

Development of teacher communication skills as the basis of pedagogical competence

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Abstract . In this article we consider the features of the development of a teacher's communication skills as the basis for the formation of professional competencies. The effectiveness of mastering communication skills is emphasized. The study reflects the results of diagnosing the level of communication abilities and professional competence of the teacher. The work reveals questions about the importance and necessity of developing communication skills, since it is an integral part of solving problems of interaction of any member of society, and in teaching activities it also serves for the formation and development of pedagogical competencies. Different areas of communication skills are considered, including all technologies of communicative influences necessary for effective communication. The empirical study examined ways to develop communication skills in accordance with modern digital technologies.

1 Introduction

The process of developing communicative competence in future teachers is influenced by various psychological and pedagogical factors that significantly impact its success. These factors align with the structure of educational activities and can be seen in its key elements: fostering internal motivation for communication; enhancing the educational process by engaging students in active discussions about practical teaching scenarios; involving students in the selection and creation of a repository of educational situations that require choosing communication styles for everyday professional and challenging (conflict) scenarios; and encouraging self-assessment of communication skills through comparative analysis of personal progress. Effective pedagogical communication between teachers and students in higher education is crucial for developing future teachers' communicative skills. A teacher's high level of communicative competence is essential, as communication involves a reciprocal exchange of information leading to mutual understanding, which is the essence of social interaction. The communication process includes individual acts that fulfill its main functions: managerial (ensuring the efficient operation of an organization), informative (exchanging and analyzing information), emotive (conveying emotions), and phatic (establishing contacts) [8].

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Psychological and pedagogical studies of communication problems. The area of theoretical and applied research of the communicative aspect of pedagogical activity has been developed quite deeply. In works devoted to the problems of teacher labor psychology Rean A.V., Zimnyaya I.A., Kuzmina N.V., Kulyutkin Yu.N., Sukhobskaya G.S., Markova A.K., Petrovsky A.V., Slastenin V.A., Shcherbakov A.I., the dialectical unity of the personal qualities of a teacher, pedagogical activity and pedagogical communication is revealed.

2 Materials and methods

According to what we stated above, we conducted research on the development of communication skills in modern teachers, taking into account globalization and changes in all directions, as well as taking into account the changes that are taking place in the modern world in the direction and development of communication skills, given their enormous potential.

The purpose of the study is to develop the communication skills of the teacher.

Object of research on the development of communication skills

Subject of research: the development of communication skills of a teacher

The hypothesis of our research boils down to the fact that the development of a teacher's communication skills determines the development of pedagogical competence (ability).

To analyze the development of communication skills, we diagnosed 72 teachers aged from 25 to 50 years.

The communication skills of teachers were studied based on the following methods:

1) Methodology for assessing a teacher's communication abilities (L.M. Mitina);

Goal: identifying the individual level of development of a teacher's communication abilities

2) Methodology for assessing the work of a teacher - MORU (L.M. Mitina) Pedagogical competencies (abilities).

3 Results

There are various classifications of abilities for teaching activities. The most famous are the characteristics of the teacher's abilities, presented in the works of F. N. Gonobolin , N. D. Levitov , V. A. Krutetsky , N. V. Kuzmina, Yu. N. Kulyutkin and G. S. Sukhobskaya .

Employers are looking for graduates who are proficient in digital tools. Communication programs include training in software (e.g., Adobe Creative Suite, social media analytics) to improve employability.

1. Strategies for assessing communication skills:

- Teachers face the challenge of effectively assessing communication skills. Traditional exams may not reflect a student's ability to collaborate, adapt their communication style, or empathize with a diverse audience. Alternative assessment methods such as group projects, portfolios and reflective essays offer a more holistic view.

- Example: A business course could assess negotiation skills through a simulated business transaction in which students negotiate terms with their peers. In this context, their ability to actively listen, persuade and find common ground becomes apparent.

2. Cultural Competence and Inclusion:

- Communication goes beyond language; this involves understanding cultural nuances, nonverbal cues, and context. In an increasingly globalized world, cultural competence is essential. Educators must foster an inclusive environment where diverse perspectives are valued.

- Example: A literature class on postcolonial literature should explore how authors from different backgrounds express their experiences. By analyzing texts through a cultural lens, students gain empathy and awareness of the power dynamics at play.

3. Lifelong learning and professional success:
- Communication skills are not limited to communication only in educational activities; they shape professional trajectories. Lifelong learners adapt to evolving communication technologies, collaborate across boundaries, and communicate their experiences persuasively.

4 Discussion

At the first stage, we diagnosed the development of communication skills among teachers (the results are shown in Table 1.)

