



THEORETICAL BASIS OF TEACHING THE PEDAGOGICAL COMMUNICATION OF FUTURE TEACHERS OF THE ENGLISH LANGUAGE

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ABSTRACT

This article presents the theoretical foundations of teaching pedagogical communication for bachelor students of the pedagogical profile of the Institute of Foreign Languages. The article presents the features of pedagogical communication in a foreign language lesson, emphasizes its personal nature and the need to choose a communication style that ensures the implementation of the communicative orientation of education.

KEYWORDS: *communication, foreign language lesson, communication skills, professional competence.*

DISCUSSION

The successful implementation of the goals of teaching foreign languages in their modern understanding largely depends on the level of professional training of the teacher of a foreign language. The speech of the teacher of a foreign language plays an exceptional role in the classroom, and special attention should be paid to the work on the development of professional and communication skills (which are an integral part of professional competence) in the learning process at a language pedagogical university. Thanks to the teacher's ability to build and implement effective speech interaction in the classroom, the necessary conditions are created for the development and improvement of students' communicative skills by demonstrating the capabilities of the new language as an effective means of communication and preparation for real communication situations that take place outside the classroom [7]. The essence of pedagogical communication, the forms of its implementation in the lesson, the styles of pedagogical communication, difficulties in building mutual understanding and in establishing contact with the class and ways to overcome them, as well as the foreign language speech embodiment of these processes in a foreign language lesson, i.e. everything that makes up the substantive and procedural foundations of pedagogical communication should find a place in the process of professional training of future teachers

at the university, be worked out in situations that simulate communication in the lesson, undergo testing during industrial pedagogical practice.

The theoretical foundations of the methodology of teaching pedagogical communication in a foreign language lesson are laid within the framework of the basic disciplines for the methodology of teaching foreign languages - pedagogy and psychology. Communication itself, as a rule, is interpreted in psychology as a complex, multifaceted process of establishing and developing contacts between people, caused by the needs for joint activities and including the exchange of information, the development of a unified strategy of interaction, perception and understanding of the partner. However, communication in pedagogical activity has its own specifics, since here it becomes an instrument of a certain pedagogical influence and acquires a professionally significant character, and communication functions are endowed with an additional "load", since they develop from universal human aspects into professional and creative components.

According to V.A.Slastenin, pedagogical communication is "a multidimensional process of organization, establishment and development of communication, mutual understanding and interaction between teachers and students, generated by the goals and content of their joint activities" [6, p. 359]. Revealing the meaningful essence of pedagogical communication as interaction and



mutual understanding of two subjects of the educational process, this definition, however, does not reflect the most important of its aspects, namely mutual influence that communication can have on both the teacher and the student. Communication between a teacher and a student in a lesson is "a two-pronged process of interaction or mutual contact of subjects, in which there is an exchange of information, psychic reflection of each other and mutual influence on each other" [2, p. 15]. An equally important point noted by the Russian psycholinguist A.A. Leontyev, is the fact that the optimal communication between the teacher and students in the learning process has a rich potential, since it "creates the best conditions for the development of student motivation and the creative nature of educational activities, for the correct formation of the student's personality, provides a favorable emotional climate for learning, provides management of socio-psychological processes in the children's team and allows you to maximize the use of personal characteristics of the teacher in the educational process"[5].

Pedagogical communication in a foreign language lesson has a number of essential features that distinguish it from communication in the lessons of the native language, mathematics or history. Here it acquires a special linguodidactic meaning. Firstly, it is in a foreign language lesson that a complex of basic communication skills is often formed and developed for the first time: the ability to enter into communication, taking into account the situation, participants and the way of communication; the ability to maintain communication through verbal and non-verbal means; the ability to complete communication; the ability to take the initiative in communication; the ability to predict the result of your statement; the ability to evoke the desired verbal and non-verbal reactions of the interlocutors; the ability to build and implement a certain position in communication (set out, prove, compare, give examples, evaluate), etc. Obviously, the importance of these skills cannot be unfoundedly declared by a foreign language teacher. Foreign language communication skills should be demonstrated by the teacher in the process of his communication with students, because in accordance with modern goals in the field of teaching foreign languages, the entire educational process should be aimed at developing the ability to communicate in the target language. Adherence to the principle of communicativeness shared by all modern methodologists presupposes such an orientation of classes in which the goal of learning (mastering the language as a means of communication) and the means to achieve the goal (speech activity) act in close interaction. This involves solving real communication problems in the classroom in order to include students in

