



DEVELOPMENT OF COMMUNICATIVE COMPETENCE AMONG FUTURE PRESCHOOL TEACHERS

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Abstract

The article reveals effective methods and ways of developing communicative competence in future teachers of preschool educational institutions.

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In the conditions of modernization of education, modern science and practice, the communicative competence of the teacher becomes particularly relevant and comes to the fore. Today, in connection with the introduction of the Federal State Educational Standard and the Federal State Educational Standard in preschool education, the requirements for the professionalism of teachers working in a preschool educational institution and the development of necessary competencies are increasing. The effectiveness of the educational environment of a preschool institution is largely determined by the personality of the teacher, the level of his willingness to build competent, appropriate relationships with all participants in the educational process: colleagues, children, parents.

The following types of competencies are distinguished in the scientific literature:

- cognitive;
- intelligent;
- information;
- technological;
- cultural studies;
- psychological;
- psychological and pedagogical;
- professional;
- socio-psychological;
- general cultural;
- communicative.



Communicative competence belongs to the group of key ones, i.e. those of particular importance in a person's life, therefore, close attention should be paid to its formation.

The combination of the terms "communicative competence" was first used in the mainstream of social psychology (from Lat. Competens – "capable") – the ability to establish and maintain effective contacts with other people in the presence of internal resources (knowledge and skills).

Communicative competence is understood as an integral system of mental and behavioral characteristics of a person that contribute to successful communication, i.e. achieving the goal (effective) and emotionally favorable (psychologically comfortable) for the parties involved. Work experience shows that one of the acute problems was the problem of communication of the teacher with parents and children.

Humanistic psychology relates the need for communication to the basic, basic needs of a person.

The success of the teacher's work, coupled with constant contacts with children, parents, colleagues, of course, depends even more on the ability to communicate. At the same time, the leading role in communication belongs to the teacher, because he is the professional and official representative of the educational institution.

In pedagogical practice, communication is the most important factor of professional success. The analysis of psychological and pedagogical literature, observations of various moments of pedagogical activity, allow us to state a bleak picture. During the period of coarsening of the mores of modern society, the decline of the general culture and speech traditions, the communicative culture of some teaching staff of the preschool has decreased, awareness of social significance and personal responsibility for it is not a driving, motivational force.

For a significant part of teachers, the information and business orientation of communication with pronounced authoritarianism is characterized to a greater extent. There are teachers who absolutely do not attach importance to the ability to talk to colleagues, parents and children, allowing mentoring notations, an unfriendly tone, complaints about the child, accusing him and his parents of something. The art of conversation should be learned. I believe that special attention should be paid to this issue at pedagogical councils and methodological associations. And here a huge role belongs to the teacher-psychologist of an educational institution, who, using various forms and methods of work, is able to influence the development and improvement of the necessary communicative knowledge, skills and abilities of preschool teachers, thereby increasing the overall communicative culture of the entire educational institution.



The communicative competence of a teacher should be considered, in my opinion, as one of the primary indicators of a person during certification, the level of which is objectively, not formally assessed and thereby determines the professional category. It is necessary to constantly search for interactive methods for the successful improvement of communication skills.

Relationships in the system: "teacher-parent"

Currently, interaction with the parents of pupils occupies a worthy place among the priority areas of the educational process of preschool institutions.

The lack of mutual understanding, the difference of views on some issues of preschool education and development – all this leads to an increase in distrust between the teacher and the parent, misalignments their actions, calls into question the possibility of partnership, the need for which we talk so much.

The nature of the teacher's communication with parents is due to the following components:

- Psychological and pedagogical preparedness;
- The teacher's communicative culture;
- Personal psychological readiness.

In the absence of at least one of these components, the teacher's pedagogical communication with parents becomes ineffective, and dyadic communication is impossible to establish at all. Does a modern educator have the whole set of these qualities? According to the researchers, unfortunately not: most of them note a low level of communicative culture and lack of readiness for effective pedagogical communication.

