






Communicative competence of elementary school teachers

Competência comunicativa dos professores do ensino básico

Competencia comunicativa de los profesores de primaria

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ABSTRACT

The article considers the problem of teacher's professional communication through the prism of his/her communicative competence formation. The authors present their own approach to the essence of the concept "communicative competence". The value of personal qualities of the teacher in establishing communicative relations in the system "teacher-student" and professional development was found out. The aim was to determine the features of the formation of communicative qualities of the elementary school teacher, the application in practical activity; the main conditions and techniques of development of successful pedagogical communication; the characteristics of the structure of communicative competence. To disclose the issue of communicative competence we used general scientific methods (analysis, synthesis, comparison), interdisciplinary (interview, conversation, observation) and methods of mathematical statistics. In order to empirically study the process of formation of communicative competence of a teacher, we conducted research among students who had experience of practical classes in elementary school. The sample consisted of 200 applicants for the specialty "Elementary education". The results showed that the dominant majority of the respondents have no difficulties in professional communication. They are able to provide students with the necessary instructional material and establish a trusting relationship with them. However, the presence of students insecure about their own communicative competence indicates the need to introduce new approaches and methods of practical training of future specialists into the educational space of higher education.

Keywords: Communication. Educator. Meta-language. Quasi-professional activity. Self-reflection.

RESUMO

O artigo considera o problema da comunicação profissional do professor através do prisma da sua formação de competência comunicativa. Os autores apresentam a sua própria abordagem à essência do conceito de “competência comunicativa”. Foi descoberto o valor das qualidades pessoais do professor no estabelecimento de relações comunicativas no sistema "professor-aluno" e no desenvolvimento profissional. O objectivo era determinar as características da formação das qualidades comunicativas do professor do ensino básico, a aplicação na actividade prática; as principais condições e técnicas de desenvolvimento da comunicação pedagógica de sucesso; as características da estrutura da competência comunicativa. A familiarização e análise dos trabalhos científicos dos contemporâneos dos cientistas, por um lado, mostrou a relevância deste problema, por outro lado - mostrou que o campo de investigação é suficientemente amplo e muitas questões ainda requerem um estudo detalhado. Para divulgar a questão da competência comunicativa utilizámos métodos científicos gerais (análise, síntese, comparação), interdisciplinares (entrevista, conversação, observação) e métodos de estatística matemática. A fim de estudar empiricamente o processo de formação da competência comunicativa de um professor, realizámos investigação entre alunos que tinham experiência de aulas práticas no ensino básico. A amostra consistiu em 200 candidatos à especialidade “Ensino Básico”. Os resultados mostraram que a maioria dominante dos inquiridos não tem dificuldades na comunicação profissional. Eles são capazes de fornecer aos estudantes o material instrucional necessário e estabelecer uma relação de confiança com eles. Contudo, a presença de estudantes inseguros sobre a sua própria competência comunicativa indica a necessidade de introduzir novas abordagens e métodos de formação prática de futuros especialistas no espaço educativo do ensino superior.

Palavras-chave: Actividade quase-profissional. Auto-reflexão. Comunicação. Educador. Meta-linguagem.

