

## PEDAGOGY

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### COMMUNICATIVE CULTURE, COMMUNICATIVE COMPETENCE AND PROFESSIONAL COMPETENCE AS A COMPONENT OF FUTURE TEACHERS IN LANGUAGE LEARNING ENVIRONMENT

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#### Abstract

The article deals with the communicative aspect of future teachers in the foreign language teaching and learning environment; proves the necessity of development of organizational pedagogical environment for development of the communicative culture of students,

**Keywords:** professional competence, communicative competence, foreign language learning process, communicative culture, personal and professional development of a future teacher.

Nowadays expansion of international connections, relationships and its acceptance in the international community has made a foreign language really important relevant. Every state and society started to experience a real need for people in practice at the professional level and a communicative culture owning a foreign language. Reaching the level of free working knowledge of a foreign

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language was determined as a meaningful personal achievement. Foreign language as a means of communication means of integrating to another culture, an essential tool for the improvement of intellectual abilities of people, especially in the field of professional competence.

Professional competence is a systemic integrative unity, a synthesis of skill-related and intellectual elements, personal characteristics and experience, which would let a person to make use of his potential, carry out complex culture-related types of activity, and adapt promptly and successfully to the permanently changing society and professional activity [1].

Because of the peculiarities of the teacher profession, which requires intensive and versatile communication, a great deal of the components of professional competence of a future teacher are super-disciplinary. All scientists who made researches in the field of the pedagogical activity define the communicative competence as the most important component. The role and the significance of communicative competence in the structure of pedagogical activity were analyzed by the works of A.A. Leontyev (1979) [2], O.A. Abdullina (1990) [3], V.A. Kan-Kalik (1987) [4], and others. The communicative aspect of communication was approached in the works by V.N. Myasishchev (1960) [5], B.F. Lomov (1981) [6], A.A. Bodalev (1996) [7].

The processes of communication in psychology and pedagogy are determined from various viewpoints and the subject matter of determination of the communicative competence has various styling, where its essential position in the educational environment is confirmed by its social necessity.

Communicative culture holds a special place in the characteristic of a teacher's personality, which is the core of teacher's activity and includes complex pedagogical knowledge, abilities and skills. They are implemented in the course of pedagogical communication in the teacher-student system. On the other hand, in the current context, a teacher needs to have developed communicative skills as part of social competence, because only a teacher whose social intelligence is developed can solve the issues which are assigned by the society to him.

Student age is suitable and appropriate for the formation of communicative competence and communicative culture: students as one of the most important social groups of our society have broad opportunities to acquire the skills of literate and harmonious communication.

In the course of education, students communicate their peers, teachers, and scientists. In the field of communication, these kinds of abilities are formed with them, which help them at their professional activity. Development of the pedagogical communication culture encourages more goal-oriented and comprehensive acquiring of professional skills by students, and facilitates the process of adaptation to the future profession. That is why, preparation of a

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future teacher to full-scale communication and to creative correlation must be considered as the main problem in the system of professional education.

Professors faced some difficulties in the sphere of education are of communicative nature. Moreover, it is important to develop a system of pedagogical and organizational conditions, that would allow developing gradually and nailing down communicative qualities of students during the whole process of education, forming their personal communicative experience, and encouraging its further development.

Communicative culture is a pedagogical phenomenon, which is based on the system of humanistic values and senses of interlocutory communication. It is associated with such concepts as communicative competence, communicative skills, etc. However, it is not right to identify the communicative culture with proficiency in the normative set of verbal and non-verbal skills, as in this case, the internal spiritual and moral activity of the person in creating communication, seeing and assessing his position in the interindividual relations remains out of focus [8].

Thus, communicative culture is correlative, dynamic and integrative education of layered structure, which is represented as the demand and motivation element as well as reflexive, personalized, practically efficient elements that determines the nature of interaction of the entities based on their realization of humanistic values and senses of interlocutory communication.

It requires the training a future teachers' communicative culture, the issue of a future English language teachers' communicative culture has a practice-oriented nature. At that, permanent orientation to abidance by unity and interconnection in professional pedagogical training and further practice in English language teaching and learning environment of communicative and verbal competence becomes very timely.

Obviously, it is impossible to solve the tasks of improvement and modernization of education without a teacher who has good psychological, pedagogical, cross-cultural, and linguistic proficiency and communicative culture. The modern concept of education content provides for formation of linguistic and, which is more important, communicative competence and communicative culture of future teachers who are the students of a pedagogical higher educational institution. Communicative culture being professionally important quality of the future teacher's personality is formed in a certain cultural and linguistic environment, which has many national and ethnic peculiar features.

Educational processes' successful interactions depends on the degree of teachers' communicative culture as an integral part of the total pedagogical process, as a means and conditions for the implementation of all tasks, functions and professional activities. It determines the professional, social and personal

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significance of modern teachers' communicative culture. Communicative culture of teachers is determined as a qualitative humanistic feature and the highest level of communicative competence, additionally, it is seen as a way of developing a personality, meeting international standards.

In describing the most essential points of the subject «foreign language» are the following approaches that describe its strategy of learning and different from all other disciplines:

Cultural Approach is acquainted with the national reality, the most important historical events, major writers and artists, their works, representatives of science and technology, as manifested in laying foundations of national vision of the world, skills and abilities associated with standard communication situations specific to a given country [9].

Lingvo cultural approach is made in mastering not only the whole range of skills and knowledge connected with the culture of a foreign language, but also the knowledge of all areas of the country the language is used, its features, and the management of communicating in different situations in the sphere of the culture of the country;

Linguistic approach according to which language is seen as a system of a number of modules - speech acts, considered as main communication unit;

The communicative approach is to learn to communicate in a foreign language, providing such areas as "logic expressions, stylistic correctness, relevance, and ability to express the formulas of speech etiquette";

Situational-thematic approach comes from the fact that in the real spoken language is related to the specific situation of communication, which is given by the learner within a particular topic in order to it is properly implemented speech act in accordance with our planned communicative task.

During the process of learning a foreign language, in line of approaches which are pointed out above, makes the teacher - professional in the field of foreign language requirements in a number of qualifying characteristics of foreign language teachers, namely: to join the discussion on current issues cultural, scientific, social and political life of society; to be able at the level of an educated native speaker to answer students' questions, flexible use of speech abilities in accordance with the communicative intent. In this point, it is important to rethink the content and methods of formation of communicative culture of future teachers of foreign languages.

In conclusion, it should be determined that in the structure of the professional competence of teachers we emphasize the activity attribute. The concept of «competence» is connected with the maturation of the individual and the attainment of such a state that allows it to operate efficiently when performing job functions and achieve useful results. A fundamental component

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of the professional competence of the teacher speaks the activity, expressed in skills and abilities of the individual.

It should also be pointed out that under the professional competence of teachers we understand integrative characteristic of the individual, which includes its willingness and ability to make effective decisions in their professional activities. Structure of the professional competence of teachers includes motivational, cognitive, activity and personal components.

By communicative culture we highlight that culture can't be reduced to knowledge, sign-systems or meanings only. Communicative culture is neither can be in a particular mind nor in the discourse or objective systems, it is produced realized and transformed in communicative actions.

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