Table 1. Results of assessing teacher communication abilities

No.	Characteristics of verbal and nonverbal behavior	1	2	3	4	5	6
		Short level	Below the average	average	Above average	high	higher
1	Speech		2	30	25	10	5
2	Voice	-	4	26	2	33	7
3	Expressive movements	-	13	37	15	5	2
4	Movements in the classroom space	-	9	23	37	3	-
5	Emotions	-	2	10	27	21	12
6	Impacts	-	3	17	30	19	3
7	Observation	-	2	10	34	16	10
8	Form of behavior		-	16	15	20	21
9	Types of interaction		3	17	15	25	12
10	Pauses		-	6	10	46	10
total			42				

Based on the diagnostic results, we observe the development of characteristics of verbal and nonverbal behavior:

1) speech : speaks competently, convincingly, meaningfully, using vivid and unusual examples and facts, ideas, problematic issues, based on the personal experience of students, using humor; this indicator is at a low level for 2 people; the average level is 30 people; above average -25 respondents; a high level in 10 people and the highest level observed in 5 people;

2) voice: with the help of voice intonations and modulations, it shows empathy, optimism and trust in the student and this indicator is below average - 4 people; the average level has 26 people; above average 2 people; 33 people have a high level and 7 people have the highest level of development;

3) expressive movements as: the use of a wide range of gestures, postures, facial reactions to demonstrate a friendly attitude towards all students is shown at a below average level, demonstrated by 13 people; expressed at an average level in 37 people; 15 people are above average; high level – 5 people; -2 people have a high level;

4) movements in the classroom space: throughout the lesson he moves around the class, appears in front of the students, behind them, stands or sits next to them, this orientation is expressed: at the lower average level - 9 people; at the average level - 23 people; at the upper average level – 37 people; at a high level – 3 people; at the highest level – 0 people;

5) Emotions: this manifestation of personal enthusiasm and positive emotions helps the teacher to “infect”. the whole class, to involve students in the general creative process, to stimulate their interest in learning new things - these emotions are below the average level of development - 2 people; 10 respondents have an average level of manifestation of these emotions; above average is observed in 27 people and a high level is observed in 21 teachers, the highest level is demonstrated in 12 people;

- 6) Impact: effectively uses verbal and non-verbal means of influence on the basic information processing systems of students: optical, acoustic, kinesthetic, these indicators are expressed: below average for 3 people; manifests itself at an average level in 17 respondents; they were achieved at an above average level by 30 teachers; 19 people have a high level of development and the highest level of these indicators is observed in 3 teachers;
- 7) Observation: constantly sees and hears each student, notices and competently reacts to the slightest changes in the external appearance and internal state of students; this indicator manifests itself: below the average level - 2; at the average level y - 10; above average level is observed in – 34 teachers; at a high level of development is observed in 16 people and the highest level was reached by 10 people;
- 8) Form of behavior: harmoniously combines verbal and non-verbal forms of behavior, trying to limit the verbal so that students can speak more in class themselves, expressing their thoughts and ideas, exchange views, the level of development of these indicators among teachers is: at a lower average level - 0; at the average level - 16; at an upper average level - 20; at high y – 23; teachers and at the highest level these indicators were achieved - 21 people;
- 9) Types of interaction: the teacher explains the material to the whole class, asks questions, answers questions from students, all data is given primarily to teachers at a level below average - 3; at the average level - 17; at an above average level y -15; at a high level, the manifestation of y is 25, and at the highest level, y is visible - 12;
- 10) Pauses: the teacher organizes short breaks in the work of students for them to think about this or that issue, prepare for the next task, to relax, relieve tension and fatigue, these pauses are observed by teachers at various levels: at the average level, 6 teachers used pauses; above average 10 people; the high level is used by 46 teachers, and the highest level by 10 people.

According to the above, we came to the conclusion that the characteristics of verbal and non-verbal behavior are developed among teachers according to pedagogical skills and have an individual level formation.

At the next stage, we conducted a study on the methodology for assessing the work of a teacher - MORU (L.M. Mitina) Pedagogical competencies (abilities). For this study, we selected teachers who showed the development of communication skills at a high and above average level; their number was 42 people. According to our hypothesis, we decided to compare the level of development of communication abilities with pedagogical competencies and determine the likelihood of data correlation; the results are shown in Table 2.

Table 2. Results of pedagogical competence (ability)

Item no .	pedagogical competence (ability)	Level of development of competencies		
		Short	average	high
1.	Obtaining information about student requests and progress in learning	-	4	3
2.	Demonstration by the teacher of knowledge of the subject matter and written and oral explanation of the material	-	3	4
3.	Organizing lesson time, classroom space, teaching aids and ICT for learning purposes	-	4	3
4.	Communication, interaction between teacher and students	-	3	4
5.	Teacher demonstration of appropriate teaching methods	-	5	2

6.	Maintaining a creative (creative) atmosphere in the classroom	-	3	4
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The results of our study confirmed our hypothesis about the interdependence of the development of communicative abilities and teacher competence.

5 Conclusion

The development of communicative competence is inseparably linked with the formation of the personality itself and depends on the level of formation of socio-psychological qualities that contribute to interpersonal (and role) interaction. Communicative competence is not an innate ability, but an ability formed in a person in the process of acquiring social and communicative experience. The assimilation of communicative experience occurs during direct interaction, as well as personally while reading, watching films, and observing people. The development of a teacher’s communicative competence begins during his studies at a higher education institution, where he acquires all the necessary theoretical knowledge, undergoes practice, and at the same time something more important happens - a person becomes an individual. The concept of a teacher’s communicative competence is defined as the ability to listen to a student, understand his point of view, competently and tactfully defend his opinion, not harm the student and build warm and trusting relationships through communication.

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