Module Technologies for the Formation of Communicative Competencies of Future Elementary School Teachers

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Abstract:

This article describes the Modular Technologies for the formation of communicative competencies of future elementary school teachers.

Keywords: content of the curriculum, professional characteristics, communication strategies, class communication.

The process of forming the communicative skills of future primary school teachers is directly related to the correct definition of the purpose of the process of forming the professional competence of future teachers, with the development of the content of the training program, the creation of effective ones, and the definition of the organization. pedagogical conditions for the development of communication skills by future primary school teachers.

The specialist model must be built in such a way that it overlaps the professional qualities of the personality of the future specialist, which must be developed for effective work in their future professional activities. In the scientific research of N.V. Kuzmina, V.A. Slastenin, the structure of the teacher's professional activity is determined. The need for a clear understanding of the process and the formation of the communicative competencies of the future primary school teacher directed us to study the object of their model research. The module for the formation of communicative competencies of future primary school teachers is a specialized component of the educational program, which purposefully develops communication skills and communication skills of future teachers of primary vocational education. Here are some key aspects that can be included in such a module:

Basics of communication: The module can begin with an introduction to the basics of communication, including effective listening, verbal and non-verbal communication, the use of body movements and gestures, establishing contact with students and parents, etc.

Communication with different audiences: Future primary school teachers should be prepared to communicate with a variety of audiences, including students of different ages, parents, colleagues and the administration. The module can include various communication situations and practical tasks to develop skills of adaptation to different audiences.

Classroom communication: The module should pay special attention to classroom communication. This includes the ability to establish positive relationships with students, use clear and understandable language, ask questions, manage the classroom, and resolve conflicts.

Communication Strategies: The module can present various communication strategies that help teachers effectively interact with students. This may include using active listening, asking questions, feedback, praise and correction, and adapting communication to students' individual needs and learning styles.

Reflexive skills development: The module may include the development of reflexive skills in future teachers, which will allow them to analyze their communication, identify strengths and weaknesses, and strive to continuously improve their communication skills.

Working with parents: An important aspect of communication for primary school teachers is interaction with parents. The module can offer practical recommendations and strategies for effective communication with parents, holding meetings, parental consultations and establishing partnerships.

Practical exercises and role-playing games: The module should include practical exercises, role-playing games, debates and other activities that allow future teachers to practice and develop their communication skills in real or simulated situations.

The module for the formation of communicative competencies must provide students with enough time for practice, feedback and reflection. The pedagogical methods used in the module should be interactive, allowing students to actively participate in the learning process and apply their communication skills in practice.

E.V. Romanov in his pedagogical works emphasizes that, about pedagogical research, it is necessary to talk about a special type of pedagogical model that is capable of creating an image or scheme of interrelations and relationships between the elements of the object of research [66]. In this dissertation, modelling is used to build a model, the process of forming the communicative competencies of a future primary school teacher. In the process of building a model of the phenomenon under study, we proceed from the fact that the model should reflect both the process and the substantive characteristics of the process of forming the professional capacity of a future teacher. In our model of the process of forming the communication skills of future primary school teachers, we used data obtained as a result of a theoretical analysis of available research in this area, a study of the teacher's experience. There are several models for the formation of communicative competencies among future primary school teachers. Here are some of them:

Modelling model: In this model, future teachers observe, analyze and model the communication skills of experienced teachers. They study various communication strategies, observe their application in the classroom and analyze the results. Then they try to apply these strategies in their practice, receive feedback and make adjustments to their communication skills.

The model of collective learning: In this model, future teachers work in groups or teams, where each participant has the opportunity to actively participate in communicative tasks. They discuss and solve problems together, develop communication strategies and develop effective

communication skills. Group dynamics promotes mutual learning and the development of communicative competence.

Project Work model: In this model, future teachers perform project tasks that require active interaction, information exchange and collaboration. They work in groups or teams, discuss ideas, plan and implement projects, and present the results of their work to an audience. During project work, they develop communication skills such as listening, expressing their thoughts, and the ability to negotiate and cooperate.

Each of the stages of the formation of the communicative competencies of the future primary school teacher is based on a creative and creative approach, taking into account that all professional and pedagogical tasks were developed in the form of creative projects, and their protection took place in the form of a didactic game, where future primary school teachers practised their future profession. In addition, scientific research was conducted aimed at improving the pedagogical process.

When forming the communicative competencies of a future primary school teacher, the following principles and criteria can be followed:

Integration into the educational program: The formation of communicative competencies should be integrated into the general educational program for future primary school teachers. Communication should be considered as the main element of the educational process, and not a separate module. Communication tasks and skills should be integrated into various academic subjects and situations.

Contextuality and authenticity: Tasks and exercises aimed at developing communication skills should be based on real or close to real situations. This helps students realize the importance and applicability of their communication skills in their future professional activities.

Active participation and practice: The formation of communicative competencies requires the active participation of students and practice in real or simulated communicative situations. Students should be provided with opportunities to practice listening, speaking, reading and writing through a variety of exercises, role-playing games, discussions and projects.

Individualization and adaptation: Take into account the individual characteristics and needs of students in the formation of communicative competencies. Provide a variety of assignments and activities that allow students to develop their communication skills based on their level and abilities.

Consistency and progression: The formation of communicative competencies should be a systematic and progressive process. Communication skills and strategies should gradually develop and become more complex throughout the training program. Ensure the consistency and consistency of tasks that contribute to the progressive development of communication skills.