RESUMEN

El artículo considera el problema de la comunicación profesional del profesor a través del prisma de la formación de su competencia comunicativa. Los autores presentan su propio enfoque de la esencia del concepto “competencia comunicativa”. Se descubrió el valor de las cualidades personales del profesor en el establecimiento de relaciones comunicativas en el sistema "profesor-alumno" y el desarrollo profesional. El conocimiento y el análisis de los trabajos científicos de los contemporáneos de los científicos, por un lado, mostraron la relevancia de este problema, por otro lado - mostraron que el campo para la investigación es lo suficientemente amplio y muchas cuestiones todavía requieren un estudio detallado. Para desvelar la cuestión de la competencia comunicativa utilizamos métodos científicos generales (análisis, síntesis, comparación), interdisciplinarios (entrevista, conversación, observación) y métodos de estadística matemática. Para estudiar empíricamente el proceso de formación de la competencia comunicativa de un profesor, realizamos una investigación entre los alumnos que tenían experiencia en clases prácticas en la escuela primaria. La muestra consistió en 200 aspirantes a la especialidad “Educación primaria”. Los resultados mostraron que la mayoría dominante de los encuestados no tiene dificultades en la comunicación profesional. Son capaces de proporcionar a los alumnos el material didáctico necesario y de establecer una relación de confianza con ellos. Sin embargo, la presencia de estudiantes inseguros sobre su propia competencia comunicativa indica la necesidad de introducir nuevos enfoques y métodos de formación práctica de los futuros especialistas en el espacio educativo de la enseñanza superior.

Palabras clave: Word one. Actividad cuasi-profesional. Autorreflexión. Comunicación. Educador. Metalenguaje.

INTRODUCTION

The dynamic nature of the modern world puts the task of higher education to prepare a motivated, capable of self-education specialist. This postulate is the basis for the goal of educational and professional training programs for specialists in “Elementary Education” - a specialist who is familiar not only with domestic but also with international experience in organizing the educational process in elementary school; a professional who is constantly studying new approaches to improve pedagogical communication, introducing domestic and foreign trends; a teacher who guides the educational and educational potential to form a harmoniously developed in all aspects (spiritual, mental, physical) personality. Such a teacher cares about the future development of his student, calculates in advance the main aspects of his education in secondary and high school, prepares him for further perception of information. The formation of the professional speech of future primary school teachers, the increase and improvement of their speech culture is one of the important tasks of the modern higher school of the pedagogical direction. The ability to accurately, understandably present educational material, correctly make a comment or motivate a student are criteria that testify to the general culture and professionalism, and, most importantly, constitute the communicative competence of the teacher, which is the fundamental basis of professional and pedagogical communication. Mass globalization, the rapid development of the scientific sphere poses a task for vocational primary education, which consists in a radical renewal and modernization of the content of the cultural-language training of future primary school teachers; the formation of their communicative competence and language culture in general; rethinking the methodology of the structure of professional training. The professionalism of a primary school teacher has long been not only in possessing basic speech and pedagogical skills but comes to competent knowledge of everything that happens in pedagogical science, considering the constant development of all branches. It should be remembered that the task of a beginning teacher is not only to impart knowledge and basic skills, but also to form a conscious citizen, a national-linguistic personality with appropriate moral, ethical, and aesthetic values. The elementary school teacher plays the role of a mentor who opens up a completely uncharted world to the student. It is through professional pedagogical communication that the correct transmission of information about the outside world and the spiritual component of our existence is ensured. Radical changes in the philosophy of modern professional education have intensified research in the formation of communicative competence of future teachers of junior grades, in particular, its important component - communicative-strategic competence, which involves preparing students for life in modern multicultural space, which requires constant development, especially in independent education, the ability to permanently learn. In the era of scientific and technological progress, it is not enough to receive a basic education, because it is only the first stage of elementary understanding of the world laws, it is important for the teacher to teach the student to “learn” constantly, having time to update their basic skills. The mission of institutions of higher education that train elementary school teachers, as well as other areas of pedagogical education is to provide applicants with the conditions for mastering the basics of pedagogical communication as one of the components of professional teacher training, their professional skills, to lay the understanding that pedagogical communication is not only competent speech and possession of the theory, but also a comprehensive approach, which includes a deep study of psychology, history, cultural studies, ethics, etc. So, today there is a need for a systematic study of theoretical and practical issues of formation of professional communications of future teachers, determined by the need of the elementary school in thoroughly professionally trained specialists. It is important to update the theoretical basis of the concepts “pedagogical communication” and “communicative competence” in accordance with modern pedagogical requirements. The purpose of the article is to determine the features of the formation of professional and communicative qualities of the elementary school teacher, their improvement, application in practical activities; the main conditions and techniques of development of successful

