and schoolchildren in order to clarify the gaps in knowledge about professional pedagogical communication and the ability to organize, implement and control it.

Among these errors were the following: inability to reveal the causes of certain situations; decision-making based on intuition, not on psychological and pedagogical knowledge; low variability of decisions and inability to implement the selected communication skills in the immediate activities. And if we take into account the fact that the process of professional pedagogical communication is the decision of countless communicative tasks, the listed errors indicate the inability of solving them. In scientific literature a "level" is the ratio of "higher" and "lower" stages of development of objects or processes. Some attempts to determine levels of general pedagogical knowledge and skills, including communicative ones, have been undertaken by many researchers: O. A. Abdullina [1], E. E. Borovkova [2], E. B. Bystrai, S. Kalmykova [3], N. In.Kuzmina, V. A. Slastenin [4], G. S. Trofimova [5], N. Yazykov [3] and others. They have developed various systems of levels.

For example, the classification of levels including reproductive, reproductive-creative, creative-reproductive and creative is offered by O. A. Abdullina, S. Kalmykova, N. YAzykov and others. V. A. Slastenin adds to them an intuitive level at which the students possess a certain set of " initial " skills. E. E. Borovkova in her dissertation research extends the number of levels of communicative skills through imitating reproducing, combining-productive and creative. It should be noted that all of these levels equally apply to the intellectual, gnostic, labor, organizational and other competencies. As well as the system of levels supported by Bystrai E. B., I. V. Zabrodina, L. A. Savenkova, G. S. Trofimova and others. It includes low, medium and high levels of development of communicative skills. In our opinion, it is the best division, as it reflects the theory of the gradual development of skills. In addition to these three we see the initial /elementary/ level, which is characterized by the lack of students' knowledge and skills in the field of educational communications and authoritarian orientation in communication. A multi-level system of formation of communicative competence facilitates the process of student`s entering the professional activity, so as a future teacher and a practicing teacher are in different positions regarding pedagogical activity and pedagogical process. The activity of a future teacher is the acquisition of knowledge, the activity of a practicing teacher is training and upbringing. The change of positions takes place abruptly and with certain difficulties. For this reason the presented system provides a gradual complication of the student activity on several parameters: the object of activity (interaction with an individual and with a group,); the content of activities (from mastering the elementary skills of pedagogical communication to generalized communicative skills involving proficiency in methods and techniques of pedagogical activities); the nature of activities (reproductive or creative).

In the first stage of the development of level system the level of mastery was distinguished, in which search and experiment are generating new forms and methods of pedagogical influence. But gradually we came to the conclusion that the level of mastery characterizes the activity of a teacher-master, and its formation is unlikely possible in the period of University training. That is why we limit ourselves to the four named levels. Each of the levels interacts with preceding and subsequent ones. In the transition from one stage to the next the level of readiness of students to the process of communication and to the solution of professional pedagogical problems with the use of communicative skills increases. Very often,

bypassing the elementary level, the student moves from low through medium to high level. Here is a brief description of the listed levels of development of communicative skills. Initial /elementary/ level is characterized by a lack of knowledge about the essence of the system of communicative abilities; a lack of psychological readiness to implement educational actions and motivations; the discrepancy between the purpose and pedagogical action; indifferent or negative attitude to communication with pupils; non-possession of the means of communication (verbal and non-verbal); a primitive implementation of pedagogical actions. The low level is characterized by a lack of knowledge for proper communication with the pupils; controversial motives; inappropriate, slow and inaccurate pedagogical actions; the construction of a pedagogical action on everyday experience; a passive attitude to communication with pupils. The medium level is characterized by good knowledge needed to establish a pedagogically appropriate relationships with pupils; conscious motives; the conformity of the teaching action with the targets of the communication; a predominance of stereotyped forms of pedagogical influence. High level is characterized by deep and strong knowledge of communicative skills; the presence of psychological readiness for communication; appropriateness and effectiveness of pedagogical action; the possession of the means of communication, elements of originality and innovation; active attitude to communication with pupils. Early experimental work on forming future teachers communicative competence was preceded by the choice of certain parameters characterizing the process of mastering the above competence. Criteria of formation were selected as the indicators [6]. The word "criterion" comes from the Greek word "kriterion" – "a measure for evaluation". Criterion is a sign on the basis of which the evaluation is carried out. The methods of research that allowed to identify and develop the level system of communicative competence of future teachers forming include the analysis of the responses, interview, observations, expert assessment, self-assessment, survey, analysis of reports on teaching practice, self-analysis and analysis of communication situations.

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