Feedback and Reflection: Provide students with feedback on their communication efforts and progress. Stimulate their reflection and self-esteem so that they can be aware of their strengths and weaknesses, as well as identify areas for further improvement.

Collaboration and Collaboration: Support students' collaboration and collaboration to develop their communication skills. Provide opportunities to work in groups, pairs, and teams where students can practice collaboration, exchange ideas, and discuss.

Application of a variety of methods and technologies: Use a variety of methods and technologies to form communicative competencies. This may include the use of interactive whiteboards, multimedia resources, online platforms and communication applications that enrich students' communication capabilities.

Taking into account these principles and criteria, the module for the formation of communicative competencies for future primary school teachers can be organized and implemented taking into account the specifics and goals of this professional field of education.

All the above-described organizational and pedagogical conditions, principles and criteria for the formation of communicative competencies of a future primary school teacher allowed us to construct a model, which is presented below.

Thus, the main task of our research is to build a model for improving the process of forming the communicative competencies of a future primary school teacher, which develops the ability of future primary school teachers to model professional and pedagogical activities, i.e. develops the mental activity of future teachers and immerses them in a certain context of the professional situation to develop their psychological readiness to apply pedagogical competencies in the future teaching profession, as well as forms the ability to design, construct, predict, plan the pedagogical process, clearly select educational material, select innovative technologies for it to enhance the cognitive activity of students, to carry out step-by-step planning of each stage of the lesson with anticipation of the result of their teaching activities and the educational activities of the trainees.

Creating a supportive educational environment: It is important to create an educational environment that supports student motivation. This may include the use of interesting and diverse teaching methods, practical tasks, role-playing games and realistic scenarios. It is also important to provide feedback and praise for students' achievements, which will help maintain their motivation and confidence.

Consideration of individual interests and needs: It is important to take into account the individual interests and needs of students when planning and organizing communication skills training. The variety and personalization of tasks and exercises will help stimulate students' interest and motivation.

Engaging real situations and examples: It is important to link communication skills training with real situations and examples that are relevant to students. This can be done through the analysis of real communication situations, the study of real examples of communication skills in professional fields, or the consideration of successful communicators in their field of interest.

Self-motivation Support: It is important to help students develop self-regulation and self-motivation skills. This can be achieved through setting intermediate and long-term goals, rewarding achievements, planning development steps and tracking progress.

The motivational stage plays an important role in the formation of students' or students' communication skills. This stage covers the processes that stimulate interest, internal motivation and the desire to develop and improve communication skills.

At the motivational stage, it is important to create a positive and supportive learning environment where students or students realize the importance of communication and are convinced of its applicability in various spheres of life. Here are some factors that contribute to the formation of motivation at this stage:

Practical significance: To show students or students how communication skills can be useful in their daily lives, education and future careers. Demonstrate the opportunities that open up for successful communication with other people.

Target orientation: To help students or learners identify goals and expectations related to the development of communication skills. This may be related to improving academic performance, developing leadership skills, establishing personal and professional relationships, etc.

Awareness of their progress: To provide students or learners with the opportunity to track and evaluate their progress in developing communication skills. This can be achieved through feedback, reflection and self-assessment.

Support and Praise: To reward students or learners for their efforts and achievements in developing communication skills. Highlight their progress and successes to keep them motivated and confident.

Relevance and Personalization: Create learning situations that meet the interests and needs of students or learners. Use examples and tasks that are relevant and relevant to their lives.

Collaboration and Support: To promote cooperation and interaction between students or students so that they can mutually support each other in developing communication skills.

Using a variety of methods and approaches: Use a variety of teaching methods and approaches to make the process of learning communication skills interesting, diverse and engaging.

The motivational stage is an important foundation for the formation of communication skills. It helps students or learners realize the value and importance of these skills, as well as supports their efforts in developing their communication potential, as it helps students maintain interest and effort in learning, as well as realize the importance and benefits of these skills for their personal and professional development.

This stage took place in control and experimental groups in the fourth year in 2019-2022 during pedagogical practice,

During the pedagogical practice, future primary school teachers were trained to set the goals of the educational process based on project and contextual learning technologies; they learned to model, plan, and design each stage of the lesson. For this purpose, trainings were conducted aimed at creating situations of professional activity through the use of imitation, role-playing and business games and problem situations, [15]. Trainings also provide an opportunity to create a model of the learning environment, learning situations where future primary school teachers creatively imitate the relationships and actions of teachers and students at the organizational and motivational stage of the lesson, when explaining new material, consolidating it; learned to create an atmosphere of cooperation and community in the pedagogical process; depending on the topic of the lesson, they chose non-traditional forms and methods of teaching they were designed at quasi-professional trainings.

The model of teaching future primary school teachers communication skills should be based on a combination of theoretical knowledge and practical skills. It should help students develop the skills of effective communication with students, parents and colleagues, as well as create a favourable educational environment. Here are the main components of such a model:

Observation and feedback: Students should be able to observe and analyze the experience of experienced primary school teachers in the field of communication skills. The organization of internships, practices or classroom observations will allow students to learn from the examples of experienced teachers and receive feedback from them on their communication skills.

Reflection and self-assessment: It is important to include opportunities for reflection and self-assessment in the model. Students should have time and space to analyze their communication interactions, assess their strengths and weaknesses, and develop plans to improve their skills.

Learning about cooperation and Interpersonal relationships: Primary school teachers should be trained to develop cooperation and build positive interpersonal relationships with students, parents and colleagues. This may include training in empathy, active listening, making contact, and conflict resolution.

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