

CULTURE OF PEDAGOGICAL COMMUNICATION AND ITS FORMATION IN THE PROCESS OF PROFESSIONAL TRAINING IN HIGHER EDUCATION

The problem of the culture of pedagogical communication has been considered since ancient times. Ancient Greek philosophers (Protagoras, Gorgias, etc.) paid special attention to the word, the art of its use during conversations and speeches. Socrates taught his students because only through dialogue, discussion, the truth is known.

During the Middle Ages, the main source of the school of pedagogical communication was the Bible, and the usual form of communication was the dialogue of an authoritative teacher and student.

Leading teachers of modern times (D. Diderot, F.-A. Disterweg, F. Prokopovich, etc.) have taken forward the professional activity of the teacher's personality, his pedagogical tact, and the moral relationship between teacher and student.

Scientific development of the problem of communication began in the 20s of the twentieth century. VP Bekhterev, LS Vygotsky, AS Makarenko, VA Sukhomlinsky, KD Ushinsky, and others made a great theoretical and practical contribution to the development of the problem of the culture of communication. In the course of our research, these developments are based on aspects of the problem, taking them into account when considering the formation of a culture of pedagogical communication of higher education students in the process of training.

The culture of pedagogical communication is studied as a culture of everyday pedagogical activity, culture of relations, culture of behavior, which promotes the development of creativity, communication skills and is a reserve for improving pedagogical activities in the educational process. At the same time, the specifics of the formation of the culture of pedagogical communication of higher education students in the process of professional training in the research was taken into account only partially and was not the subject of special study.

The urgency of the problem is determined by the requirements for the training of a new generation of professionals capable of performing the main social function - the formation of a holistic, comprehensively developed personality.

We are convinced that the level of culture of pedagogical communication of students will increase if the process of its improvement is carried out by observance of the following conditions: equipping applicants for higher education with the theoretical foundations of the culture of pedagogical communication; formation of their communication skills; development of the culture of pedagogical communication of higher education students in the process of their self-improvement.

Professional readiness of a pedagogical worker for pedagogical activity presupposes his professional qualification and a certain set of personal qualities and properties.

V.L. Ortynsky in the professional qualification of a pedagogical worker identifies the following components [3]: special subject competence; psychological and pedagogical competence; communicative competence; socio-cultural competence.

Pedagogical communication should consist of cheerfulness, humanity, humanity and optimism.

I.A. Zyazyun singled out three components of communication: cognitive, aesthetic and behavioral [4].

We conducted a pedagogical analysis of the experience of communication culture in the modern period. The analysis shows that in higher education there is no single clear system in this activity and the solution of the problems of forming the culture of pedagogical communication is carried out at the empirical level. Thus, the results of measuring the level of formation of the culture of pedagogical communication in teachers and students of higher education indicate that almost 40% of teachers and 70% of students of higher education experience significant difficulties in non-standard communicative situations [6].

In the real activities of teachers and students of higher education there are difficulties of objective and subjective nature. This allows us to conclude that there is a need to develop and scientifically substantiate a clear system of forming a culture of pedagogical communication in higher education.

The analysis of the problem made it possible to consider the culture of pedagogical communication in higher education as an important professional quality of the individual, which is expressed through perfect interpersonal relationships, optimal interactions, values and methods of communication.

Preferring in the formation of a culture of pedagogical communication of higher education students throughout the educational process, we have identified the content that contributes to the formation of a culture of communication of the future specialist:

- together with such disciplines as "Culture of scientific language", "Culture of business communication", "Rhetoric", "Ukrainian language of professional communication" and others to provide higher education students with knowledge about the essence, role and significance of pedagogical communication culture in higher education. Using a special course "Culture of pedagogical communication of a graduate of a higher educational institution" [6];

- which demonstrates, show the actions and deeds of experienced teachers in pedagogically significant situations of communication in scheduled classes;

- to organize pedagogical activity on modeling and real search of a situation which allow to collect and comprehend the experience of use of cultural forms of communication;

- to organize educational activities that contribute to the accumulation of higher education students of special knowledge on the essence of the problem.

An important condition for raising the level of culture of pedagogical communication is the formation of communicative skills in applicants for higher education in the learning process, the content of which is: their inclusion in independent pedagogical activities; involvement of senior students in conducting classes with junior students in the role of teacher, psychologist, social worker; involvement of senior students in the organization and conduct of educational work.

The formation of a culture of pedagogical communication in higher education seeks to intensify their activities for self-improvement, namely: constant and purposeful activities of scientific and pedagogical staff to develop higher education in students with a stable motive for the culture of pedagogical communication; explanation of the essence, content and meaning of self-education and self-education; providing practical assistance in drafting the program and recommendations for self-formation of the culture of pedagogical communication; self-regulation and self-adjustment of the development of the culture of pedagogical communication of applicants at all stages of the educational process; assisting applicants in determining and assessing their level of development of the culture of pedagogical communication.

Thus, the process of forming a culture of pedagogical communication in applicants for higher education should be considered as the most important part of solving the overall problem of forming the personality of the specialist, his professional competence, pedagogical culture.

Further areas of research in this study is used to identify the factors that influence the process of forming a culture of pedagogical communication: socio-psychological, pedagogical, personal, as well as the main causes of low culture of pedagogical communication in higher education, depending on factors.

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