communication in students of pedagogical faculties; characterization of the structure of communicative competence. According to the purpose of the article, we faced the following tasks: to study the concept of communicative competence, to trace the approaches to its interpretation; to analyze the works of scientists of domestic and world pedagogy in their study of the issue of pedagogical communication, to find out their approaches to its successful implementation; to establish the stages of formation of communicative competence of a teacher; to conduct a study among students of the specialty "Elementary education", which would help to establish the basic principles of successful communication and the methods by which it is achieved.

LITERATURE REVIEW

The modernization of higher education and the justification of new requirements for the training of future elementary school teachers have always interested scientists. Some of them investigated the theoretical and methodological foundations of the professional training of future teachers, while others focused on the psychological and pedagogical component of this problem. Practicing teachers consider the problem of preparing a future teacher for communicative professional activity, the use of new technologies by future teachers. Analysis of pedagogical scientific literature indicates that the issue of formation of communicative competence is devoted a lot of works, in particular, the authors focus on the problem of conditions of formation of communicative skills, their theoretical foundations of development. Separately, scientists consider the mental states of the teacher in professional communication, the peculiarities of the formation of speech competence of pedagogical communication. Researchers have concluded that such concepts as spirituality, moral and moral foundations, awareness of the historical and political circumstances of the country also affect the formation of successful communicative competence, provide contact with the student in the course of professional communication. At the threshold of the new century, scientists have focused on finding ways of innovative pedagogical training, the use of interactive technologies for this purpose. Equally important is the scientists' review of communicative technologies aimed at the social adaptation of students in higher education institution. The problem of pedagogical communication and competence of a teacher is considered in the works of domestic and world researchers. Differently communicative competence is reflected in Ukrainian-language scientific literature. Some researchers detail pedagogical competence and allocate separately the educational component, in particular Krasnoshchok (2019), while others focus on speech aspects as means of professional pedagogical communication, in particular on the culture of speech, for example: Avramenko & Parkheta (2019). Practical methods of formation of communicative competence we meet in the scientific heritage of Vakoli (2018), Kholkovska (2019). Our work used articles published in journals, as well as stored in the repositories of individual educational institutions or websites of research teams, individual researchers. We also used the free search engine Google Scholar and scholarly journals in the Directory of Open Access Journals database. To get acquainted with the works of foreign researchers we used the search with the help of such well-known scientific resources as: Elsevier, Researchgate, Teacher Reference Center of EBSCO-Publishing. Significant for the disclosure of our problem are English-language works related to communicative competence Ahmed & Pawar (2018); Selezneva, Gorbova & Perederii (2021) - highlighted the importance of quasi-professional training as a practical teaching method, and studies Zotova on the development of social and communicative competence of the future teacher in the professional training (Zotova, 2020), on the use of innovative technologies in the formation of communication skills. & Bin-Hady (2019), Gönen (2019), Nami, Marandi & Sotoudehnama (2016). However, despite the different-vector work in this direction, the problem of communicative competence of elementary school teachers and the process of its formation by the student of higher education is still not fully investigated, which is of scientific interest and the key purpose of our research work.

