

IRSTI 14.35.07

K.M. Nagymzhanova<sup>1</sup>, A.D. Ahmetbek<sup>2</sup><sup>1,2</sup> «Turan-Astana» University, Nur-Sultan, Kazakhstan(E-mail: <sup>2</sup>[araylym.akhmetbek@mail.ru](mailto:araylym.akhmetbek@mail.ru))**Formation of a communicative culture of students in the system of vocational education**

**Abstract:** The article is devoted to the specifics of the formation of a future teacher's communication culture, motivational-value, substantive and personal aspects. It is also noted that the professional readiness of future teachers lies in the fact that their communication is characterized by the use of cultural elements in their teaching activities. It is believed that the education system allows the future teacher to effectively create a communication culture based on: creating a developing educational environment; the use of active forms and teaching methods, in particular trainings, which contribute to the cognitive effectiveness of the educational process. The pedagogical process should be adequate, differentiated and periodic.

**Keywords:** professional activity, level of pedagogical skill, communication culture, training groups, communicativeness.

DOI: <https://doi.org/10.32523/2220-685X-2020-58-3-32-37>

The quality of a teacher's professional activity shall be determined by the level of his professionalism, an important component of which is the culture of communication. However, insufficient attention is paid to developing communication skills, especially the culture of speech, verbal, and non-verbal communication. The analysis of works on the theory of culture (E.S. Markaryan, S.L. Suvorov) allows to reveal important features that determine the formation of culture. The culture of communication is a set of norms, methods and forms of interaction with the best examples and values of behavior. The cultural component of relations is linked to a system of standards and individual recommendations that are introduced in interaction with other actors. The culture of human relations is divided by L. Suvorova as [1]:

- integrative (the culture of communication makes a pedagogical person a member of the scientific and pedagogical community, unites him/her into a social and scientific community);
- analyst (a teacher is included in the pedagogical process as a bright personality who is willing and able to have an equal dialogue with the scientific community);
- meaningful (with the help of a communicative culture, a teacher creates a strategic hierarchy of values).

Teacher's culture of communication is reflected in the process of pedagogical communication. Currently, there are three functions of communication: information and communication, normative and communication, and affective and communication. The process of formation of communicative culture is carried out within the framework of the pedagogical process in which subject-objective relations are carried out. At formation of culture of communication of the future teacher the special attention is paid to the following aspects: motivational-valuable, substantial, operational, personal. Therefore, preparation for the pedagogical process can be considered as a permanent characteristic of a person and his condition. Professional training should be focused on an individual model of the future specialist, and the educational process itself should reflect the specifics of the future professional activity.

The aim of training can be achieved by solving the following tasks: formation of motivational-valuable attitude to the general attitude and its structural forms; formation of the knowledge system about general communication and its cultural forms; development of communication skills and abilities. Step-by-step organization of the process involves setting goals at each stage of preparation. There are three stages in forming the communication culture of future teachers.

The purpose of studying is to form a value attitude to relationships and their cultural forms. It is carried out within the framework of teaching the cycle of psychological and pedagogical disciplines. The main method is to include important information about communication in the content of traditional disciplines of the psychological and pedagogical cycle.

The theoretical goal is to form a system of knowledge about the activity and culture of communication, which can be achieved by introducing individual topics into traditional courses, developing special, variable and optional courses.



The practical goal is to develop and consolidate communication skills in a specially organized professional pedagogical practice with special emphasis on the communicative activity of the teacher. Practical methods are used: monitoring and analysis of communicative activity, exercises and trainings.

It is recommended to pay attention to teaching the culture of communication as an effective form of organization [2]. Studying is aimed at strengthening communication skills and behavior in practice, in real situations (introduction to the class, behavior in conflict situations, organization of activities).

All stages are in strict order, as each stage is based on previous achievements. Improving the culture of communication of the future teacher is possible only when it becomes an important quality of personality, one of the criteria for assessment and a system of requirements for the future teacher. Differentiation involves the use of different forms and methods aimed at achieving at each stage of the formation process. Any method of forming a culture of communication begins with practical training, which begins with the perception of their behavior and communication, and ends with the acquisition of verbal and non-verbal communication skills.

