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THE STATE OF THE DEVELOPMENT OF FUTURE TEACHERS' COMMUNICATION CULTURE BY MEANS OF INTERACTIVE TECHNOLOGIES

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Abstract. The article focuses on the place and role of communicative culture of the future teachers in psychological and pedagogical researches, its content and components. The analysis of contemporary researches on the outlined problems concerning the definition of the concepts of "communication culture", "communicative competence" together with their peculiarities and functions was held, a range of abilities and skills that students should master within the learning process is determined, the essence of the definition of "communicative culture of future teachers" is formulated. In addition, the state of formation of the development of future teachers' communicative culture by means of interactive technologies is considered.

Keywords: communication culture, the communication culture of future teachers, communicative competence, teacher-practitioner.

An important task of a higher educational institution should be training of future teachers for a prospective professional activity, including the formation of communication culture since communicative interaction runs through all kinds of professional activity. In our view, today there is a problem in this direction of training. Thus, students should become professionally competent in the process of educational activity. It is communication that is important in this process: communication with students, parents, colleagues, that's why it is important for a teacher to have the communication culture formed. As far as the communication culture is formed, so far successful the pedagogical process will be. Since it is the level of teacher's speech development that influences every child's speech culture, his success in study and overall development, because it is important for every pupil to be able to express his thoughts, formulate utterances, comprehend others' utterances, in addition to that, to be sociable, tolerant. The most favorable, productive and fruitful period of communication culture formation is school age, because the predominant role in pupils' communication culture formation is played by a teacher. Therefore, the formation of the future teachers' communication culture should be paid much attention.

The problems of the future teacher's communication are considered in a number of works including: theoretical and methodological foundations of professional communication (V. Kirichuk, S. Maksimenko, L. Orban, L. Savenkova, A. Tit, V. Semychenko, T. Titarenko, T. Yatsenko, et al.); formation of individual style of pedagogical communication (A. Andreev, V. Haluziak, H. Mieshk. et al.); formation of communicative skills (O. Abdulina, S. Belousov, A. Yelkanov, V. Kan-Kalyk, V. Kaplynskyi, I. Kirillov, S. Koval, N. Kosova, M. Kots, N. Kuzmin, A. Leontiev, V. Moskalets, A. Mudryk, T. Olhovetska, S. Olhovetskyi, L. Savenkova, T. Shepelenko, O. Yazykov, et al.);

methods of communicative training (O. Bereziuk, V. Naumov, et al.); culture of pedagogical communication (F. Baykin, V. Hrekhniiov, T. Gritsenko, I. Iliaieva, S. Omelchenko, et al.); formation of communicative qualities of speech (A. Bogush, O. Bieliak, I. Varnavska, M. Honoblin, O. Zabolotska, N. Kuzmina, V. Pasynok, et al.); formation of communicative competence (O. Arshavska, O. Beliaev, M. Vasilieva, M. Vashulenko, L. Vyhotskyi, N. Volkova, M. Viatbtniev, N. Hez, A. Godlevska, E. Holoborodko, M. Zhyntkin, D. Izarenkov, I. Zymniaia, V. Kan-Kalyk, A. Kapska, Yu. Karaulov, R. Koziakov, M. Kots, T. Ladyzhenska, L. Matsko, N. Pashkivska, M. Pentyliuk, V. Pivtoratska, V. Pidhurska, H. Rurik, S. Savinion, L. Savenkova, H. Sagach, O. Skvortsova, A. Yakovliiva, et al.)

The works of the following scientists are devoted to the study of communication culture: S. Abramovich, V. Bezrukova, V. Bipkenbil, M. Bitianova, V. Bodnar, N. Volkova, T. Volfovskaya, S. Hrekhniiev, O. Hrelyikh, A. Dobrovych, O. Dobrovolska, S. Doroshenko, B. Kandybskyi, V. Kan-Kalyk, T. Kachalova, I. Komarova, Lall James, O. Leontiev, L. Mitina, S. Musatov, B. Paryhin, L. Petrovska, N. Putiliovska, T. Turkot and others.

The researchers consider the communication culture as part of specialist's professional culture (V. Hrekhniiev, I. Zarietska, V. Slaktionin etc.), communicative aspect of professional training (N. Kuzmina), part of personality's culture (A. Mudryk, B. Safianova et al.). For the first time, the term was used by scientists S. Batyshev and H. Sokolova, who believe that in order to form a professional culture, the following components were determined: competence, professional skills, abilities and desire to take the initiative, to show creativity, responsibility for the results of the work, discipline, creative approach to the matter, the need for self-education and self-development.