The basis of communicative culture is sociability – a steady desire for contacts with people, the ability to quickly establish them. The presence of a teacher's sociability is an indicator of a sufficiently high communicative potential. Sociability as a personality trait includes, according to researchers, the following components: sociability as the ability to experience pleasure from the process of communication; empathy as the ability to empathize, empathy and identification as the ability to transfer oneself into the world of another person.

Teachers with undeveloped communication skills quickly get tired, irritated and do not feel satisfied with their activities in general.

Personal psychological readiness presupposes a sufficient level of mastery of communication techniques. It is important for the educator to learn how to communicate with parents in such a way as to avoid the position of the "accuser", a negative assessment of the child. The "I-messages" technique developed by T. Gordon effectively helps in this. Provided it is skillfully applied, it contributes to the formation of mutual understanding between the teacher and the parent, as well as reducing tension.



Teachers and parents have the same tasks: to do everything so that children grow up happy, healthy, active, life-loving, sociable, so that they become harmoniously developed personalities. Modern preschool institutions do a lot to ensure that communication with parents is rich and interesting.

Yes, there are many difficulties in organizing communication: this is the parents' misunderstanding of the importance of the kindergarten regime, and the constant violation, and the lack of unity of requirements in the family and in kindergarten. It is difficult to communicate with young parents, as well as with parents from dysfunctional families or having personal problems. They often treat the teacher condescendingly and dismissively, it is difficult to establish contact with them, establish cooperation, become partners in the common cause of raising a child.

The task of a DOE psychologist is to teach teachers constructive communication and behavior when interacting with parents, working out certain interaction skills. In this regard, in my opinion, one of the most effective forms of education can be not only a lecture, but a training that gives each participant the opportunity to acquire and consolidate new skills of interaction with parents.

Of course, no training will be able to simulate all possible situations, but it will help to avoid gross mistakes made by teachers.

And although the nature of communication depends, first of all, on the personal qualities of the participants, nevertheless, the practice of work allows us to identify a number of common reasons that cause typical mistakes that teachers make:

- ignorance of communication techniques;
- strict expectations towards parents;
- evaluation of parents;
- directive position in relation to parents;
- fussiness, a state of hysteria, excessive emotionality of the teacher in response to the words and actions of parents;
- the use of stereotypes, attitudes that make communication difficult;
- attributing to parents their ideas and expectations (projection);
- aggression, assertiveness;
- indifference, despondency.

The visible result and effectiveness of training sessions are the following indicators:

- removing barriers to communication;
- managing your own behavior;
- development of adequate self-esteem;
- development of self-regulation skills.



I believe that the main factors of the effectiveness of the teacher's interaction with parents are:

- increasing the authority of the family;
- perception of parenting mistakes as opportunities for development;
- taking into account the interests and requests of parents;
- unity in approaches to work with the families of pupils;
- using a wide range of methods and forms of work with parents;
- setting up to work with parents as to work with like-minded people (instead of setting "parent is an enemy, a rival");
- friendly attitude towards the child and parents (instead of the accusing position of the teacher);
- the teacher's interest in solving the child's problem (instead of formal communication, "for show");
- systematic nature of work with parents (instead of spontaneous, "one-time" events);
- creating an environment of mutual trust in the DOW.

Everything that was discussed leads us to the concept of "professional competence of a teacher in the field of communication with the parents of pupils."

Let's draw a portrait of a teacher with a high level of professional competence in the field of communication with the parents of pupils:

- has a steady need for self-improvement in the field of communication with parents;
- recognizes the role of parents in the upbringing of children as a leader and the role of the teacher as their "assistant";
- strive for active and meaningful communication with parents in order to assist them in raising children;
- has a high degree of dialogic communication with parents;
- shows self-control, attention, tact and other professionally significant qualities when communicating with parents;
- has knowledge about the family, the specifics of family education, methods of studying the family and the educational needs of parents;
- takes into account the social needs of parents (interests, educational needs) when organizing communication with them;
- is able to plan the upcoming communication: to select the necessary information, traditional and non-traditional forms of communication organization and methods of parents' activation;
- has developed communication skills.

In other words, a teacher who is competent in the field of communication with parents understands why communication is needed and how it should be; knows what is necessary for communication to be meaningful; and, most importantly, actively acts.



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