As an example, the training «Effective Teachers' Communication», which aims to teach students the skills of effective communication. During the training, participants learn the basic principles of verbal and non-verbal communication, learn not only communication skills, but also the skills of feedback, learn elements of negotiation and behavior in a conflict situation. It teaches students to understand the stages of communication, to look at other people's behavior from an analytical point of view, and to consider important details of behavior. The effectiveness of learning is achieved through the use of different psychological and pedagogical methods: tests, exercises, group discussions and independent work. Each stage of learning should be accompanied by an analysis that promotes an organic combination of theory and practice and harmonizes studying [3]. The work of a learning group is based on understanding the phases of communication. The first step of studying is to understand the type of communication that takes place when a certain type of work is done.

The second step is to choose the general logic of the training process. The third step is to choose the editing topics. Topics should

be connected with the stages of communication, which determine the place of each topic during the study period. This allows you to determine the location of each topic in the learning process. The following phases of communication are divided into: the phase of communication, which includes feedback, mutual understanding and personal support, interpersonal position in relationships; the phase of content exchange consists of convincing behavior, the ability to justify their position, active listening, joint decision making, negotiations; The stage of ending a relationship includes leaving the relationship, mutual understanding and personal support, feedback.

Communication skills developed during the training are aimed at establishing interpersonal communication, correct discussion, understanding of audience response, creation of favorable psychological climate, use of verbal and non-verbal methods of communication, attracting attention of listeners.

Teaching as one of the active methods used in professional training, reveals the psychological significance and potential of the components of the future teacher's communicative culture, allows to determine the prospects and trends of one of the main directions of scientific and practical activities in education [4].

The level of formation of communicative culture in a teacher and its importance depends on the results of professional activity, as well as the establishment of joint activities of teachers and students.

Offers an interconnected system of psychological functions of communication, practical methods and tools for personal self-actualization through educational impact by means of communication with respect to the basic principles of communication efficiency.

The effectiveness of forming a culture of communication in the system of secondary vocational education largely depends on the value, relationships with other actors, the degree of commitment to the principles of trust, understanding and cooperation [5].

Thus, the education system allows to form effectively culture of communication of the future teacher at observance of following conditions: creation of the developing educational environment; use of active forms and methods of training, in particular trainings promoting cognitive efficiency of educational process. Pedagogical process should be adequate, differentiated and stage-by-stage. Thus, the professional training of future teachers is characterized by the ability



to use elements of communicative culture in their pedagogical activities.

### References

1. Alibulatova N.E., Hajibekova Z.G., Ragimkhanova. Ispol'zovaniye lichnogo i aktivnogo podkhoda k obucheniyu inostrannomu yazyku studentov, ne vladeyushchikh yazykom [Using a personal and active approach to teaching foreign language to non-language students] (Psikhologo-pedagogicheskiye nauki, 2017) [in Russian]
2. Agaragimova V.K., Daudova D.M. Uchet psikhologicheskikh osobennostey studentov v obrazovatel'noy srede vuza Taking into account the psychological characteristics of students in the educational environment of the university.] (Vestnik, 2016) [in Russian]
3. Suvorova S.L. Mezskul'turnyy trening v podgotovke budushchikh uchiteley inostrannogo yazyka [Intercultural training in training future teachers of a foreign language] (Shkol'nyye tekhnologii, 2004) [in Russian]
4. Abaikhanov A.R., Abaikhanov R.S., Abdurakhmanova P.D., Agaragimova V.K., Aitmagambetova R.H., Asilderova M.M., Akhmetova B.Z. and others. Aktual'nyye problemy gumanitarnykh nauk: istoriya i sovremennost' [Actual problems of humanities: history and modernity] (Moscow, 2018) [in Russian]
5. Abdurakhmanova P.D., Agaragimova V.K., Amambaeva N.S., Asilderova M.M., Ben A.M., Gadzhieva P.D., Gadzaova L.P., Dzidzoeva S.M., Yerina I.A. and others. Lichnost' v sovremennoy deystvitel'nosti: pedagogicheskiye, psikhologicheskiye, lingvisticheskiye, pravovyye aspekty [Personality in the modern reality: pedagogical, psychological, linguistic, legal aspects] (Moscow, 2018) [in Russian]