The concept of "future teachers' communication culture" is a multicomponent personality formation. Furthermore, it should be noted that its formation is a dynamic, complex and manageable process. We believe that communication culture is a component of professional and pedagogical culture of the teacher, that is why we identify it with professional and pedagogical communication. The level of communicative culture is defined as the level of oral development and verbal, speech, sociolinguistic competence and capacity for self-education. Thus, communicative competence together with the ability of the individual to apply in a specific communicative situation language knowledge, ways of interacting with the nearest and distant people and events, skills of the group work, ability to play different social roles [1]. Communication culture is a dynamic personal formation, since it combines the art of combining of listening and speech, objective perception of proper understanding the pupils, helps build up relationships, achieve effective cooperation guided by common interests [2].

Communication culture performs important functions, namely informational (information exchange between the subjects of communication),

interactive (the ability to present and defend one's own opinion); emotional (creating favorable atmosphere during communication). Besides, a teacher in the process of speech activity has to feel the partner's emotional state through non-verbal signs; manage his mental state while communicating with others.

We believe that an important indicator of the communication culture development is the level of communicative competence development, development of communicative skills, abilities and qualities. Thus, a teacher should know the rules and regulations of communication; should involve his partners into this activity; know cultural traditions, ethical, aesthetic and moral standards, take into account individual and age characteristics of interlocutors. All these characteristics do have a special significance for future professional teachers. Beside the ability to speak, the teacher should be able to listen to the interlocutor, it doesn't mean simple keeping calm, but listen actively to participate in the conversation, to make it continue, and this requires concentration, understanding what has been heard.

The ability to communicate, to formulate one's own thoughts, good normative speech is an important regulatory professional quality modern teacher, indicating its general culture and communicative culture as its important element.

Communicative culture was studied by such scholars as: S. Abramovich, V. Bezrukova, V. Bipkenbil, M. Bitianova, V. Bodnar, N. Volkova, T. Volfovska, S. Hrehniev, O. Hrelyikh, A. Dobrovych, O. Dobrovolska, S. Doroshenko, B. Kandybskyi, V. Kan-Kalyk, T. Kachalova, I. Komarova, Lall James, O. Leontiev, L. Mitina, S. Musatov, B. Paryhin, L. Petrovska, N. Putiliovska, T. Turkot and others.

The aim of the article is to determine the state of the development of future teachers' communication culture by means of interactive technologies.

Thus, statement phase of the study was preceded by exploratory experiment, which aimed at identifying existing knowledge of teachers-practitioners and students about the development of their communicative culture. For this purpose, first of all, the questionnaire texts were designed. In the survey were involved 400 students of the state institution "South-Ukrainian National Pedagogical University named after K.D. Ushynsky" (Odessa) and the pedagogical department of the Mukachevo State University (Mukachevo) and 100 teachers of secondary educational institutions (Odessa, Mukachevo). Let's analyze the answers of teachers-practitioners.

So, to the first question of the questionnaire "What do you mean by communication culture of a teacher?" we got the following responses: "it is an element of professional culture" - 72%; "it is pedagogical communication" - 12%; "it is correct and normative speech" - 5%; "it is an element of pedagogical culture" - 4%; "it is an ability to build up utterances" - 7%.

What concerns the next question, "What components of communicative culture can you name?" the teachers were able to answer in this way:

"communicative skills" - 74%; "communicative competence" - 4%; "communication abilities" - 20%; "communicative activity" - 2%.

To the question "What do you mean by communicative competence?" the following answers were received: "ability to communicate" - 20%; "correctness of speech" - 14%; "communicative activity" - 23%, "knowledge of modern Ukrainian literary language" - 35%, "a set of communicative qualities of speech" - 8%.

As to the question "Which competencies constitute communicative competence?" the answers were as follows: "speech" - 26%; "subject" - 13%; "language" - 24%, "socio-cultural" - 21%; "linguistic" - 16%.

Answers to the question "What do you mean by 'speech competence'?" were: "a dialogue" - 13%; "it is speech activity" - 17%; "it is the use of communicative qualities of speech" - 28%; "it is knowledge of language means" - 23%; "it is an indicator of the level of communication culture" - 11%; "teacher's pedagogical skills" - 6%, "a speech activity" - 2%.

Answering the question "Which teacher's communicative competences should be brought up at yourself?", respondents pointed out the "linguistic (language)" - 47%; "speech (socio-linguistic)" - 12%; "discursive" - 9%; "strategic (compensatory)" - 8%; "social (pragmatic)" - 7%; "socio-cultural" - 7%; subject - 5%; professional - 5%.