METHODOLOGY

For the study of pedagogical communication of an elementary school teacher we used theoretical and empirical methods. When considering the theoretical aspects, we focused on such questions: synthesis of theoretical and methodological, scientific, and methodological, philosophical, psychological, and pedagogical, philological literature, using the methods of comparative, retrospective, and systematic analysis in order to compare different points of view on the problem; defining the theoretical and methodological foundations of the research work, the development and justification of conditions, ways of forming the communicative competence of future elementary school teachers; definition of the conceptual and categorical apparatus of the study, the formulation of its main provisions and conclusions. Empirical research methods included: the experience of teaching students of the specialty "Elementary education" of the Ukrainian language; modeling - in order to create an experimental model for the formation of communicative competence of future elementary school teachers; pedagogical experiment - to evaluate the hypothesis of the study; diagnostic methods (questioning; testing; interview; survey; observation and analysis of lectures and practical classes; lessons conducted during pedagogical practice; analysis of students' written works; self-assessment; mutual evaluation) - in order to analyze the level of formation of communicative competence of students; methods of mathematical statistics - for processing and comparing the results of quantitative and qualitative analysis of the data obtained. Through this methodology is achieved the main objective of this article - to determine the features of the formation of professional and communicative qualities of elementary school teachers, the basic conditions, and techniques of development of successful communicative competence of students of specialty "Elementary education"; to describe the structure and stages of formation of communicative competence. For the empirical study of the problem of formation of communicative competence of a specialist we chose a pedagogical experiment consisting in the development of the questionnaire "The level of communicative competence" and collection of oral responses. In the course of the study, we interviewed 200 respondents, applicants for higher education in the specialty "Elementary Education" of the Faculty of Education of the Ivan Franko Lviv National University. The students, who already had experience of practical lessons, were asked to describe the peculiarities of interaction with the student body and evaluate the level of their own communicative competence, paying attention to the following moments: confidence in presenting educational material; survey performance and general evaluation of the students' mastery of the information presented; general emotional microclimate at the lesson; readiness for possible conflict situations and misunderstandings; which personal qualities, knowledge and skills helped to establish communicative connection.

RESULTS

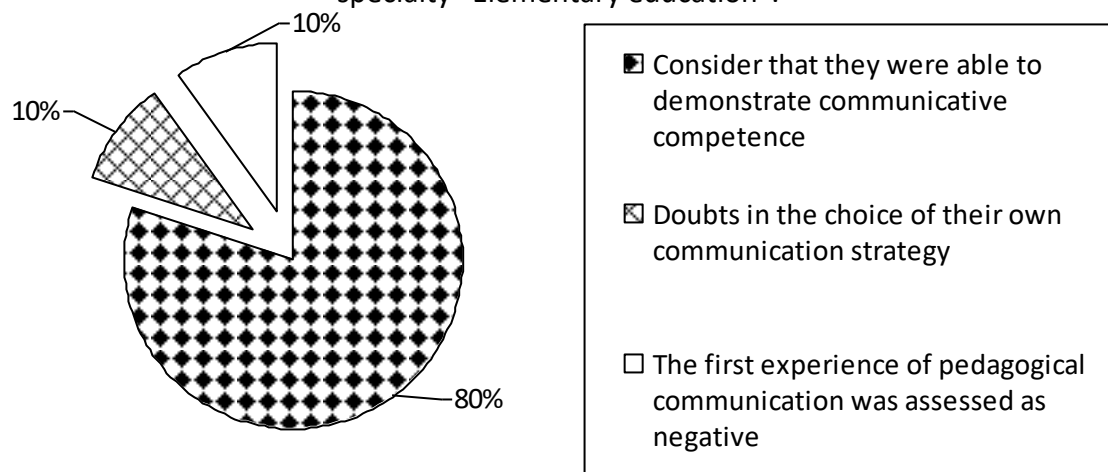
In recent years, the problem of competency-based teacher education has become particularly relevant both in terms of theoretical scientific discussions and in the empirical perspective - as a reference point in the training of specialists. Communicative competence is a basic component of the teacher's profессиogram and the key to effective educational interaction in the teacher-student system. The question of communicative competence was actively studied at the end of the XIX - beginning of the XX century. Now this problem is also actively studied, in particular to the speech of future teachers' pay attention in their publication. b) realize the expediency of the goals of professional communication; c) be able to program the communication strategy; d) manage communication (use a system of tactical techniques) within the discourse. The content of language competence in the practical mastery of the Ukrainian language, its vocabulary and grammar structure, knowledge of the norms and rules of the modern Ukrainian literary language and compliance with them in oral and written expressions, skillful use of them in the process of speech

