



DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF TEACHERS IN THE PROCESS OF METHODOLOGICAL WORK OF A PRESCHOOL EDUCATIONAL ORGANIZATION

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ABOUT ARTICLE

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Abstract: The article deals with the problem of the development of communicative competence of teachers of preschool educational organizations. Author reveals effective forms and methods of methodological work, in the process of which the communicative knowledge and skills of educators in the field of interactions with children and their parents.

INTRODUCTION

The modern system of preschool education is characterized by a wide spread of innovative and experimental activities, giving the teacher the right to choose the content and forms of raising and educating children, developing programs and introducing innovative technologies [1, 2, 6, 7]. Under these conditions, the organization of such a system of methodological work is of particular importance. with personnel, which would ensure an increase in the level of professional competence of each teacher and the quality of the educational process as a whole. It should be noted that the definition of professionally important qualities of a teacher preschool educational organization (PEO) is based on the functional analysis of his pedagogical activity. The results of this analysis are reflected in professiogram, which T. A. Kulikova defines as “scientifically based requirements for the professional qualities of a teacher’s personality, for the volume and composition of worldview, general cultural, psychological, pedagogical, special knowledge, and also a list of pedagogical skills and abilities” [3, p. 21]. Among the most important professional functions of a kindergarten teacher, a scientist highlights:

- creation of pedagogical conditions for the successful upbringing of children;

- ensuring the protection of life, strengthening the health of children;
- implementation of educational and educational work with children;
- participation in pedagogical education of parents;
- regulation and coordination of educational influences of the family and preschool educational institutions;
- self-education of the teacher; - participation in research work.

Such polyfunctionality of activity presupposes the mastery of various professional skills: gnostic, constructive, communicative, organizational, special, etc. tasks, skills in constructive communication, etc.)

The close attention of researchers to communicative processes in pedagogy can be explained by the fact that this is the central link, the essence of the profession. Communication is the driving mechanism of all education. In the psychological and pedagogical literature, the following blocks of professional communication skills are identified:

- socio-psychological (the ability to make a favorable impression, reflect, actively perceive and understand the personality of each child, predict the development of intersubjective relations, use psychological means, mechanisms of communicative influence);
- moral and ethical block (the ability to build communication on a humane, democratic basis, be guided by the principles and rules of professional ethics and etiquette, organize creative cooperation with children, initiate a favorable moral climate for communication);
- aesthetic (the ability to harmonize internal and external personal manifestations, to be artistic, aesthetically expressive, to introduce children to a high culture of communication, to activate their emotional tone and optimistic attitude, experiencing the joy of communication, a sense of beauty);
- technological (the ability to use tools, methods, techniques, a variety of forms of interaction, choose the optimal style of communication management, observe pedagogical tact, organically combine communicative and subject interaction, to ensure its educational effectiveness).

The formation of the above communicative skills leads to the development of communicative competence among teachers, by which we mean a professionally significant, integrative quality, the main components of which are: awareness of the goals, essence, structure, means, features of pedagogical communication; tolerance, extraversion; the ability to effectively design direct and feedback, non-standard, creatively solving the problems of pedagogical communication.

Competence-based behavior in the process of communication depends, first of all, on motivation and readiness to be included in meaningful interaction. In addition, it is important to emphasize the importance of an adequate perception of one's own role and the role of other people in communication process, as well as an adequate understanding of a number of concepts associated with this activity. In order to achieve success in communication in the implementation of the tasks of education and training, the teacher of a preschool educational organization should devote much time and thought to it. At the same time, he must control the results of his actions, draw conclusions, study the problem he is trying to cope with more carefully, and thereby evaluate the effectiveness of the strategies, tactics and techniques used in the course of pedagogical communication.

With the development of communicative competence among teachers of preschool educational institutions, it is advisable to organize their interaction based on the principles of dialogue, communication "on equal" In the course of such communication, all participants are communicatively

interested, ready to exchange information, express their ideas and solutions, discuss problems, defend their point of view and develop a collective opinion.

It should be remembered that in student-centered interaction with preschoolers, the priority ways of communication are recognition, understanding, acceptance of the personality of the child, taking into account his feelings and desires.

Here is a personal position the teacher is to build situations of communication with children as full-fledged partners, which excludes all sorts of manipulations. The preferred tactic of communication is cooperation using a variety of communicative means of stimulating children's activity.

Rejection of the corporate stereotype "the educator is always right" implies the ability to relate with humor to certain moments of the pedagogical situation, to be ready to smile, to own tones and semitones; listen and hear the child without interrupting his statements; to influence children not directly, but indirectly, through the creation of conditions for the manifestation of the desired quality in them; don't be afraid of feedback even if unpredictable.

The Federal State Educational Standard for Preschool Education emphasizes that adults support a positive, friendly attitude of children to each other and the interaction of children with each other in different types of activities. The teacher encourages children to develop a sense of responsibility for another person, a common cause, a given word. The only way to realize such an attitude can be only love and decentration of an adult, the ability to "get into the skin child" within the framework of high professionalism. It is especially important to emphasize the attitude towards the child as a subject, respect for his rights and interests, recognition of his developmental opportunities, joint activities with him on the basis of maximum activity.