Consequently, teachers-practitioners reveal awareness in this sphere, but they were not able to give clear and complete answers, especially to the question of "communicative competence". Teachers-practitioners named only some communicative competences which proves their ignorance of communicative competences that are inherent to the teacher. In addition, teachers could not give a definition of "speech competence". What concerns the answers about the components of communication culture, most of them named only "communication skills." As it can be seen, the teachers-practitioners do not orient in the definition of "communication culture".

As to the next question, "What do you mean by communication culture?", the students responded as follows: "it is an ability to communicate with students" - 43%; "correctness" - 31%; "expressivity" - 8%; "speech activity" - 16%, "clarity" - 2%.

Here are the results of survey held with the 3d year students. So, the first question of the questionnaire was "What qualities, in your opinion, should the speech of linguistic teacher have?" and we got the following answers: "right" - 49%; "literary" - 30%; "follow the pronunciation rules" - 21%.

The question "Why does a teacher need to have communication culture?" future teachers said, "to be a role model for students and their parents" - 24%; "for students to imitate teacher's speech" - 23%; "so that it would be pleasant for parents to talk with the teacher" - 20%, "to encourage students to master the beautiful Ukrainian literary speech" - 18%, "listen better in class" - 15%.

Regarding the next question "What are the signs of communication culture", the answers were as follows: "full disclosure of the basic idea of an

utterance" - 67%, "the use of different language means" - 18%; "rich vocabulary" - 10%; "diversity of speech" - 5%.

To the question "Name the means of communication culture formation", students named "to express their opinion correctly" - 47% "speak with intonation" - 29%; "use emotive words" - 16%; "the ability to speak beautifully" - 8%.

Answering the question "When can you say that teacher's speech is pure and correct", the respondents said, "when it meets the norms of Ukrainian literary language" - 44%, "if it follows the pronunciation rules" - 38%; "the absence of few Russian borrowings" - 10%; "lack of parasitisms, dialectisms" - 8%.

Regarding the next question "Evaluate your own communication culture according to a 5-point scale from such positions", "have an ability to establish contact during intercourse; to have normative speech; "to have pedagogical tact; to have communicative qualities of speech; the level of speech competence development", the students rated as follows (see Table. 1):

Table 1.

Evaluation of one's own communication culture

| | Points (in %) | | | | | |
|--|---------------|-------|-------|-------|-------|-------|
| | 5 (%) | 4 (%) | 3 (%) | 2 (%) | 1 (%) | 0 (%) |
| To have an ability to establish contact during intercourse | 0 | 7 | 72 | 11 | 9 | 1 |
| To have normative speech | 11 | 36 | 47 | 4 | 2 | 0 |
| To have pedagogical tact | 6 | 20 | 45 | 19 | 9 | 1 |
| To have communicative qualities of speech | 10 | 38 | 44 | 4 | 3 | 1 |
| The level of speech competence development | 17 | 25 | 52 | 5 | 1 | 0 |

The table shows that students from a position of having an ability to establish contact during intercourse rated their own communicative culture with 5 points - 0%; 4 - 7%; 3 - 72%; 2 - 11%; 1 - 9%; 0 - 1%. Regarding having normative speech, the students put the following points: 5 points - 11%; 4 - 36%; 3 - 47%; 2 - 4%; 1 - 2%; 0 - 0%. Regarding having pedagogical tact students the following results were received: a score of 5 - 6%; 4 - 20%; 3 - 45%; 2 - 19%; 1 - 9%; 0 - 1%; having communicative qualities of speech: 5 points - 10%; 4 - 38%; 3 - 44%; 2 - 4%; 1 - 13%; 0 - 1%. From the standpoint of the level of speech competence development future teachers responded as follows: 5 points - 10%; 4 - 30%; 3 - 44%; 2 - 4%; 1 - 13%; 0 - 1%.

Thus, summarizing indicators, we can state that no student evaluated an ability to establish contact in the communication process with "5" points, the majority rated this ability as "3" points. Low points were given by students to other abilities as well.

To the question "Do you always control your speech: stimulated, non-stimulated not?" the students replied - stimulated from the position of "yes" - 2% "no" - 97% "do not know" - 1%; non-stimulated from the position "yes" - 0% "no" - 92%, "sometimes try" - 8%.

What concerns the last question ("Which communicative competence should a teacher have unlike other teachers?"), the students responded as follows: "correctness" - 72%; "normativity" - 19%; "expressivity" - 5%; "thesaurus extension" - 4%.

So, from the above-said one can conclude that teachers-practitioners partly orient in questions and had difficulties in defining the concepts of "communicative competence" and "speech competence" that make communication culture. Regarding the students' questionnaires we can come to the conclusion that most of them are not aware of the term "communication culture", they can neither distinguish communicative competences, nor define and characterize them.

References translated and transliterated

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