(Avramenko & Parkheta, 2019, p. 9). The teacher has developed a number of recommendations and practical exercises to help improve the ability to build statements, to master the technique of oral speech. Domestic scientists are heterogeneous in the definition of communicative competence. It is considered as a certain, necessary for the effective interaction of a person with society, experience; as the ability to build complex, dynamic communicative systems, influenced by various factors; as the ability to coordinate the process of interaction of various communicative components, ensuring the achievement of communicative goals. Foreign scholars Ahmed & Pawar also interpret the definition of communicative competence in their own way: Communicative competence means having «a competence to communicate». This competence can be oral, written or even nonverbal. It is an inclusive term that refers to possessing the knowledge of the language as well as the skill to use the language in real life situations for fulfilling communicative needs. Language, according to many researchers, is a means of communication, and it comprises four main skills; vis, listening, speaking, reading, and writing (Ahmed & Pawar, 2018, p. 302). Ambiguity and variability in the interpretation of the category of communicative competence is due to the fact that this definition is on the periphery of social psychology, psycholinguistics, and linguistics. This, in turn, allows us to focus on its different structural components. It should be clarified that the term “communication” is often identified with the definition of “intercourse”, which is a basic tool in the pedagogical arsenal of the teacher-specialist. The teacher's ability to establish effective pedagogical relationships with students is the basis of creative communication. The key qualities of a skillful communicator teacher are not limited to knowledge of their subject matter. Also important is communicative behavior, the basic elements of which are pedagogical tact, correctness, exactingness not only to himself, but also to students, motivation of students to learn. In our opinion, the concept of “communication” and “intercourse” are synonymous, but the second term is broader, because it includes the universal human ability to find contacts with other members of society. Separately, scientists distinguish the concept of pedagogical communication. It can be considered as such if it is conducted in the socio-psychological conditions of the educational process; is based on the socio-psychological interaction, the unity of interaction between communication and activity; promotes self-disclosure of personal potential of all participants of the educational process; contains individual, personally oriented, humanistic approaches in the communication between subjects of the educational process (Nychkalo & Prokopenko, 2020). Pedagogical communication presupposes that the teacher has the ability to navigate the conditions of communication as a dynamic phenomenon, to find appropriate communication tools that would correspond to his individual communication situation and individual characteristics of students, constantly feel, and support the feedback of communication. The future teacher should have the ability to implement his or her own communicative capabilities at a special level. The concept of “competence” should be considered in more detail. This term is usually interpreted as a component of professional training, with weighty importance given to key competencies common to all areas of professional activity, as well as universal in different situations. According to Zotova, understanding the essence as well as the structure of social and communicative competence allows to realize what conditions are necessary for the process of its effective development among future teachers. According to this position, the future teacher is perceived not only as a subject of educational and professional activity, but also as a subject of constant active self-development. The pedagogical profession differs from many other professions by the fact that a constantly developing component is not present in all professions (Zotova, 2020, p. 2-3). In our opinion, the concept of communicative competence can be interpreted as knowledge and skills possessed by participants in the communicative process in general and specific situations in particular; a set of effective communication strategies, managed by specific communicative rules and postulates. For the student, the teacher's communicative competence is the first impetus for the development of communication skills. Since the leading activity in this age period is learning, and the unconditional