According to N.V. Miklyaeva, one of the most flexible forms of improvement professional knowledge, skill of the teacher, development of his ability to evaluate and use the most effective methods of raising and teaching children, to master innovative methods and technologies is interactive learning [4, With. 65]. The author considers such effective forms and methods of interactive learning as the "information mirror", business games, the "case study" method (discussion business situations and tasks taken from real practice), discussion and the "moderation" method (action in a team in order to develop specific proposals for solving the problem in the shortest possible time), workshops, pedagogical workshops, various forms of mutual learning and mutual control, project-based learning, problem-based learning, show technologies, creative presentations, etc.

The highest governing body of the holistic educational process is a pedagogical council that sets and solves specific tasks for the development of a preschool educational organization. In order to develop teachers' communicative competence, it is advisable to hold pedagogical councils in non-traditional forms: dispute, discussion, business game, conference, auction, festival, etc. For example, in the course of holding a pedagogical council-auction, many ideas can be offered on the problem of effective pedagogical communication in kindergarten conditions. Only those ideas are bought that are the most viable and deserve special attention. Such a pedagogical council can also be held in the form of project defense, where many roles are played: the author-innovator, his associates, opponents, analysts, etc.

The most effective form of the formation of communicative knowledge and skills among teachers of preschool educational institutions are seminars and workshops. Seminar can consist of several sessions, which combines the discussion of theoretical issues, practical problems, acquaintance with the latest literature and best practices in communicative learning. The workshop is different in that it includes practical tasks, observations of the work of colleagues, followed by a discussion. So in during

the workshop on the topic "Methods for the development of the communicative competence of the teacher of the preschool educational institution" provides for the possibility of discussion, discussion of different points of view, the creation and solution of problematic communicative situations that allow developing a common position on the issue of effective pedagogical communications.

Particularly popular in the practice of teaching communication are various trainings, participating in which teachers directly come into contact with the reality being studied, gain life experience modeled in group interaction. Technologies used in modern communicative training include a standard set of active learning methods:

- information, message, mini-lecture;
- structured or guided discussion;
- brainstorming;
- analysis of a case, task or exercise;
- role-playing and "acting out" situations in roles;
- simulation games;
- fragments of business games;
- video demonstrations.

Depending on the tasks set in the training, the training acquires different forms, the whole variety of which experts conditionally divide into two groups: 1) focused on the acquisition and development of skills and interaction skills (training for partnership conversation, negotiation, team building, resolving interpersonal conflicts, telephone communication); 2) aimed at deepening the experience of analyzing situations of communication, where intrapersonal changes are primary changes (correction, formation and development of attitudes and values necessary for successful communication; development of the ability to adequately perceive oneself and others).

Trainings can also be classified according to the system of personality relations, which is the subject of work in them:

- 1) "I - I" - trainings for personal growth, focused on the intrapersonal context of the work of the participants, the system of attitudes towards oneself, the development of reflexive abilities;
- 2) "I am other people" - training of communication skills and various social skills;
- 3) "I am a social group" - team building training, social and psychological adaptation in a particular team;
- 4) "I am a profession" - professional self-determination trainings [5, p. 167].

It should be noted that in order to develop communicative competence among teachers It is possible for a preschool educational organization to use all of the above types of training. No less effective method of communicative development, in our opinion, is a game based on understanding the personality of the student as a feeling, thinking and active participant in events that are close to real. In the course of teaching preschool teachers effective communication, varieties of business games are widely used (positional, role-playing, plot, situational, simulation, organizational and activity, functional).

The use of various types of games in the process of preparing teachers for effective communication with colleagues, children and their parents makes it possible to radically reduce the time of accumulation of one's own social experience, develops forethought in the choice of communication tactics and strategies, and transforms generalized communicative knowledge into personally significant.

Participants imagine themselves as actors in a specific pedagogical situation and act it out in person. The same situation can play out several times to give participants the opportunity to experience different roles and offer their own solutions.

Thus, the role-playing game creates conditions for teachers to: understand the norms of behavior and communication, as well as their own social attitudes, feelings and thoughts associated with various roles; develop the ability to enter into the situation of others, better understand their positions and feelings; to play roles and try out forms of communication in situations simulating real educational process in preschool.

Teachers, participating in game activities, are not afraid to make mistakes, they are calmly looking for solutions, the space for choosing a strategy is expanding in front of them and tactics of communicative behavior. Other promising forms of methodological work on mastering the best practices in the field of pedagogical communication are, in our opinion, open demonstration of classes, round table, briefing, creative lounge, KVN, etc.

Thus, the use of specially developed learning technologies, the interaction of traditional and innovative forms and methods of methodological work, the consistent implementation of basic didactic principles allow carry out purposeful work on the formation of communicative knowledge and skills of teachers of preschool educational organizations, the result of which should be a high level of their communicative competence.

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