Қ.М. Нағымжанова, А.Д. Ахметбек

*«Тұран-Астана» университеті, Нұр-Сұлтан, Қазақстан*

### **Кәсіптік білім беру жүйесіндегі студенттердің қарым-қатынас мәдениетін қалыптастыру**

**Аннотация:** Мақалада болашақ мұғалімнің қарым-қатынас мәдениетін қалыптастырудың ерекшеліктері, мотивациялық-құндылық, мазмұнды, жеке аспектілерге баса назар аударылады. Сондай-ақ болашақ мұғалімдердің кәсіби дайындығы олардың педагогикалық қызметінде қарым-қатынас мәдениеттің элементтерін колдана білуімен сипатталатыны айтылады. Білім беру жүйесі болашақ мұғалімнің келесі жағдайларды ескере отырып қарым-қатынас мәдениетін тиімді қалыптастыруға мүмкіндік береді деп тұжырымдалады: дамушы білім беру ортасын құру; оқу процесінің танымдық тиімділігіне ықпал ететін оқытудың белсенді формалары мен әдістерін, атап айтқанда тренингтерді колдану; педагогикалық процесс сәйкес, сараланған және кезеңді болуы керек.

**Кілт сөздер:** кәсіби қызмет, педагогикалық шеберлік деңгейі, қарым-қатынас мәдениеті, тренингті топтар, қарым-қатынас дағдылары.

К.М. Нагымжанова, А.Д. Ахметбек  
Университет «Туран-Астана», Нур-Султан, Қазақстан

### **Формирование коммуникативной культуры студентов в системе профессионального образования**

**Аннотация:** Статья посвящена специфике формирования культуры общения будущего учителя, мотивационно-ценностного, содержательного и личностного аспектов. Также отмечается, что профессиональная готовность будущих учителей заключается в том, что их общение характеризуется использованием культурных элементов в их педагогической деятельности. Считается, что система образования позволяет будущему учителю эффективно создавать культуру общения, основанную на: создании развивающей образовательной среды; использовании активных форм и методов обучения, в частности тренингов, которые способствуют когнитивной эффективности учебного процесса; Педагогический процесс должен быть адекватным, дифференцированным и периодическим.

**Ключевые слова:** профессиональная деятельность, уровень педагогического мастерства, культура коммуникации, учебные группы, коммуникативность.

### **Использованная литература**

1. Алибулатова Н.Э., Гаджибекова З.Г., Рагимханова Л.К. Использование лично-деятельностного подхода в обучении иностранному языку студентов неязыковых факультетов. – М.: Психолого-педагогические науки, 2017. – 31-36 с.
2. Агарагимова В.К., Даудова Д.М. Учет психологических особенностей студентов в образовательной среде вуза. – М: Вестник, 2016. - 153-158 с.
3. Суворова С.Л. Межкультурный тренинг в подготовке будущих учителей иностранного языка – М.: Школьные технологии, 2004. – 224-228 с.
4. Абайханов А.Р., Абайханов Р.С., Абдурахманова П.Д., Агарагимова В.К., Айтмагамбетова Р.Х., Асильдерова М.М., Ахметова Б.З. и др. Актуальные проблемы гуманитарных наук: история и современность. – М.: Монография, 2018. – 45 с.
5. Абдурахманова П.Д., Агарагимова В.К., Амамбаева Н. С., Асильдерова М.М., Бен А.М., Гаджиева П.Д., Гадзаова Л.П., Дзидзоева С.М., Ерина И.А. и др. Личность в современной реальности: педагогические, психологические, лингвистические, правовые аспекты. –М.: 2018. – 325 с.