authority of parents is replaced by the authority of the teacher. The professional and personal portrait of a specialist becomes exemplary for students, the leading place in which is occupied by the very ability to communicate tactfully, tolerantly. Emotional sensitivity of children, their criticality to harsh value judgments by adults makes it necessary for the teacher to know the skills of empathic communication, personality-oriented, humanistic, and democratic in nature. This, as Krasnoshchok notes, in turn leads to new roles of the educator: facilitator (the one who supports the child in his/her endeavors through pedagogical interaction, helps him/her to be productive, inspires) and tutor (the one who manifests the interests, abilities, needs of the child and in partnership with her designs an individual trajectory of development (self-development). Accordingly, the activity of teachers-educators is reoriented from translating, forming, managerial, controlling to designing, motivating, transforming, aimed at changing the needs, interests, motives, value orientations, ways of activity of students, which contributes to their personal development as subjects of life of the world (Krasnoshchok, 2019, p. 94-95). The importance of communicative competence in the professional practice of an elementary school teacher is emphasized by Vakolia (2018), noting that the communicative competence of junior school students is a determinant of their successful adaptation in the educational and professional sphere, directly depends on a similar component in the professional portrait. Like the personal, the professional formation of a teacher-specialist is a dynamic and progressive process, requiring from him self-criticism, self-reflection, and self-motivation. In the perspective of this, it should be noted: the formation of professional communicative competence is closely related to the above categories and occurs in stages. The first stage is self-reflection and self-analysis (the ability to really assess your qualities, determine the weaknesses and strengths of yourself). The second stage is realization of the necessity of changes and self-motivation. The logical continuation is the third stage - planning for self-development, self-discipline (it is important not only to find the internal resources to work on yourself, but also having made an algorithm to work in this direction). The last, permanent stage is the analysis of the results achieved, self-diagnostics, self-correction. Self-reflection, which is a powerful factor in a teacher's professional development, should be considered in more detail. Self-reflection is the ability to self-evaluate one's own emotions, actions, the ability to analyze the interaction with others, and, consequently, to realize one's strengths and weaknesses. For the student, future teacher, this component is important from the perspective of the formation of professional competence in general and communicative competence in particular. As noted above, the ability to communicate with students, feel their emotional state, understand the motives of behavior - none of this can be done by a teacher if, first of all, they do not learn to observe themselves. Kholkovska notes the importance of reflection and self-reflection for the formation of communicative competence. The researcher notes: The function of reflection ... appears when students discuss pedagogical situations, including the number of conflict situations; when collectively analyzing and evaluating possible solutions; when comprehending the known effective communication techniques; when drawing up pedagogical recommendations for solving communication problems; self-analysis of one's own communicative behavior ... Thus, acting as a psychological mechanism for the formation of the communicative competence of future teachers, an important component of the communication process, as well as an effective method of organizing group interaction, serves as the basis for the formation of the communicative competence of future teachers (Kholkovska, 2019, p. 108). In the conditions of educational space of higher education, the process of formation of communicative competence of a future specialist is controlled and determined by the educational and professional training program, working programs of relevant academic disciplines. On the empirical plane, the problem-oriented approach confirmed its effectiveness. It allows students to integrate theoretical knowledge from different branches and apply it in practice in conditions close to professional activity. Such an intermediate link between theoretical studies and educational-professional activity is called quasi-professional activity. The above-mentioned approach to the

