

**THEORETICAL AND METHODOLOGICAL BASES OF  
TECHNOLOGIES OF FORMATION OF COMMUNICATIVE CULTURE OF  
TEACHERS-TO-BE**

Training of modern highly qualified specialists in general and in the field of educational services in particular, which meets international standards, is impossible without a proper level of communicative culture. Communication in today's society performs a number of important functions. However, in recent decades, Ukrainian language practice has undergone significant changes. The spread of the computer network, technical means of communication (Internet, mobile communication) in all spheres of public life, change of material conditions of life have led to the growing incompatibility of people, manifested in the change of forms and the content of communication between them.

These changes are also noticeable among future teachers. Modern students are characterized by impoverished vocabulary, logically incoherent statement, lack of ability to formulate their own thoughts, ideas, aggressiveness in solving controversial issues, ubiquitous profanity. Therefore, the state documents on the modernization of education emphasize the need to find and choose ways of forming the communicative culture that will provide accordance of Ukrainian education to public challenges.

The communicative culture of the native speaker does not develop by itself, that is, in the process of socialization. On the contrary, it is always a subject of special formation in the learning process, which necessitates its systematic study as a pedagogical issue.

The humanistic paradigm of education views the culture of pedagogical communication as the unity of knowledge and relationships, as a way of acting on the basis of value orientations. Thus, the culture of pedagogical communication manifests itself as the ability of the individual to adequately emotionally evaluate other people, choosing an individual way of addressing each person in accordance with the rules of language communication. Therefore, it can be defined as a system-integrative quality of the individual ensuring successful interaction between the

teacher and the student in the system of subject-subject relations, which fosters a new attitude to oneself, to others, to the world as a whole. Under the influence of experience and knowledge, communicative culture is shaped as a dynamic personal quality that can be improved.

Built on these principles, the technology of forming the future teachers' communicative culture should be based on the synthesis of individually oriented, activity and axiological approaches in unity with the system of laws and principles determining the value-communicative orientation of the subjects of the educational process. It is a combination of content, methods, forms and means, as well as a system of actions of the subjects of the educational process aimed at creating a complex of conditions for training effective organization of communicative interaction with participants of the educational process.

The technology of forming communicative culture should include: diagnostics of the initial state of the students' communicative culture; forecasting its development trends and planned learning outcomes; criteria for constructing an optimal training model and a feedback mechanism.

The process of forming the culture of pedagogical communication of future teachers includes such components as learning the speech perception culture, the culture of expression, and the culture of influence on the interlocutor. The technology of teaching each of the components of the pedagogical communication culture involves several successive stages, namely: the design stage of future communication, the stage of its implementation and the diagnostic and correction stage. The design stage involves the orientation of the learning process on the basis of guidelines: goals, principles, knowledge and experience. At the stage of technology implementation, productive teaching of pedagogical communication is promoted; the communicative qualities of students' speech in the atmosphere of educational cooperation are increased. The diagnostic and correction phase provides organization of effective feedback, which provides information on the level of speech perception culture, expression and the student's ability to influence the interlocutor.

Each stage of this technology differs from the previous by methods, forms and means, which depend on the position of the subjects of the educational process and

subject content. However, each cycle should contain such a basic technological element as communicative situations. The technology of creating a communicative situation contains certain steps: joint orientation in a personally meaningful subject area, identification of a problem that interests the subjects of communication; considering the problem in the context of the student's vital values as one aspect of his personal picture of the world; using the acquired knowledge as means of interpersonal communication and a tool of self-affirmation in the eyes of the partner; self-knowledge through updating and substantiation of one's own thoughts.

A necessary technological unit for the formation of students' communicative culture is dialogue, which in its external form reminds a problematic situation. The dialogue communication is effective if: the issues included in the content of the lesson are selected by the teacher, taking into account the readiness of the group students for dialogue and the degree of their tolerance as a personal quality, experience of dialogue communication, adequate response to unexpected and inadequate judgments; the subjects of dialogue are equal; problematic dialogic communication is a complete system of knowledge, skills and involves a gradual, consistent ascent to the increasing independence of students from the reproductive level to the heuristic, and then to the creative; the teacher refuses to evaluate the student's personality as "bad" or "good", and evaluates the effectiveness of communication in the process of solving a communicative issues.

Thus, the technology of forming communicative culture creates the conditions necessary for the educational experience to become the personal experience of the future teacher, contributes to the formation of such qualities as creativity, independence, activity and reflection.