communication in the target language, and a foreign language lesson is replete with situations of both real and conventional speech nature. From what has been said follows the second essential feature of communication in a foreign language lesson. It cannot only have a role character, in which traditionally communicants realize themselves only in a limited set of role characteristics, acting as representatives of certain groups of people, because the roles of "teacher" and "student" are asymmetric in nature. The implementation of exclusively role-based communication in the lesson is not able to provide the necessary mutual interest and need for communication, the motive for communication, the full implementation of the functions of verbal communication. For a foreign language lesson, personal communication is also necessary, in which its participants act as individuals with their inherent knowledge, experience, feelings, interests, views, worldview. Only in this case it will be possible to talk about learning on a communicative basis, in which pedagogical communication will not be an impact, but an interaction that has various forms of speech embodiment.

In the psychological and pedagogical literature, one can find a wide range of opinions on the style of pedagogical activity and pedagogical leadership, understood as "a set of stable ways of interaction between a teacher and students in the process of joint communication activities" [4, p. 237]. The first and most famous classification, created back in 1938 by K. Levin, describes authoritarian, democratic and permissive communication styles. The study of V.A. Kan-Kalik gives such communication styles as communication based on enthusiasm for joint creative activity, communication based on friendly disposition, communication-distance, communication-intimidation, communication-flirting [3, p.97-100]. V.A. KanKalik and G.A. Kovalev developed a typology of styles, which is based on the three-component structure of communication by V.N. Myasishchev:

- 1) Reflection (simple - complex);
- 2) Relationships (personal - role);
- 3) Circulation (open - closed).

As a result of the ratio of these components, the following styles of pedagogical communication were identified: dialogical, confidential, reflexive, altruistic, manipulative, pseudo-dialogic, conformal, monologic. S.L. Bratchenko, when analyzing the style of pedagogical communication, uses the concept of "directionality in communication". He described six styles (dialogical, authoritarian, manipulative, alterocentric, conformal and indifferent), which are manifested in both interpersonal and professional communication [1]. All the above classifications are accompanied by a



detailed description of each of the communication styles in the lesson. Nevertheless, they are all a kind of theoretical abstractions, because in practice we are dealing with a mixture of styles. A teacher, demonstrating in general adherence to one style, for various reasons, cannot completely abandon elements of another (for example, a general orientation towards a democratic style, in some situations, the use of some authoritarian techniques).

Which of the styles above classifications is the most optimal for a foreign language lesson? Generally, we can say that this is a democratic style, in which the teacher takes into account the individual characteristics and abilities of students, welcomes their activity and independence, carefully treats their opinion when organizing work and discussing it, which contributes to the growth of sociability and trust in the relationship between teacher and students. An indicator of high professionalism is communication based on passion for joint creative activities. According to the classification of V.A.Kan-Kalik dialogical style of communication seems to be the most acceptable, since it has the maximum developmental, educational and creative potential. Dialogic orientation in communication according to S.L.Bratchenko is characterized by an orientation towards equal communication based on mutual respect and trust, mutual understanding, mutual openness and communicative cooperation, the desire for mutual self-expression, development, cooperation, and therefore can be considered the most suitable. The dominance of these particular styles in the teacher's pedagogical communication style can ensure a positive attitude of students in a foreign language lesson, increase their degree of activity and involvement, support or stimulate the desire to communicate, and also create conditions under which students can develop their communicative speech skills.

Thus, it can be stated with confidence that a properly constructed personal communication between a teacher and a student is able to provide a communicative orientation of education, establish the necessary contact, help overcome the psychological barrier, transfer the teacher and students into subject-subject relations of equal productive cooperation. This requires the teacher to make a conscious choice of the correct style of pedagogical communication, taking into account his subjective personal qualities, specific learning conditions, and awareness of his role in this process.

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