formation of practical communication skills has its advantages and disadvantages. First, it gives students an opportunity to implement theoretical knowledge in close to real conditions. In this case, the teacher of the relevant discipline can direct and tweak the direction of the student's work. In addition, there is the possibility of non-delayed in time discussion, which allows you to immediately analyze the actions of the student, without missing anything. Among the disadvantages - artificiality of the created conditions (the audience of students cardinaly differs from the student group; familiar to the student conditions do not always contribute to its mobilization, which is reflected in practical activities). That is, quasi-professional training is more effective for students who are insecure, shy and have difficulties in communicative interaction. The importance of quasi-professional training in the formation of communicative competence of the teacher was noted by Selezneva Gorbova & Perederii: Having studied the research works of theoretical and practical experience of future teachers' quasi-professional training at higher education institutions, we can come to the following conclusion: it is necessary, first of all, to mention the multistage nature of future teachers' quasi-professional training. We consider professional communication skills to be teachers' integrative characteristic feature comprising a system of professional-subject, professional-technological, and professional-personal competences. These are expressed in the ability to succeed in professional communication (Selezneva Gorbova & Perederii, 2021, p. 3). Communicative competence of the teacher is not only the possession of the word as a means of transmitting information, but also the ability to use and read the latent in the communication that in linguistics is treated as a subtext or metalanguage. Communicative messages, despite their obvious, at first glance, semantic structure, can carry different semantic load in different interactions. The same phrase can motivate a student or make an ironic remark. According to Radzhabova (2020), metalanguage is a way to maintain a relationship with an interlocutor in situations where cultural and social norms function as barriers during the communication process, not allowing direct expression. Therefore, it is important for the teacher to choose the appropriate communicative constructions to achieve the communicative goal without exceeding the limits of ethics and morality. Familiarization and analysis of the theoretical component of the problem of communicative competence of a teacher allowed us to proceed to the practical solution of this problem. In order to illuminate the empirical component of the problem of our research, we interviewed and conducted a questionnaire survey among the students of the Faculty of Education of Ivan Franko Lviv National University, who had already undergone educational practice in school. It was important to find out what structural elements of communication in the process of communication with students were the most important for them; what were the primary problems they encountered in practical activity; what conclusions they drew for their future pedagogical activity. A total of 200 future teachers were involved in the empirical study, most of them (80%) testified that they were able to demonstrate their communication competence during the pedagogical activity and had no particular difficulties in establishing communicative connections and achieving the goal of communication, 10% of students doubted the choice of their own communication strategy for the rest (10%) their first experience of pedagogical communication was negative (Figure 1).

Figure 1. The results of the study of communicative competence of trainee students in the specialty “Elementary education”.



The results of the study reflected in the diagram confirm the effectiveness of the prescribed in the educational and professional training program for the specialty “Elementary education” strategy for the formation of communicative competence of a specialist. However, along with the positive aspect, we also see that some of the students either felt insecure or were completely disappointed. With this trend, there is a high probability that these 20% of the respondents will not choose the specialty of elementary school teacher and in the future will avoid the socio-nomic profession where communication with people is assumed. The predominant group of student practitioners chose leading classroom practices that helped them establish a quality learning relationship with students to achieve a successful communicative goal. These included interactive pedagogical communication exercises, which were divided according to the difficulty of implementation: easy – “Acquaintance”, “Krygolam”, “One Minute”, “Give a Flower”, “Unfinished Proposal”; medium – “Blitz Discussion”, “Round Table”, “Aquarium”, “Role Play”, “Hat Method”; complex – “Four Views”, “Write a Tale”, “Tornado”, “Public Forum”, “Debate”, etc.

The student opinion leaders highlighted the building blocks of their successful teacher communication, the elementary school teacher: self-confidence, possession of one's own voice, its power; perfect skills in speech and speech; high moral values; an interest in current global trends, close to the students; familiarity with the exact sciences and humanities; knowledge of age-specific features of students' development, etc. Based on the research conducted and described by Avramenko & Parkheta (2019), Zotova (2020), Radzhabova (2020), Kholkovska (2019), and based on the results of the conducted pedagogical experiment, we compiled a table “Components of communicative competence” where the structural elements of communicative competence of a specialist are highlighted (Table 1). We differentiated them into two categories: “Professional knowledge and skills of an elementary school teacher and Psychological characteristics and personal qualities of an elementary school teacher”.

Table 1. Components of communicative competence of an elementary school teacher.

Psychological characteristics and personality traits of an elementary school teacher:	Professional knowledge and skills of an elementary school teacher:
– communication skills;	– knowledge of the peculiarities of the communication process;
– tactfulness;	– knowledge of the basics of conflictology;
– sensitivity;	– knowledge of the age peculiarities of students;
– attentiveness;	– mastery of their own articulation apparatus;
– curiosity;	– mastery of oratory;
– tolerance;	

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- perseverance;
 - empathy;
 - self-reflection and self-analysis;
 - self-motivation;
 - self-discipline;
 - self-criticism.
- the ability to read nonverbal means of communication and use them correctly oneself.
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Given the study, we have formed an idea of the ways to modernize the training of students in the specialty “Elementary Education” and are ready to make recommendations to contribute to the effective training of specialists. Firstly, the revision of the educational content of the programs in which the training of applicants for this specialty is conducted, the expansion of the component forming skills of professional communication. Secondly, active introduction into the educational process of the problem-oriented approach and the method of quasi-professional activity. Thirdly, the formation of students' self-reflection skills.

DISCUSSION

Researched and substantiated by Avramenko & Parkheta (2019) the importance of the teacher's possession of the articulatory apparatus; knowledge and observance of language norms and rules, their correct use in professional communication emphasizes the importance of the problem of communicative competence of the teacher. The relevance of this issue is supported by the scientific heritage of Krasnoshchok (2019), where professional communicative qualities of the teacher are considered as an important component of his educational competence. The fact that this problem is not limited to the pedagogical aspect is evidenced by the works of researchers-psychologists Radzhabova (2020), raising the issue of the determinacy of professional communication by psychological processes; Kholkovska (2019) notes reflection as one of the mechanisms of formation of communicative competence. The empirical aspect of communicative competence is actualized in the scientific studies of Selezneva, Gorbova & Perederii (2021), where the effectiveness of quasi-professional specialist training in the formation of professional and communicative competence is analyzed and confirmed); Avramenko & Parkheta (2019), which suggest forms of the organization of the educational process - innovative lecture, case technology, network learning, etc. - are aimed at the development of communicative skills of students. Gönen (2019) raises the problem of modernizing education by introducing innovative forms of learning, focusing on the effective use of modern gadgets in the process of language training of students. The diversity of the proposed approaches and the underdevelopment of the problem of forming communicative competence of a junior high school teacher in the practical aspect prompted us to conduct this theoretical-empirical research. We formulated our approach to the interpretation of the category “communicative competence”, however, it still does not reflect the diversity of this concept and needs to be finalized considering the peripheral nature in relation to a number of scientific branches. Given the symbiosis of the theoretical and practical in this scientific work, it is of interest to theorists and practitioners of pedagogy. In particular, firstly, the developments reflecting the real state of the problem of communicative competence among students, future teachers of primary education are significant, secondly, scientific, and pedagogical workers, teachers of higher education institutions that train specialists in “Elementary education” should consider the proposed approaches to modernizing the process of forming communicative competence.

CONCLUSION

The theoretical component of the study gave us the opportunity to analyze the problem of communicative competence of the teacher in the field of scientific theories and hypotheses. We

concluded that the peripheral location of the category “communicative competence” leads to polivariance in its interpretation. We traced its connection with the definitions of “communication”, “metalanguage”, “self-reflection”, etc. Identified the components of a teacher's communicative competence. We found that the algorithm of communicative competence formation contains 4 stages, each of which is interconnected and determined by the previous one. The conducted pedagogical experiment demonstrated the level of formation of communicative competence of students in the specialty “Elementary education”. He noted that, despite the high rates of communicative skills among students, the problem of forming the communicative competence of future teachers still needs further development and the search for new methods. Summarizing the data obtained, we summarize in general, the educational and professional training program for specialists in “Elementary Education” demonstrates its effectiveness. However, it still requires some improvement in terms of practical training. In particular, domestic teachers collaborating with applicants for higher education, future teachers of primary education, should pay attention to a wider use of problem-oriented approach, quasi-professional training. This would give students an opportunity to develop not just communicative or other competencies, but also professional self-confidence. Despite the significant scientific heritage, the problem of communicative competence of elementary school teachers still has blank spots. Therefore, we see the prospects for further research in the study of foreign experience in the formation of communicative competence of primary school teachers.

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